The Important Role of Physical Education and Physical Activity in Healthier Children: Achieving the National Standards in Delaware

Delaware Cancer Consortium Retreat
Dover, DE
April 25, 2017
Irene Cucina, DPE
Plymouth State University
icucina@Plymouth.edu
25 MILLION SCHOOL AGED CHILDREN IN THE US
THE ROLE OF Schools
IN PROMOTING PHYSICAL ACTIVITY

RECESS
Students who get at least 20 minutes of recess per day have a lower body mass index percentile than their peers.

SAFE ROUTES TO SCHOOL
Students who walked to school every day had 24 more minutes of physical activity per day.

P.E.
In states with P.E. requirements, high school girls were active 37 more minutes per week.

ACHIEVEMENT
Teens who were active in school were 20% more likely to earn an “A” in math or English.


Active Living Research
www.activelivingresearch.org
CREATING A CULTURE OF PREVENTION THROUGH PHYSICAL ACTIVITY
The Role of Physical Activity in Cancer Prevention and Health Promotion in Youth
1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.

2. Students will *analyze the influence* of family, peers, culture, media, technology and other factors on health behaviors.

3. Students will demonstrate the ability to *access information*, products and services to enhance health.

4. Students will demonstrate the ability to *use interpersonal communication skills* to enhance health and avoid or reduce health risks.

5. Students will demonstrate the ability to use *decision-making skills* to enhance health.

6. Students will demonstrate the ability to *use goal-setting skills* to enhance health.

7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-management)

8. Students will demonstrate the ability *to advocate* for personal, family and community health.
# Comparison of DE vs National HE Standards

<table>
<thead>
<tr>
<th>DE Health Education Standards, The student will be able to . . .</th>
<th>National Health Education Standards (2012), The student will be able to . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong>  understand essential health concepts in order to transfer knowledge into healthy actions for life.</td>
<td><strong>1.</strong>  comprehend concepts related to health promotion and disease prevention to enhance health.</td>
</tr>
<tr>
<td><strong>2.</strong>  analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</td>
<td><strong>2.</strong>  analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</td>
</tr>
<tr>
<td><strong>3.</strong>  demonstrate the ability to access information, products and services to enhance health.</td>
<td><strong>3.</strong>  access valid information, demonstrate the ability to products, and services to enhance health.</td>
</tr>
<tr>
<td><strong>4.</strong>  demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</td>
<td><strong>4.</strong>  demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</td>
</tr>
<tr>
<td><strong>5.</strong>  demonstrate the ability to use decision-making skills to enhance health.</td>
<td><strong>5.</strong>  demonstrate the ability to use decision-making skills to enhance health.</td>
</tr>
<tr>
<td><strong>6.</strong>  demonstrate the ability to use goal-setting skills to enhance health.</td>
<td><strong>6.</strong>  demonstrate the ability to use goal-setting skills to enhance health.</td>
</tr>
<tr>
<td><strong>7.</strong>  demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (self-management)</td>
<td><strong>7.</strong>  demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</td>
</tr>
<tr>
<td><strong>8.</strong>  demonstrate the ability to advocate for personal, family and community health.</td>
<td><strong>8.</strong>  demonstrate the ability to advocate for personal, family, and community health.</td>
</tr>
</tbody>
</table>
Delaware Physical Education Standards

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: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity
### Comparison of DE vs National PE Standards

<table>
<thead>
<tr>
<th>DE Physical Education Standards: The student will be able to . . .</th>
<th>National PE Standards (2013): The physically literate individual . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST 1: Demonstrate <strong>competency in motor skills</strong> and movement patterns needed to perform a variety of physical activities</td>
<td>1. demonstrates competency in a variety of motor skills and movement patterns.</td>
</tr>
<tr>
<td>ST 2: Demonstrate <strong>understanding of movement concepts</strong>, principles, strategies, and tactics as they apply to the learning and performance of physical activities</td>
<td>2. applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</td>
</tr>
<tr>
<td>ST 3: <strong>Participate regularly</strong> in physical activity</td>
<td>3. demonstrates the <strong>knowledge and skills</strong> to achieve and maintain a health-enhancing level of physical activity and fitness.</td>
</tr>
<tr>
<td>ST 4: <strong>Achieve and maintain a health-enhancing</strong> level of physical fitness</td>
<td>4. exhibits responsible personal and social behavior that respects self and others.</td>
</tr>
<tr>
<td>ST 5: <strong>Exhibit responsible</strong> personal and social behavior that respects self and others in physical activity settings</td>
<td>5. recognizes the <strong>value of physical activity</strong> for health, enjoyment, challenge, self-expression and/or social interaction.</td>
</tr>
<tr>
<td>ST 6: Create <strong>opportunities</strong> for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</td>
<td></td>
</tr>
</tbody>
</table>
NEARLY

1 in 3 children in Delaware is overweight or obese.

Source: Data Resource Center for Child & Adolescent Health

SHAPE OF THE NATION – HOW IS DE DOING?
How are Schools Doing?

The median percentage requiring physical education in grades 6–12:

97%

However...

Source: CDC School Health Profiles 2010.
Schools That Taught PE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6</td>
<td>93.6%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>94.9%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>92.6%</td>
</tr>
<tr>
<td>Grade 9</td>
<td>88.4%</td>
</tr>
<tr>
<td>Grade 10</td>
<td>71.6%</td>
</tr>
<tr>
<td>Grade 11</td>
<td>39.1%</td>
</tr>
<tr>
<td>Grade 12</td>
<td>37.3%</td>
</tr>
</tbody>
</table>
How Active are Kids?

- Only 29% of high school students achieve the recommended 60 minutes per day every day of the week.
- Only 31% of high school students attend physical education daily.
And, there’s more…

- **26%** of elementary schools did not provide regularly scheduled recess for students in all grades.
- Only **44%** of elementary schools had students participate in regular physical activity breaks during school.
- Only **44%** of all schools supported or promoted walking/biking to school.

Why teach health education and physical education?
benefiting student lives
Summit Middle School, Frisco Colorado

We dance.
Sierra Vista Junior High School
Regular physical activity and healthy choices are the foundation for happy, productive, and successful lives.
being physically active
making healthy choices
Let’s Move. Active Schools ~ Action for Healthy Kids ~ Partnership for a Healthier America ~ Academy of Nutrition and Dietetics ~ Robert Wood Johnson Foundation ~ Designed to Move ~ GENYOUth ~ Alliance for a Healthier Generation ~ President’s Council on FSN ~ Mission Readiness ~ National Coalition for Promoting Physical Activity ~ ACSM ~ CDC ~ ACE
Create a **whole-of-school approach** to physical activity at least **60 minutes** per day of vigorous or moderate-intensity physical activity more than half (> 50 percent) of which should be accomplished during regular school hours.
Health Education & Physical Education
Step by Step

1. Establish a team
2. Assess existing PA opportunities, PE and HE Curriculum.
3. Create a vision, goals, & objectives
4. Define the intended outcomes
5. Develop a plan
6. Implement
7. Measure and communicate success
<table>
<thead>
<tr>
<th>Activity</th>
<th>Min/day offered</th>
<th>Min/day activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom breaks during school</td>
<td>21</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education Class (60 min/ week)</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recess (one 15 min/day)</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recess (15 min before lunch)</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before school program/morning activity</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Physical Activity</strong></td>
<td><strong>73</strong></td>
<td><strong>54</strong></td>
</tr>
</tbody>
</table>
## Opportunities for Activity

<table>
<thead>
<tr>
<th>Integrated into Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education Class</td>
</tr>
<tr>
<td>Recess/ drop in activity</td>
</tr>
<tr>
<td>Transitions</td>
</tr>
<tr>
<td>Before and after school activity programs</td>
</tr>
</tbody>
</table>

**Total Physical Activity Minutes Offered per day?**
Ideas to Implement In Your Schools

• Needs Assessment – develop a team; use data; interview nurse, counselor, school nutrition services, students, parents, etc.

• **Train Your Teacher**

• Integrate Brain Energizers

• Assess Fitness using Fitnessgram and work with health educators to develop SMART Goals for each student

• Worksite wellness programs (walking clubs, yoga, pilates, etc)
More Ideas

1. Morning Movement before school
2. Exercise competitions with teachers/staff
3. Cardiovascular exercise bursts in the classroom
4. Increasing movement in classroom academic lessons
5. Community involvement: Opportunities for families to move together.
6. Wellness fairs; advocacy within school and the community
7. Interdisciplinary ideas across content areas
Professional Development

*Keys to success is for teachers to become lifelong learners*

- Principals need to support professional development for all teachers that enhance functional health knowledge and skills.

- Join state HPERD association

- Join SHAPE America

- Get involved in twitter chats, graduate courses, additional training.
Professional Development
Webinars
New Releases!

SHAPE America Sets the Standard™

- The Essentials of Teaching Physical Education: Curriculum, Instruction, and Assessment
- The Essentials of Teaching Health Education: Curriculum, Instruction, and Assessment
- Lesson Planning for Elementary Physical Education: Meeting the National Standards & Grade-Level Outcomes
- Health and Physical Education for Elementary Classroom Teachers: An Integrated Approach
- Teaching Fundamental Motor Skills
DAILY DOZEN
Ideas to enhance your own health

1. Min 9000 step/day
2. 60 min of physical activity
3. Sleep
4. Posture
5. Music
6. Laugh
7. Breathe
8. Destress
9. Water
10. Fruits
11. Veggies
12. Speak kindly
Together, We Grow Healthy Kids.