

## SECTION

# The Business of Physical Education in Changing Contexts

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### Introduction

We live in a global society, and thus have an opportunity to learn and grow through input, interaction, and consultation with other countries around the world. As you will see in this section, there are perhaps more similarities than differences in terms of education, and more specifically physical education, physical activity, and sport. With this in mind, we have chosen to provide a broad perspective in these introductory chapters with the intent of broadening the insights of physical education teacher educators, and physical educators at the preservice, novice, and veteran levels. If physical education is going to have an impact on the health and well-being of society and influence policy and practice at local, national, and international levels, then everyone in the physical education, physical activity, and sport community must be knowledgeable and prepared to serve as change agents in this global world.

The chapters in this section highlight the place of physical education in school programs and communities, outline

physical education's unique contribution to the development of young people, and present the current status of physical education programs. Moreover, in this section we will introduce a broader definition of the central role that the physical education program plays within the school environment. Currently, physical education teacher education (PETE) programs seek to prepare new specialists to deliver quality physical education lessons. It is our goal to help PETE faculty prepare future professionals who are skilled to go beyond that, and have specialists see the need for promotion of physical activity throughout the school day and beyond. All the while, the central message will be that if we want children and youth to make physical activity truly part of every day (in whatever form—e.g., sport, fitness, dance, outdoor pursuits), we must do so by making physical activity an enjoyable process that leads to competence and stronger self-efficacy toward physical activity in general and certain activities in particular.



## CHAPTER

## 1

The Role of the Physical Educator  
in and Beyond the School**Overall Chapter Outcome**

To examine the role of the physical educator in encouraging young people to engage with physical activity and sport beyond the physical education environment

**Learning Outcomes**

The learner will:

- Appreciate that to enable physical education to encourage the development of a physically educated person, it is essential that physical education enhances not only the physical development but also the emotional, cognitive, and social development of individuals
- Describe the relationship among school physical education, extracurricular sport, and community and club sport
- Consider what is feasible as regards an effective school physical education contributing to an increase in young people's physical activity levels through extracurricular sport and community and club sport
- Enunciate the necessary relationships between physical education teachers and other teaching and physical activity professions to increase young people's physical activity levels
- Discuss opportunities for physical education teachers to engage with a range of professional organizations interested in increasing young people's activity levels
- Consider the feasibility of online physical education

"... if school-based physical education is to support young people to develop an appreciation of physical activity and a healthy lifestyle, it should also help young people to find ways of being active after school. It could be argued, therefore, that the remit of the physical education teacher should extend beyond the school gates to wider sports communities. This approach might also suggest that the physical education teacher needs to establish a curriculum, in consultation with young people, that will complement the physical activity opportunities that are available to them outside school. Suggestions have also been made that physical education should be integrated into school-wide positive youth development programmes (Wright & Li, 2009), encouraging the physical education teacher to take a wider view of young people as learners in their school environment."<sup>1</sup>

We acknowledge that a significant amount of time is required to successfully physically educate young people (i.e., to enhance their physical, mental, emotional, cognitive, and social development). Therefore, **physical education** lessons, and by association physical educators, cannot be solely responsible for increasing the **physical activity** levels of young people. If physical educators are to be central to increasing physical activity levels in young people, then it may be more appropriate to consider in what other contexts, in addition to school physical education, they can advocate

and/or contribute in a bid to pursue the desired outcome. These other contexts include the school campus (i.e., **extracurricular sport**) and the surrounding communities (i.e., **community and club sport**). Physical educators do have a responsibility to help engage young people with physical activity and **sport** beyond the physical education environment, providing young people with potential pathways that can help them maintain involvement in physical activity. That is not to say that physical educators need to take on additional roles in the delivery of all physical activity content

<sup>1</sup> Reproduced from MacPhail, A. (2011). Youth voices in physical education and sport: What are they telling us? In K. Armour (ed.), *Sport pedagogy: An introduction for teaching and coaching* (pp. 113). Harrow, England: Prentice Hall.

**BOX 1.1 Key Terms in This Chapter**

- *Community and club sport:* Sport and physical activity (including dance) within the framework of a sport club or community organization.
- *Extracurricular sport:* Competitive and noncompetitive physical activities (including dance) outside of the formal physical education curriculum but offered within the institutional framework of school.
- *Physical activity:* Any movement activity undertaken in daily life, ranging from normal active living conditions to intentional moderate physical activities, to structured physical fitness and training sessions (including dance).
- *Physical education:* Competitive and noncompetitive physical activities (including dance) taught as part of a formal school curriculum intended for every student attending school. Physical education applies a holistic approach to the concept of physical activity for young people, recognizing the physical, emotional, cognitive, and social dimensions of human movement.
- *Sport:* All forms of physical activity (including dance) that, through casual or regular participation, expresses or improves physical fitness and mental well-being and forms social relationships.

(i.e., take responsibility for physical education, extracurricular sport, and community sport) but rather that physical educators need to think beyond their lessons and school teams regarding how best to advocate for and prepare young people to undertake a life of autonomous well-being. Physical educators must link meaningfully with young people and be aware of their engagement in extracurricular and community and club sport by collaborating with the providers of those opportunities. Those who provide physical education and/or physical activity opportunities in or around school settings should ensure that the young people they are working with are receiving consistent messages and quality experiences not only regarding participation in physical activity but also in becoming physically educated. A collaborative and consistent approach to physical education, physical activity, and sport has the potential to be influential in a young person's holistic learning and development. Such an approach locates physical education within the ecology of the young person's lived experience, not just as a subject to be studied at school.

This chapter begins by presenting the roles and objectives of school physical education and what it means to be a professional educator. We then introduce and examine the relationship between physical education, extracurricular sport, and community and club sport. The changing context of school physical education is then discussed to contextualize the relationship and tensions among physical education, extracurricular sport, and community and club sport. Making connections with other professionals involved in the promotion of physical activity leads to the sharing of a number of programs that specifically encourage physical education teachers to be central in supporting a cooperative structure across physical education, extracurricular sport and community and club sport. It is not the intention of the chapter to state the extent to which such programs have been effective;

this requires an understanding of the culture and context in which they operate, something that we are unable to address due to space limitations. Rather, they are introduced to provide the reader with possible structures that they may consider the relevance to, and the potential reconfiguring for, their own particular student, school, community, and country context. The chapter concludes by introducing the practice of online physical education, where, it can be argued, students who do not attend the traditionally timetabled physical education school lessons can be reached through an online program.

### **Roles and Objectives of School Physical Education**

There is general agreement on what the roles and objectives of school physical education should be (Bailey et al., 2009). To enable physical education to encourage the development of a physically educated person, it is essential that physical education (1) enhances physical, mental, emotional, cognitive, and social development; (2) develops physical creativity, competence, and confidence to perform a variety of physical activities; (3) examines human movement from different key perspective; (4) encourages young people to work as individuals, with partners, in groups, and as part of a team, in both competitive and noncompetitive situations; and (5) encourages an appreciation of physical activities and promotes a positive attitude towards establishing, sustaining, and supporting an active and healthy lifestyle. In a meta-analysis of international studies pertaining to physical activity and cognition in young people, Sibley and Etnier (2003) report that there is some evidence that physical activity may be related to improved cognitive performance and academic achievement. This provides evidence for the argument that physical activity (potentially provided by physical

**BOX 1.2 NASPE Outcomes for the Physically Educated Person**

The physically educated person

*Has learned the skills necessary to perform a variety of physical activities*

1. Moves using concepts of body awareness, space awareness, effort, and relationships
2. Demonstrates competence in a variety of manipulative, locomotor, and non-locomotor skills
3. Demonstrates competence in combinations of manipulative, locomotor, and non-locomotor skills performed individually and with others
4. Demonstrates competence in many different forms of physical activity
5. Demonstrates proficiency in at least a few forms of physical activity
6. Has learned how to learn new skills

*Is physically fit*

7. Assesses, achieves, and maintains physical fitness
8. Designs safe personal fitness programs in accordance with principles of training and conditioning

*Does participate regularly in physical activity*

9. Participates in health-enhancing physical activity at least three times a week
10. Selects and regularly participates in lifetime physical activities

*Knows the implications of and the benefits from involvement in physical activities*

11. Identifies the benefits, costs, and obligations associated with regular participation in physical activity
12. Recognizes the risk and safety factors associated with regular participation in physical activity
13. Applies concepts and principles to the development of motor skills
14. Understands that wellness involves more than being physically fit
15. Knows the rules, strategies, and appropriate behaviors for selected physical activities
16. Recognizes that participation in physical activity can lead to multicultural and international understanding
17. Understands that physical activity provides the opportunity for enjoyment, self-expression, and communication

*Values physical activity and its contributions to a healthy lifestyle*

18. Appreciates the relationships with others that result from participation in physical activity
19. Respects the role that regular physical activity plays in the pursuit of lifelong health and well-being
20. Cherishes the feelings that result from regular participation in physical activity

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education) should be part of the school day for both its physical and cognitive benefits. Differences in the extent to which countries expand and refine what a physically educated person looks like are evident in examining the National Association of Sport and Physical Education of the American Alliance for Health, Physical Education, Recreation, and Dance (NASPE and AAHPERD) outcomes of quality physical education programs (see **Box 1.2**), and Physical and Health Education (PHE) Canada's (PHE Canada, 2009) and the United Kingdom's Association for Physical Education's (afPE) manifesto for a world class system of physical education (afPE, 2008).

**What It Means to Be a Professional Physical Educator**

Historically, the role of the physical education teacher has been one of overseeing the administration of physical education classes in school settings. In most European countries, the teacher would deliver physical education lessons during the day, and might have a coaching role in a sport club context that would be separate from the school. In the United States, sport is perhaps more intertwined in the secondary (or postprimary) school culture than anywhere else in the world. Here, teachers are generally expected to take on the role of coach of one (or more) sports at a school. In sports

such as basketball and American football, with the trends toward early specialization and year-round strength conditioning, teacher-coaches sometimes have difficulty balancing the two roles, often resulting in a role conflict (Siedentop & van der Mars, 2012).

The discussion on what it means to be a professional physical educator in today's society incorporates the consideration of a number of roles that challenge the previous expectation that a physical educator did not deviate from teaching physical education full-time in one school. There are now examples around the world where qualified physical educators can (1) teach physical education half-time and coach in community clubs half-time, (2) teach physical education in postprimary half-time and in feeder primary schools half-time, (3) teach physical education half-time and teach/coach extracurricular activities half-time, and (4) be employed full-time within a school physical education program that functions with strong links to the community and other sporting and physical activity organizations. Even in instances where physical educators do not have a formalized position to share their time across physical education and another area of responsibility, it is common for them to report the responsibility that is embedded within their physical education role to accommodate extracurricular sport:

*I am also left to reflect on the position of the PE teacher in schools. . . . I do spend more time than nearly all other teachers helping out with teams at lunchtime and after-school. I really enjoy helping young people to participate in physical activity and get a great "buzz" from the social side of being involved with teams. However I must be careful for the future to ensure that I do not suffer from burnout. . . . It seems that the PE teacher is expected to coach teams of all sports after school.<sup>2</sup>*

Increasingly, particularly in the United States, physical education is expected to play an important role in increasing physical activity levels in young people and promoting life-long physical activity as part of the broader efforts to reverse trends in the percentages of children and youth who are overweight/obese (Pate et al., 2007). However, there needs to be some consideration of what is feasible as regards physical education contributing to an increase in young people's physical activity levels when limited time is allocated to physical education in the school week. In examining the status of

physical education in schools worldwide, timetable allocation for school physical education has in general stabilized (Hardman, n.d.). It is evident that there is an international trend of time allocation for physical education reducing with increasing age, especially the final years of schooling, when it either becomes an optional subject or disappears from the timetable (Hardman, n.d.). We acknowledge that the time afforded to physical education teachers is already limited as regards the potential to effectively produce a physically educated person (i.e., physical, mental, emotional, cognitive, and social development). As a consequence, we believe that the physical educator should advocate for young people to access complementary opportunities in which to further develop such attributes and, perhaps more so, an increase in physical activity levels.

Physical education lessons cannot be solely responsible for increasing the physical activity levels of young people. If physical educators are to be central to increasing physical activity levels in young people, then it may be more appropriate to consider in what other contexts, in addition to physical education classes, they can contribute in a bid to pursue the desired outcome. These other contexts would include the school campus and the surrounding communities. Complementary is the investigation in the Netherlands of the physical education teacher functioning in the school as a "new style professional" (Broeke, van Dalssen, Bax, Rijpstra, & Schouten, 2008), that is, a physical educator with an *acknowledged* responsibility for additional sport and physical activity opportunities.

In the United States, the mission of the National Association for Sport and Physical Education (NASPE) is to enhance knowledge, improve professional practice, and increase support for high quality physical education, sport, and physical activity programs. Recently, NASPE initiated a campaign to reconceptualize the role of physical educators as "physical activity leaders" within the context of the new Comprehensive School Physical Activity Program (CSPAP) (NASPE, 2008; see [www.letsmoveschools.org](http://www.letsmoveschools.org)). Within the CSPAP framework, beyond delivering quality physical education lessons, physical activity leaders would (1) coordinate the programming and facilitation of physical activity opportunities for students throughout the school day on campus (i.e., before school, recess and lunch periods, after school), (2) encourage teachers of classroom subjects to infuse their lessons with physical activity breaks, (3) create opportunities for the school's teaching and support staff, and (4) create opportunities for members of the surrounding communities.

<sup>2</sup> Reproduced from Hartley, T. (2011). Preparing physical education teachers for the reality of teaching in schools: The case of one physical education teacher education (PETE) programme. Master's thesis, University of Limerick, Ireland.

# FPO

Before moving on to further consider and interrogate the relationship among school physical education, extracurricular sport and activity, and community and club sport, it is important to establish what each is likely to entail in different parts of the world.

## **The Three Pillars of School Physical Education, Extracurricular Sport, and Community and Club Sport**

Providing young people with sport and physical activity has been characterized in Ireland as resting on three pillars (Fahey, Delaney, & Gannon, 2005): (1) physical education curriculum in schools, (2) extracurricular sport played in the school, and (3) sport played outside the school in sport clubs or other organized contexts. Clive Pope (2011) warns that as physical educators we need to review how physical education and sport should be positioned for ensuing generations of students, "Unless educators focus more attention on how sport and physical education is presented to young people it could become an increasingly irrelevant part of many of their lives. The retention of traditional and contemporary physical education programmes should be evaluated against the needs of today's students" (p. 280). Fry and McNeill (2011) warn that although school sport has gained a significant national and political profile in Singapore, physical education has not.

School physical education incorporates competitive and noncompetitive physical activities taught as part of a formal school curriculum intended for every pupil attending school, with a preference for delivery by qualified physical education teachers in postprimary schools. The United States has national standards for physical education that direct physical education teachers in the development of physical education curricula, instruction, and assessment (NASPE, 2004).

Specialist physical education teachers are employed in primary schools in the United States and Scotland but are not found in Australia, Cyprus, France, or Ireland. However, through the Physical Education, School Sport and Club Sport (PESSCL) initiative in England and Wales (Department for Education and Skills & Department for Culture, Media and Sport, 2003), qualified secondary physical education teachers were obliged to teach physical education in feeder primary schools (i.e., primary schools where the students were likely to move on to the physical education teacher's postprimary school). In some countries it is considered desirable for the classroom primary teacher to up-skill to teach physical education rather than employing a physical education specialist who has no classroom experience (Wright, 2002). Such an argument is made on the basis that the classroom primary teacher can enhance cross-curricular links if teaching all subject areas and integrate the use of curriculum and instructional models for wider classroom practice (e.g., enacting working in teams, an essential component of sport education, across the whole curriculum). There is general agreement on certain factors that affect the delivery of school physical education across the world, such as staffing levels, time allocation, and subject status (Hardman, 2008).

Extracurricular sport and physical activity in Australia and Europe tend to provide competitive and noncompetitive physical activities outside of the formal physical education curriculum but offered within the institutional framework of school. That is, extracurricular is "extra" and is undertaken outside of the timetabled day, not taking time from the curriculum. Students choose to participate in extracurricular sport during lunchtime, before and/or after school, and in some instances on weekends. The extracurricular sport and physical activity opportunities in the United States tend to be much narrower due to student participation in such programs being the basis for college scholarships in a particular sport. In instances where extracurricular is not extra, physical education teachers arrange games/matches during the school day, resulting in physical education classes being cancelled or covered by someone other than the physical education teacher responsible for the class. This has repercussions for students missing other school classes in addition to physical education and potentially sends the message that sport and physical activity opportunities favor those who are more physically able. Extracurricular sport programs that are marked as recreational are less competitive in nature and have the potential to accommodate a wider range of young people who are perhaps not interested in participating in competitive sport. Peer culture continues to grow as an important aspect of adolescents' physical activity, with more young people choosing to be active outside of formalized extracurricular or community and club sport and taking part in a wide range of physical activities (Wright, Macdonald, &

Groom, 2003). Such “unorganized” sport or physical activity can include jogging, skiing, biking, and skateboarding.

Community and club sport provides young people with opportunities to maintain an involvement in sport or physical activity within the framework of a community organization or sport club, and again can vary considerably depending on the country. For example, formalized community and club sport in Ireland is very strong through the Gaelic Athletic Association (GAA), which is a 32-county sporting and cultural organization. It is a community-based organization that promotes multiple leagues and competitions in Gaelic games such as camogie, Gaelic football, Gaelic handball, hurling, and rounders. Although the GAA should be commended on its strong club structure (there is at least one GAA club in every parish in Ireland), schools naturally feed into such a structure with the result that there is a resounding dominance of invasion games in Ireland (Woods, Tannehill, Quinlan, Moyna, & Walsh, 2010). In the United States, community sport tends to be more focused on recreational activities (e.g., cycling, walking) than on competition.

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**Learning Experience 1.1**

Before reading further, construct an argument for or against the development of a solid relationship among the school physical education curriculum, extracurricular sport, and community and club sport and the associated role of the physical education teacher.

- To what extent are the three pillars practiced as discrete opportunities to be physically active in your context? Is there a blurring of boundaries when distinguishing the practices of each pillar? If so, how can this be addressed?
- Consider the tensions among the school physical education curriculum, extracurricular sport, and community and club sport. Consider what the shared expectations of the role of the physical education teacher across all three might be.

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Although the three pillars are contextually different, they each have the potential to contribute to the health of young people by encouraging them to acquire and develop the affective, cognitive, and psychomotor skills that allow them to be physically active. That is, they are concerned with having a positive influence not only on young people’s physical activity levels but also on their knowledge, understanding, and attitudes towards lifelong physical activity. Although acknowledging the shared focus on engaging young people in physical activity, there are differences in the way in which each pillar is implemented in different countries and continents. There also are likely to be some tensions among the

three pillars in instances where those involved in facilitating each convey different values and philosophies on how best to encourage young people to be, and maintain an interest in being, physically active. We revisit the connections among physical education teachers, other teachers, and physical activity professionals later in the chapter.

**International Similarities Across the Pillars as Regards to Physical Activity Engagement**

There is strong consensus on what influences young people’s interaction, participation, and performance in the three pillars (MacPhail, 2011). More personalized influences that affect young people’s disposition to being physically active include gender, physical skill ability, (dis)ability, socioeconomic status, and ethnicity (Kirk, 2005). Maturation differences and hereditary factors should also be considered. There are further issues we should be cognizant of when providing and delivering opportunities to be physically active as we strive to be an effective and appropriate teacher or coach. These include (1) the relevance of what is being offered to young people’s lives and its contribution to health, (2) an opportunity to share their physical activity preferences through providing variety and choice, (3) encouraging social interaction and allowing space for making friends, (4) providing opportunities for enjoyment, (5) providing opportunity for developing/perceiving physical and social competence, (6) ensuring young people feel included, and (7) providing encouragement through positive feedback and reinforcement. There are other competing interests, such as exposure to media representations of being (or not) physically active, the power of peer culture (alluded to earlier), and the increasing demand for computer games, that we may find difficult to address with respect to the impact they have on young people’s interest in being physically active.

Physical educators need to be critical consumers of media agendas and discuss the agendas with young people to avoid instances, for example, where young people may use physical activity to lose weight and then cease being active once they have achieved a desired body weight. Physical educators need to be critical of the way in which young people’s health, activity levels, and obesity levels are reported in the popular media. Researchers suggest that when there is an uncritical and uneducated focus on obesity and related norm-referencing testing, this can contribute to (not cause) the etiology of disordered eating (Neumark-Sztainer et al., 2006).

**Physical Education’s Changing Context**

**Physical Education Curriculum**

It is suggested that specialist postprimary school programs in their traditional form have had limited impact in terms of transferring knowledge learned in school to adult life



(Kirk, 2005). Tannehill (2007, 2011) challenges physical education teachers to reconsider the physical education program and how such a program can make meaningful connections between the context of the school and local community. Providing young people with physical activity options that are important and meaningful to them may encourage participation in both school physical education and physical activity opportunities outside of school: "We need to do things differently, move away from curricula that mirror only what has been done in the past, and build programmes that reflect the desires and needs of young people so that they might persist in their efforts to develop physically active lifestyles" (Tannehill, 2007, p. 3).

Young people need to acquire skills that will allow them to be involved in the three pillars as something other than a player when and where appropriate. This is the main premise of Daryl Siedentop's Sport Education (1994) curriculum and instructional model, where "players" learn how to perform various nonplaying roles such as team coach, game official, team publicist, team scout, and team manager.

Over time the physical education curriculum has tended to evolve and change in line with dominant and popularized notions of what constitutes worthwhile and meaningful physical activity and sporting opportunities. The United States has always focused on fitness as an element of school physical education; the dramatic increase in the potential health implications associated with being physically active, and by association addressing the number of overweight and obese children and young people, has begun to impact school physical education programs internationally. *Physical well-being*, including the components of physical fitness and health, have become more prominent in teaching school physical education, as has an increasing interest in the notion of health-based physical education programs, with countries such as Australia, Canada, and New Zealand including Health and Physical Education as a curriculum area.

The key role that physical education teachers play in determining young people's attitudes and feelings towards physical education can be heightened when the teacher is further involved in extracurricular sport and community and club sport, provides young people with information on how to access physical activity out of school, and/or develops links between physical education and community programs.

### **School Physical Education's Influence on Extracurricular Sport and Community and Club Sport**

A positive and powerful relationship among physical education, extracurricular sport, and community and club sport can result in young people being disposed to involvement in physical activity and, by association, conveying a positive and proactive attitude towards physical education during adolescence and physical activity in young adulthood.

Alternatively, in instances where schools are under pressure to produce competitive and skillful players to compete in extracurricular sport, the relationship between physical education and extracurricular sport is somewhat forced. Positioning physical education in this way could result in physical education being seen as a precursor to the school sports program and the foundation of the elite sport pyramid (Kirk & Gorely, 2000, cited in Pope, 2011). Physical education should not be viewed as supplying the raw fodder for extracurricular clubs, where week one of class in the new academic year is about fitness testing pupils and then streaming them into more- and less-able groups as a precursor to initially identifying those with a talent in a particular sport.

The relationship between physical education and community and club sport can also be powerful. A 10-year Norwegian longitudinal study has examined the relationship between participation in organized youth sport and attitude to physical education during adolescence and physical activity in young adulthood (Kjønniksen, Fjørtoft, & Wold, 2009). Participation in organized sport was found to be the strongest predictor of physical activity at age 23 years in males, whereas attitude to physical education was the strongest predictor in females. The authors concluded that participation in sport and physical activity in different arenas during adolescence may affect participation differently in young adult men and women. It is therefore imperative that physical education teachers consider the impact that physical education can have on young people's future involvement in maintaining active lifestyles as well as the positive reciprocal relationship between young people's attitude to physical education and participation in organized sports during adolescence.

### **Extracurricular Sport and Community and Club Sport**

There is a strong possibility that the activities young people choose to play through extracurricular sport are also the activities they undertake in a community and sport club setting. This then poses a challenge to the physical education teacher, if they are involved in providing extracurricular sport, as to how best to provide and promote an extracurricular provision that interfaces between physical education and community and sport club contexts. In producing a database of physical activity, physical education, and sport participation levels of children and youth in Ireland, Woods and colleagues (2010) found that participation in extracurricular sport increased the likelihood of postprimary students' involvement in community and club sport (what they termed extraschool sport) by 99%.

There is also the possibility that young people may like to have access to different kinds of extracurricular sport and physical activity opportunities beyond the more traditional choices available to them. For example, young people have been exposed in recent years to increasing recreational participation in activities—such as dance, BMX, and martial

arts—that have achieved popular status through media exposure. Such activities do not, however, challenge the continuing dominance of games being taught in physical education programs (Hardman, 2008).

### An Example of a Challenge Set by the Three Pillars

Referencing Ireland as a case study example, the link between physical activities offered in school and what is available in the community varies, with some activities having better pathways and being more successful at recruiting and engaging young people than others (Woods et al., 2010).

**Table 1.1** and **Table 1.2** show the postprimary participation rates across all three pillars of physical activity in an Irish context. Table 1.1 conveys that for Irish postprimary males,

a number of activities that they participate in during physical education are either not provided for as extracurricular sport or community and club sport (extraschool sport) or students choose not to continue participation outside of school. Such activities include basketball, badminton, and gymnastics. Table 1.2 conveys a similar trend for Irish postprimary girls, with basketball, athletics, and badminton being some of the activities that a significant number of girls are exposed to during physical education but do not engage with as extracurricular sport or community and club sport (extraschool sport).

Although this example is based on data from Ireland, there may be similar patterns internationally of concern as regards the difference in participation levels across the three pillars for particular physical activities. It was alluded

**TABLE 1.1 Participation Levels in Extraschool Sport/Activity, Extracurricular Sport/Activity, and Physical Education Among Postprimary Males**

Activity	Extraschool (%)	Extracurricular (%)	Physical Education (%)
Soccer	32	17	62
Gaelic football	27	12	32
Hurling	17	8	15
Rugby	12	7	26
Weight training	12	3	14
Swimming	12	3	14
Athletics	9	7	38
Basketball	6	9	47
Martial arts	6	5	5
Tennis	5	3	17
Baseball/rounders	4	4	35
Badminton	4	5	38
Dance	4	2	12
Cross country running	4	3	13
Adventure activities	3	2	22
Handball	3	3	24
Horse riding	3	1	3
Hockey	2	2	20
Aerobics/exercise class	2	2	17
Gymnastics	1	2	21
Camogie	1	1	4
Squash	1	2	6
Any other sport	10	3	6

Reproduced from Woods, C. B., Tannehill D., Quinlan, A., Moyna, N., & Walsh, J. (2010). *Children's sport participation and physical activity study (CSPPA)*. Research Report No 1. School of Health and Human Performance, Dublin City University and The Irish Sports Council, Dublin, Ireland. Table 35, page 108. Used with permission of The Irish Sports Council.

**TABLE 1.2 Participation Levels in Extraschool Sport/Activity, Extracurricular Sport/Activity, and Physical Education Among Postprimary Females**

Activity	Extraschool (%)	Extracurricular (%)	Physical Education (%)
Dance	23	6	35
Swimming	19	4	15
Gaelic football	17	9	27
Camogie	11	6	12
Soccer	10	7	46
Horse riding	9	2	5
Athletics	8	9	48
Basketball	7	14	63
Tennis	7	5	29
Aerobics/exercise class	6	4	31
Baseball/rounders	6	5	57
Cross country running	5	5	16
Gymnastics	5	3	34
Hurling	5	3	9
Adventure activities	4	2	26
Badminton	4	6	53
Hockey	4	6	34
Martial arts	4	4	8
Rugby	3	3	20
Weight training	3	1	7
Handball	2	2	21
Squash	2	1	6
Any other sport	10	3	7

Reproduced from Woods, C. B., Tannehill D., Quinlan, A., Moyna, N., & Walsh, J. (2010). *Children's sport participation and physical activity study (CSPPA)*. Research Report No 1. School of Health and Human Performance, Dublin City University and The Irish Sports Council, Dublin, Ireland. Table 36, page 109. Used with permission of The Irish Sports Council.

to earlier in the chapter that physical education should not solely set out to promote physical activities that young people are involved in as an extracurricular sport and/or community and club sport. Rather, physical education should be seen as an opportunity to gain the appropriate and necessary skills that will allow young people to access physical activities in their local community, and also introduce them to organized physical activities not available in their local community but that may enhance their chances of being physically active into the future (e.g., dance). We are not suggesting that the physical education curriculum and extracurricular content be based solely on what is available outside of school. This could potentially lead to a narrowing of experiences for young people and maintaining the status quo of prevailing sporting opportunities (e.g., team sports/games).

.....

**Learning Experience 1.2**

In your own context, which physical activities offered in school also are available in the community? What activities are offered in the community but not in physical education? Which are offered in physical education but not in the community? Which physical activities do young people seem to stop participating in beyond physical education?

.....

**Connection with Other Physical Activity Professionals**

One would hope that those involved in promoting physical activity (e.g., physical education teachers, youth sport

trainers and coaches, youth sport coordinators, volunteers, youth workers, parents, other subject teachers, representatives of sport federations/sport development officers) would share a relatively common understanding of the role of physical education, sport, and physical activity in the lives of young people. However, it is likely that there will be instances where the values and philosophies towards each will differ. The challenge is to develop partnerships across the professions, hoping that such differences do not compromise the young person's exposure to meaningful and worthwhile opportunities to be physically active. There can be little doubt that those involved in promoting a lifelong physically active and healthy lifestyle need to work together to meet the challenge of providing physical activities and sports that meet the needs and interests of young people.

In England, the PE and Sport Strategy for Young People initiative (PESSYP) encourages those involved in promoting physical education and community sport to work together to offer all young people ages 5 to 16 years the opportunity to participate in 5 hours of physical education and sport each week. The *Guide to Delivering the Five-Hour Offer* (Sport England/YST/PE & Sport for Young People, 2009) outlines a vision for the strategy, and in particular the 5-hour offer (see **Box 1.3**), providing case-study examples illustrating how the school and community can interact to provide the 5 hours of physical education and sport (see **Box 1.4**). There is an acknowledgement that the roles and responsibilities of the providers need to be shared, and that providers should make physical education and sport more accessible, attractive, affordable, and appropriate to the needs of young people (MacPhail, 2011).

### **BOX 1.3 Vision for the PE and Sport Strategy for Young People**

For 5- to 16-year-olds, the expectation is that schools will provide 3 of the 5 hours; 2 hours through high quality PE within the curriculum and at least 1 hour a week of sport for all young people beyond the curriculum (out of school hours on school sites). Community and club providers will seek to ensure that an additional 2 hours a week are available.

For 16- to 19-year-olds in school, schools/colleges will be expected to work in partnership with community groups and clubs to ensure an appropriate 3-hour offer is available. For those young people not in the educational system, hiring and training community providers in partnership with local authorities will be expected to provide access to affordable opportunities to take part in sport.

As part of this, every young person should have the following:

- Access to regular competitive sport
- Coaching to improve their skills and enjoyment
- A choice of different sports
- Pathways to club and elite sport
- Opportunities to lead and volunteer in sport

Each young person is likely to access their 5 hours in a range of different settings. We have identified five environments where most activity will take place:

1. *School*: This includes all PE plus sport-related specialty courses that lead to a qualification (e.g. GCSE, A Level, BTEC). It includes structured changing time but not break times, lunchtimes, or travel time.
2. *School/college*: This includes all sporting activity that is managed and coordinated by the school/college, or school/college bodies outside of curriculum time.
3. *Structured community sports clubs*: These are sports or dance clubs where a membership fee is generally paid. This will mainly (but not exclusively) be those sports with a national governing body (NGB). This does not include generic membership in, for example, a local community center, which is covered in the following point.
4. *Community sport settings (not in clubs)*: This is sporting activity where a conscious decision has been made to participate or train but not in a constituted club environment. It includes activities such as "pay and play" sport, free swimming, and classes/lessons that are paid for on a regular basis.
5. *Community settings where sport is part of a wider range of activity*: This is sporting activity in settings where sport is part of a varied menu of activity. This can include the youth club sectors, such as uniformed organizations and youth clubs as well as kids clubs operated by organizations such as local authorities.

Reproduced from Sport England/Youth Sport Trust/PE & Sport for Young People. (2009). *The PE and sport strategy for young people: A guide to delivering the five-hour offer* (pp. 6–9). Loughborough, UK: Youth Sports Trust.

### BOX 1.4 Examples of Personalized Five-Hour Offers for Young People

#### Case Study 1: Shanwaz, a 6-Year-Old Student at a Primary School

##### *School and school sport partnership:*

- Shanwaz participates in 75 minutes of PE every Thursday morning and another 75 minutes on Thursday afternoon.
- Every Friday at lunchtime, he takes part in a 30-minute organized session of playground activity led by Year 6 (fifth-grade) students from his school, and on Monday evenings he attends a 45-minute dance club at the school.

##### *Club and community:*

- Shanwaz has swimming lessons on Saturday mornings at his local club. Once he can swim 50 meters, he is looking forward to joining the improver group on Monday evenings for 1 hour a week.
- On Friday evenings Shanwaz goes with his brother and dad to a family fun sports session at his local community center.

#### Case Study 2: Ellie, a 13-Year-Old Student at a Secondary School

##### *School and school sport partnership:*

- Ellie's school operates a 2-week timetable/schedule. In the first week she participates in 2 hours of PE, and in the second week this increases to 3 hours.
- Ellie was identified by her school a year ago as someone who wasn't fully engaging in PE. She was invited to attend an active lifestyle club at lunch on Thursdays. This helped to build her confidence, and she now participates fully in PE and still attends the club, joining in activity and supporting Year 7 and 8 (sixth- and seventh-grade) students.

##### *Club and community:*

- Through her attendance at a local youth club, Ellie heard about a 10-week trampolining program offered at a local community/leisure center. After attending eight sessions, she decided to take it up more regularly and has joined a local gymnastics club, attending for 2 hours a week.
- Through her involvement in the trampolining session, Ellie met two new friends at the community/leisure center and now meets up with them every Friday night at the center to do a 1-hour aerobics session.

Reproduced from Sport England/Youth Sport Trust/PE & Sport for Young People. (2009). *The PE and sport strategy for young people: A guide to delivering the five-hour offer* (pp. 22–23). Loughborough, UK: Youth Sports Trust.

In the United States, the National Plan for Physical Activity was unveiled in 2010 (see [www.physicalactivityplan.org](http://www.physicalactivityplan.org)), bringing together eight societal sectors with the central objective of increasing access to and opportunity for physical activity for all Americans. The participating sectors are education; parks, recreation, fitness, and sports; public health; health care; business and industry; mass media; transportation, land use, and community design; and volunteer and nonprofit organizations. Each sector developed general strategies with accompanying tactics. **Box 1.5** shows the education sector's overall strategies and related tactics. Since its unveiling, an implementation guide has been published with information about implementation priorities and suggested resources to aid organizations such as schools in implementing the strategies and tactics.

The following section provides examples of programs that encourage consideration of physical educators' changing

context, and by association working in partnership with other professionals interested in increasing young people's exposure to physical activity.

### Examples of Programs and Related Partnerships

Numerous suggestions have been made in recent years on how best to support schools' potential for effectively providing and promoting physical activity within the physical education program, throughout the school day and beyond the school campus (Broeke, van Dalssen, Bax, Rijpstra, & Schouten, 2008; NASPE, 2008; Pate et al., 2007). De Knop, Engstrom, and Skirstad's (1996) comment remains somewhat true to this day:

*Perhaps one of the greatest challenges facing youth sport now and in the near future is to set up a cooperative and coordinated approach by schools and clubs*

**BOX 1.5 National Physical Activity Plan: Education Sector Strategies and Related Tactics****Strategy 1**

Provide access to and opportunities for high-quality, comprehensive physical activity programs, anchored by physical education, in pre-kindergarten through grade 12 educational settings. Ensure that the programs are physically active, inclusive, safe, and developmentally and culturally appropriate.

*Tactics:*

- Advocate for increased federal funding of programs such as the Carol White Physical Education for Progress (PEP) grant program.
- Include in funding criteria the development of state-of-the-art, comprehensive physical activity demonstration programs and pilot projects, and effective evaluation of those programs.
- Include a preference for adoption of physical education (PE) and physical activity (PA) programs demonstrated to provide high amounts of physical activity.
- Widely disseminate successful demonstration and pilot programs and those with practice-based evidence. Work with states to identify areas of great need, prioritizing funding efforts toward lower-resourced communities.
- Provide adequate funding for research that advances this strategy and all other education sector strategies.
- Require pre-service and continuing education for physical education and elementary classroom teachers to deliver high-quality physical education and physical activity programs.
- Provide continuing education classes and seminars for all teachers on state-of-the-art physical activities for children that provide information on adapting activities for children with disabilities, in classrooms and physical education settings.
- Encourage higher education institutions to train future teachers and school personnel on the importance of physical activity to academic achievement and success for students from pre-kindergarten through grade 12.

**Strategy 2**

Develop and implement state and school district policies requiring school accountability for the quality and quantity of physical education and physical activity programs.

*Tactics:*

- Advocate for binding requirements for PreK–12 standards-based physical education that address state standards, curriculum time, class size, and employment of certified, highly qualified physical education teachers in accordance with national standards and guidelines, such as those published by the National Association for Sport and Physical Education (NASPE).
- Advocate for local, state, and national standards that emphasize provision of high levels of physical activity in physical education (e.g., 50% of class time in moderate-to-vigorous activity).
- Enact federal legislation, such as the FIT Kids Act, to require school accountability for the quality and quantity of physical education and physical activity programs.
- Provide local, state, and national funding to ensure that schools have the resources (e.g., facilities, equipment, appropriately trained staff) to provide high-quality physical education and activity programming. Designate the largest portion of funding for schools that are under-resourced. Work with states to identify areas of greatest need.
- Develop and implement state-level policies that require school districts to report on the quality and quantity of physical education and physical activity programs.
- Develop and implement a measurement and reporting system to determine the progress of states toward meeting this strategy. Include in this measurement and reporting system data to monitor the benefits and adaptations made or needed for children with disabilities.
- Require school districts to annually collect, monitor, and track students' health-related fitness data, including Body Mass Index.

**BOX 1.5 National Physical Activity Plan: Education Sector Strategies and Related Tactics (Continued)****Strategy 3**

Develop partnerships with other sectors for the purpose of linking youth with physical activity opportunities in schools and communities.

*Tactics:*

- Develop plans at local levels for leadership and collaboration across sectors, such as education, youth serving organizations, and parks and recreation.
- Develop and institute local policies and joint use agreements that facilitate shared use of physical activity facilities, such as school gyms and community recreation centers and programming.
- Prioritize efforts to target communities and schools by working with states to identify areas of greatest need.
- Develop partnerships with organizations that encourage citizen involvement, community mobilization, and volunteerism to link to and sustain community opportunities for physical activity.

**Strategy 4**

Ensure that early childhood education settings for children ages 0 to 5 years promote and facilitate physical activity.

*Tactics:*

- Develop policies that clearly define physical activity components for Head Start and other early childhood program providers.
- Develop and institute state-level standards for early childhood education programs that require the delivery of safe and appropriate physical activity programming.
- Work with community college systems to include physical activity training as part of childcare certification and early childhood training programs.
- Advocate for physical activity policies at childcare facilities that address the developmental needs of all children, including children with disabilities, those classified as obese, or children at high risk of inactivity.

**Strategy 5**

Provide access to and opportunities for physical activity before and after school.

*Tactics:*

- Support Safe Routes to School efforts to increase active transportation to and from school and support accommodations for children with disabilities.
- Encourage states to adopt standards for the inclusion of physical activity in after-school programs.
- Require a physical activity component in all state and federally funded after-school programs, including 21st Century Community Learning Centers.
- Work with community college systems to include physical activity training as part of early childhood and school-age childcare preparation programs.
- Subsidize the transportation and program costs of after-school programs through local, state, and federal sources.
- Provide resources for innovative pilot projects in the after-school setting.
- Encourage states to abide by national after-school accreditation standards on physical activity as applicable, and advance state licensure requirements in alignment with those standards.

**Strategy 6**

Encourage post-secondary institutions to provide access to physical activity opportunities, including physical activity courses, robust club and intramural programs, and adequate physical activity and recreation facilities.

*(continues)*

**BOX 1.5 National Physical Activity Plan: Education Sector Strategies and Related Tactics (Continued)***Tactics:*

- Advocate for state and federal funding to ensure that post-secondary institutions have resources (e.g., facilities, equipment, staff) to provide quality physical activity programming.
- Develop and implement local policies and joint use agreements that allow students in post-secondary institutions to have access to physical activity facilities, such as school gyms and community recreation centers.
- Encourage USDE/CHEA accrediting agencies to require all institutions receiving Federal (Title IV) funding to hold a class focusing on the impact of physical inactivity, resources and opportunities for physical activity, and positive health behaviors such as an institutional graduation requirement.

**Strategy 7**

Encourage post-secondary institutions to incorporate population-focused physical activity promotion training in a range of disciplinary degree and certificate programs.

*Tactics:*

- Fund the development and pilot testing of population-based physical activity promotion curricula for relevant disciplines such as nursing, medicine, physical therapy, urban planning, education, library science, and lay health advisor.
- Incorporate modules of population-based physical activity into Board exams.

Reproduced from National Physical Activity Plan Alliance. (2010). National Physical Activity Plan: Education. Available from [www.physicalactivityplan.org/education\\_st1.php](http://www.physicalactivityplan.org/education_st1.php)

*with the purpose of offering sports as an educational environment for all children that will enable them to develop at their own speed according to their own interests.*<sup>3</sup>

We focus now on a number of programs that specifically encourage physical education teachers to be central in supporting a cooperative structure across physical education, extracurricular sport, and community and club sport. We acknowledge that in some countries partnerships among schools, clubs, and associations have a short history or are a result of local or random circumstances (i.e., are specific rather than institutionalized); in other instances collaboration is not obvious. We also are conscious that the extent to which individual governments prioritize the promotion and development of sport and physical education differs. Central points of reference are available for those who wish to further examine how different European and other countries practice and extend the delivery of physical education (Klein & Hardman, 2008; Puhse & Gerber, 2005).

**Active Schools**

The Active Schools Acceleration Project (ASAP) in the United States seeks to increase quality physical activity in schools

as a means to promote healthy, active living and to evoke beneficial behavioral and academic outcomes. The project is committed to facilitating cross-sector collaboration to reverse the trend of childhood obesity within one generation's time. The initiative is to unfold in four phases: (1) identifying innovation, (2) replicating best practices in diverse environments, (3) scaling up nationally, and (4) achieving long-term sustainability. A principal tool for innovation discovery is a national innovation competition, funded by a consortium of the nation's leading health plans. The innovation competition is composed of two categories that solicit entries from distinct audiences to unearth the best strategies for increasing physical activity. The first category is newly developed technologies and/or unique applications of existing technologies that can increase quality physical activity in school and beyond. The second category is on-the-ground physical activity programs underway in schools across the country (see [www.activeschoolsasap.org/about/asap](http://www.activeschoolsasap.org/about/asap)).

The aims of the Active Schools initiative (popular in Australia, New Zealand, and Scotland) are to increase awareness, skills, and education regarding quality physical activity opportunities and physical education within the communities surrounding the school, and to enhance student physical activity and overall well-being. Related

<sup>3</sup> Reprinted, with permission, from De Knop, P., Engstrom, L. M., & Skirstad, B. (1996). *Worldwide trends in youth sport*. Champaign, IL: Human Kinetics. p. 281.



opportunities have included active commuting to school and providing the coaching for recreational activities. In one example from Scotland, the Active Schools team was able to create after-school girls-only dance clubs in each of the five secondary schools in the local authority. These clubs ran throughout two terms during the school year and were delivered by professional dance teachers from clubs in the local area. The Dance Project culminated in the very first regional Dance Festival at one of the schools. *Sport and Recreation* (formerly known as SPARC) New Zealand has produced an Active Schools Toolkit resource to help schools develop a culture of physical activity through (1) offering ideas for physical activity and activity-based learning across the curriculum, (2) providing easy ways to increase physical activity in co-curriculum areas, and (3) encouraging physical activity as a part of daily life in the school community (see [www.sportnz.org.nz/en-nz/young-people/Ages-5-12-Years/Active-Schools-Toolkit](http://www.sportnz.org.nz/en-nz/young-people/Ages-5-12-Years/Active-Schools-Toolkit)).

The Active School Flag initiative in Ireland is a noncompetitive initiative that seeks to recognize schools that strive to achieve a physically active and physically educated school community. To be awarded the Active School Flag, schools must (1) commit to a process of self-evaluation in terms of the physical education programs and physical opportunities

that they offer, and (2) plan and implement a series of changes that will enhance physical education and extracurricular provision and promote physical activity. The initiative encourages a partnership approach, empowering schools to become more proactive in approaching groups to help and support them to develop their physical education programs and to promote physical activity. Activities that schools have undertaken to bolster their chances of being awarded an Active School Flag include (1) introducing physical activity events for children, their parents, and school staff; (2) mini sport tournaments; (3) sport taster days where students try an activity for the first time; (4) orienteering in the local public park; (5) visits to local sports facilities; and (6) guest speakers to include local sport role models, referees, and physical activity coordinators/advisers.

In the United States, a comprehensive school physical activity program (CSPAP) is an approach by which school districts and schools utilize all opportunities for school-based physical activity to develop physically educated students (defined previously in the chapter) who participate in the nationally recommended 60+ minutes of physical activity each day and develop the knowledge, skills, and confidence to be physically active for a lifetime. The goals of a CSPAP and the five related components are listed in **Box 1.6**.

### **BOX 1.6 A Comprehensive School Physical Activity Program (CSPAP)**

The goal of a CSPAP is two-fold.

- Provide a variety of school-based physical activity opportunities that enable all students to participate in at least 60 minutes of moderate-to-vigorous physical activity each day.
- Provide coordination among the CSPAP components to maximize understanding, application, and practice of the knowledge and skills learned in physical education so that all students will be fully physically educated and well-equipped for a lifetime of physical activity.

The five related components are:

1. *Physical education*: Physical education is the foundation of a comprehensive school physical activity program. It is an academic subject that uses a planned, sequential program of curricula and instruction, based on state and/or national physical education standards, which results in all students, including those with disabilities, developing the knowledge, skills, and confidence needed to adopt and maintain a physically activity lifestyle. Physical education should be taught by state-certified physical education teachers.
2. *Physical activity during school*: Physical activity during school provides opportunities for all students, including those with disabilities, to practice what they've learned in physical education, work towards the nationally recommended 60+ minutes of daily moderate-vigorous physical activity, and prepare the brain for learning. Opportunities include:
  - Physical activity integrated into classroom lessons
  - Physical activity breaks in the classroom
  - Recess (elementary school)
  - Drop-in physical activity (e.g., after eating lunch) (middle and high school)

*(continues)*

**BOX 1.6 A Comprehensive School Physical Activity Program (CSPAP) (Continued)**

3. *Physical activity before and after school:* Physical activity before and after school provides opportunities for all students, including those with disabilities, to practice what they've learned in physical education, work towards the nationally recommended 60+ minutes of daily moderate-vigorous physical activity, and prepare the brain for learning. Additional benefits include social interaction and engagement of students in safe, supervised activities. Opportunities include:
  - Walk and bike to school and implementation of a comprehensive Safe Routes to School program
  - Informal recreation or play on school grounds
  - Physical activity in school-based child-care
  - Physical activity clubs and intramural sports
  - Interscholastic sports
  - In physical activity
4. *Staff involvement:* High-level support from school administrators is critical to a successful comprehensive school physical activity programs. Staff involvement in school-based physical activity provides two key benefits:
  - School employee wellness programs have been shown to improve staff health, increase physical activity levels, and be cost effective.
  - When school staff are personally committed to good health practices, they are positive role models for students and may show increased support for student participation.
5. *Family and community involvement:* Family and community involvement in school-based physical activity provides numerous benefits. Research shows that youth participation in physical activity is influenced by participation and support of parents and siblings. When families are active together, they spend additional time together and experience health benefits. Families can support a comprehensive school physical activity program by participating in evening/weekend special events and parents/guardians serving as physical education/activity volunteers. Community involvement allows maximum use of school and community resources (e.g., facilities, personnel) and creates a connection between school- and community-based physical activity opportunities. Joint-use agreements are an example of a formal school-community collaboration.

The Active and Healthy Schools program (AHS) in the United States is designed to improve the overall health and increase the activity levels of students by making changes to the whole school environment. Acknowledging that the implementation of new concepts may result in teachers feeling overwhelmed, the program consists of many small initiatives as a series of manageable tasks, such as forming an AHS committee and generating interest among parents and administrators. Core goals are identified in three key program areas and are listed in **Box 1.7**.

**Healthy Schools**

Schools across numerous countries (e.g., Australia, Canada, New Zealand, United States) are supported in their efforts to create environments where physical activity and healthy eating are accessible and encouraged. Collaboration among students, a school's teaching and nonteaching staff, families, and health professionals is encouraged to transform schools into healthy campuses. Associated initiatives that have been introduced to schools include improving the nutritional

value of school meals, allowing access to school facilities after school and on weekends, increasing the amount of afterschool program time for physical activity opportunities, and increasing the length of recess breaks. Such initiatives are included in the Healthy Schools Program Framework (Alliance for a Healthier Generation, 2009), which provides criteria for developing a healthier school environment.

In the United States, Coordinated School Health (CSH) is recommended by the Centers for Disease Control and Prevention as a strategy for improving students' health and learning in schools, acknowledging that after the family, the school is the primary institution responsible for the development of young people in the United States. A CSPAP (discussed previously) is part of a larger school health framework called Coordinated School Health (CSH). A summary of the key goals and strategies for CSH is available in **Box 1.8**.

The initiative is viewed as perhaps one of the most efficient means to prevent or reduce risk behaviors and prevent serious health problems among students. Effective school health policies and programs may also increase academic

**BOX 1.7 Active and Healthy Schools Program Goals***Active school day:*

- Provide 15+ minutes of recess daily.
- Offer 20+ minutes or more for physical activity after lunchtime.
- Hold at least three activity breaks of 3 to 5 minutes in length throughout the school day (not including recess or lunchtime).
- Provide a PE program that meets two or more days each week.
- Offer students the opportunity to earn the President's Challenge Active Lifestyle Award.
- Provide a physical activity program to teachers and staff.
- Post activity prompts and signs promoting activity throughout the school.

*Active after school:*

- Establish an after-school activity program (playground or gym facilities should be open and available).
- Zone playground for safety, according to AHS guidelines.
- Create an AHS message center (bulletin board) highlighting after-school activities, rules, news, and activity directions.
- Focus on recreational (rather than competitive) activities.
- Offer after-school field trips.

*Nutrition:*

- Create a Food and Nutrition Team to oversee breakfast, snacks, lunch, celebrations, and fundraisers.
- Promote awareness of food groups, calories, and balance of activity and nutrition.
- Post Point-of-Decision signs to encouraging healthy food choices.
- Offer healthy breakfast and lunch menus.
- Offer incentives for making healthy food choices.
- Provide take-home information about healthy food choices.

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**BOX 1.8 A Summary of the Key Goals and Strategies of School Health Programs****1. Increase health knowledge, attitudes, and skills.**

- School health instruction helps young people improve their health knowledge. For example, students learn nutrition facts and how to read product labels so they can make healthy eating choices.
- School health instruction helps young people develop related life skills, including communication and interpersonal skills, decision making and critical thinking skills, and coping and self-management skills. For example, students learn a variety of ways to refuse alcohol or tobacco and practice those skills.
- Improved communication and life skills can positively affect students' health decisions and behaviors and promote effective citizenship.

**2. Increase positive health behaviors and health outcomes.**

- School health programs can be designed to help youth avoid specific risk behaviors, including those that contribute to the leading causes of injury, illness, social problems, and death in the United States; alcohol and other drug use; tobacco use; injury and violence; unhealthy eating; physical inactivity; and sexual risk behaviors. These behaviors, often established during childhood and early adolescence, are interrelated and can persist into adulthood.
- Specific school health interventions have proven effective in significantly reducing these risk behaviors, improving health promoting behaviors, and improving health outcomes.
- School health programs can also create safer schools and positive social environments that contribute to improved health and learning.

(continues)

**BOX 1.8 A Summary of the Key Goals and Strategies of School Health Programs (Continued)****3. Improve education outcomes.**

- Students who are healthy are more likely to learn than those who are unhealthy. School health programs can appraise, protect, and improve the health of students, thus reducing tardiness and absenteeism and increasing academic achievement.
- Students who acquire more years of education ultimately become healthier adults and practice fewer of the health risk behaviors most likely to lead to premature illness and death.

**4. Improve social outcomes.**

- School health programs can provide opportunities to build positive social interactions and foster the development of students' respect, tolerance, and self-discipline. For example, conflict resolution and peer mediation programs help students learn how to listen and solve problems.
- School health programs can reduce delinquency, drug use, and teen pregnancy, increasing the likelihood that young people will become productive, well-adjusted members of their communities.
- School health programs can provide access to community programs and services that can help students contribute positively to their family, school, and community.

Courtesy of Centers for Disease Control and Prevention. Adapted from Kolbe, L. (2002). Education reform and the goals of modern school health programs. *The State Education Standard*, 3(4), 4–11. Available from [www.cdc.gov/healthyyouth/cshp/goals.htm](http://www.cdc.gov/healthyyouth/cshp/goals.htm)

achievement through the reduction of health-risk behaviors such as substance use and physical inactivity. The reason for coordinating school health is to address the different expectations (and in some cases duplication) that arise through policies and programs targeted at a school and the associated range of regulations, initiatives, and funding. Coordinating the many parts of school health into a systematic approach can enable schools to (1) eliminate gaps and reduce redundancies across the many initiatives and funding streams; (2) build partnerships and teamwork among school health and education professionals in the school; (3) build collaboration and enhance communication among public health, school health, and other education and health professionals in the community; and (4) focus efforts on helping students engage in protective, health-enhancing behaviors and avoid risk behaviors (see [www.cdc.gov/healthyyouth/cshp/case.htm](http://www.cdc.gov/healthyyouth/cshp/case.htm)).

The framework for planning and coordinating school health activities centers around eight critical, interrelated components: health education, physical education, health services, mental health and social services, nutrition services, healthy and safe environment, family involvement, and community involvement (see [www.cdc.gov/healthyyouth/cshp/components.htm](http://www.cdc.gov/healthyyouth/cshp/components.htm)). A success story from New Mexico on how schools are helping students be healthy is noted in **Box 1.9**.

In the United States, SPARK (Sports, Play and Active Recreation for Kids) is dedicated to creating, implementing, and evaluating programs that promote lifelong wellness. A review of completed research on the SPARK program has

been completed by McKenzie, Sallis, and Rosengard (2009). SPARK strives to improve the health of children, adolescents, and adults by disseminating evidence-based physical education, after school, early childhood, and coordinated school health programs to teachers and recreation leaders serving all school-aged children (see [www.sparkpe.org/what-is-spark](http://www.sparkpe.org/what-is-spark)). Each SPARK program fosters environmental and behavioral change by providing a coordinated package of highly active curriculum, on-site teacher training, extensive follow-up support, and content-matched equipment. SPARK is a commercial enterprise in which curriculum, training, and equipment related to the program are purchased by those who wish to introduce the initiative. One success story from SPARK is noted in **Box 1.10**.

**Olympic Day/Mini Olympic Games**

Many countries (Cyprus, Czech Republic, Estonia, Lithuania) report a number of initiatives based on publicizing the Olympic movement, involving schools planning and implementing Olympic Day festivals (Klein & Hardman, 2008). Such festivals include teachers from different subject areas working in cooperation in the school curriculum as well as making connections with physical education teacher associations, relevant government departments, sport federations, and the national Olympic committee. The Olympic program tends not to focus only on the performance of athletic competitions but also acknowledges students' engagement with the principles of the Olympics (e.g., fair play) as well as meeting with Olympic athletes.

### **BOX 1.9 New Mexico: Strengthening Health Education Through Graduation Requirements**

More than half of the states have recognized the importance of teaching health education (HE) in middle or high school and have implemented an HE requirement for graduation. In 2009, New Mexico did not have a state-level HE requirement for graduation. At the district level, only 34 of 89 school districts were teaching HE as a stand-alone class. School districts integrated HE into a variety of other classes, did not require an HE class to graduate, or did not require that the class be taught by a state-licensed health educator.

Although legislative efforts in 2009 did not result in HE being mandated as a graduation requirement in New Mexico, the Senate Education Committee recommended further study to determine the level of need and public support for this change. The New Mexico Public Education Department (NMPED) convened a workgroup that included representatives from the NMPED (including a CDC-supported coordinator for the HIV Prevention Education Program), the state health department, higher education institutions, community groups, and the legislative education study committee as well as school superintendents and educators.

The workgroup researched best practices for delivering HE and conducted extensive surveys to determine support for making HE a graduation requirement. Finding strong evidence and support for including a stand-alone HE class in the state's graduation requirements, the workgroup presented that recommendation to the Senate Education Committee.

In 2010, New Mexico passed a new law that went into effect during the 2012–2013 school year. The law will:

- Require a class in HE for graduation from a public school.
- Allow school districts to determine if the class will be taught in middle school or high school.
- Require that HE be taught in a stand-alone class by a licensed health educator.

Requiring HE as a graduation requirement is a major step toward ensuring that New Mexico's youth receive

- Evidence-based health information to guide their decision-making.
- More opportunities to learn about and practice healthy lifestyle habits, including healthy eating and physical activity, which can lower the risk of becoming obese.
- More skills-based instruction focused on reducing health risk behaviors, including sexual risk behaviors.

A CDC-supported program coordinator is helping to train curriculum directors, school administrators, and health educators to implement the new requirement. The coordinator also will review school districts' implementation plans to ensure compliance with state HE standards. The NMPED will use CDC's School Health Profiles, a survey that can be used to assess school health policies and practices, to monitor the effect of the new requirement.

Courtesy of Centers for Disease Control and Prevention. (2011). Reproduced from School health programs: How states are helping students be healthy. Available from [www.cdc.gov/chronicdisease/resources/publications/aag/pdf/2011/School\\_Health\\_success\\_stories.pdf](http://www.cdc.gov/chronicdisease/resources/publications/aag/pdf/2011/School_Health_success_stories.pdf)

### **BOX 1.10 A Public Health Success Story**

Highmark Healthy High 5 is a 5-year, \$100 million investment of the Highmark Foundation. Through Healthy High 5, the Highmark Foundation strives to improve the health and well-being of children and create a brighter future for us all.

Highmark chose SPARK as their partner to improve the quantity and quality of physical activity in after school programs. The SPARK After School Program provides research-based content (the "what" to teach), professional development (the "how" to teach) and age-appropriate equipment (the "tools" needed to teach). These coordinated components, along with extensive follow up support from SPARK and Highmark, are provided to schools in the counties Highmark serves in Pennsylvania and West Virginia.

Working closely with Highmark, the SPARK staff listened to their vision and prescribed a dissemination plan that built capacity, utilized economy of scale, and was sustainable. SPARK also consulted on assessment and evaluation so the results could be measured and outcomes authentically demonstrated. To date, SPARK has provided training for 6 different Highmark staff with physical activity backgrounds. These dynamic professionals were taught the SPARK After School Program via workshops, Institutes, and a train the trainer model, then practiced teaching it to children, and now are SPARK Certified Trainers able to conduct effective and inspirational SPARK workshops for the Healthy High 5 initiative. The after school programs that participate in training also receive SPARK curriculum, equipment and follow up support so their programs work and last! To date, dozens of sites and hundreds of youth leaders have become trained and their after school programs are lighting up children's lives throughout Pennsylvania!

From SPARK: Countering Childhood Obesity Since 1989. Reprinted with permission, © 2009–2013 SPARK. All Rights Reserved.

Initiatives such as Olympic day and mini Olympic games are grounded in the Sport for All movement. Sport for All promotes the Olympic ideal that sport is a human right for all individuals regardless of race, social class, and sex. The movement encourages sports activities that can be exercised by people of all ages, both sexes, and different social and economic conditions. The intention is that the goal can be achieved through cooperation via international sports federations, national Olympic committees, and national sports organizations (see [www.olympic.org/sport-for-all-commission?tab=mission](http://www.olympic.org/sport-for-all-commission?tab=mission)).

### School Sport Associations

In the Czech Republic, school sport clubs are encouraged to become affiliated with the Association of School Sport Clubs, which organizes interclass and interschool contests. The association's events are open to all students and promote a friendly atmosphere, the spirit of fair play, and the maintenance of an active lifestyle. Meetings of school teams are a typical feature of the association's competitions, and members of a team have to be students from the same school. In Hungary, School Sport Games provide a framework for organizing sports competitions in which students can participate.

Relative to the within-school competitions, the program mirrors in part the intramural program that historically has been a part of many physical education programs in the United States. Intramural programs are regarded as an extension of the regular physical education lessons. Students at the school form teams and sign up for a tournament of games that are typically played during lunch recess periods. Unfortunately, in recent years many programs have eliminated the intramural program as a consequence of, for example, budget cutbacks and reductions in time available for lunch.

### Annual Sport Festivals

In France, public authorities coordinate with schools and sport clubs to run annual sport festivals in a variety of sports as a means to promote an active lifestyle among students. Teachers and students can be involved in seeking financial support for such festivals from local authorities and sponsors.

### Partnership Opportunities with Sporting Federations

In many European countries, sporting federations visit schools to promote their particular sport, bringing with them the appropriate equipment for students to try out and also local club athletes to mentor those interested in participating in the sport. The Wibbel an Dribbel (Moves and Dribble) initiative in Luxembourg invites all 10-year-old students to gather for one day in the Sport and Cultural National Center to take part in 30-minute workshops for 10 new activities presented by a number of sporting federations.

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### Learning Experience 1.3

Choose one example from the programs listed in this chapter and consider (1) how the program could be reconfigured to suit your local context, (2) who you would need to establish partnerships with to deliver the program, (3) how you would establish such partnerships, and (4) how you would propose to initiate such a program.

Revisit the programs listed and consider those programs that you either do not support the practices of or do not see being possible in your particular teaching context.

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### Online Physical Education: The Way Forward or the Demise of Physical Education?

*Peter was nearly finished high school and was finding it hard to complete his physical education requirement while balancing studies, sports, and a social life. Through the Minneapolis school system's online physical education, Peter could fulfill his physical education credit after school by playing on the Ultimate Frisbee team. The Minneapolis school system's online physical education allows students to choose a physical activity they enjoy, do it for 30 minutes three times a week—on their own time—while keeping an online journal. A parent or coach must confirm the student did the activities.*

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### Learning Experience 1.4

Complete a physical activity timeline. On an 8 1/2 by 11, landscape piece of paper, draw a line from left to right in the bottom third of the paper. Working from left to right on the line, denote intervals of 5 years (e.g., 5 years old, 10 years old). Note (1) the physical activities and sport you participated in during each interval, (2) who facilitated the activities, and (3) where they took place. In what way does your timeline provide support (or not) for online physical education that accounts for the time you spend being physically active outside of school physical education?

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The number of online physical education programs has grown over the past few years, particularly in the United States (Mosier, 2010). Arguments have been made that online physical education programs help students make the transition into lifelong healthy fitness habits, encouraging self-responsibility, with the view that students who do not attend the traditionally timetabled physical education school lessons can be reached through an online program. Online

programs also report a shift from the team sport emphasis (common in physical education) to personal fitness, health, and wellness. Students choose the activities they wish to take part in and have been reported as choosing activities that they could continue into their adult lives, including skateboarding, training for a triathlon, and Ultimate Frisbee. Some programs require that students perform better at the end of the online program on fitness tests than they did at the start to pass the program.

The National Association for Sport and Physical Education (NASPE) is cautious about supporting online physical education, noting that there is a need for further research on such programs, and in particular the effectiveness of online physical education courses on student learning. They surmise that many physical educators still advocate face-to-face teaching to ensure that learning takes place and that motor movements and exercises are performed efficiently, correctly, and safely. NASPE has produced a document, *Initial Guidelines for Online Physical Education* (NASPE, 2007), intended for those who are considering the multitude of implications for preparing and teaching online physical education courses at the high school level. To assist teachers in determining the quality and effectiveness of online physical education courses, the guidelines prompt teachers to consider student, teacher, and curriculum prerequisites; assessment; class size; time allocation; availability of community facilities; equipment and technology systems; program evaluation; and students with special needs.

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**Learning Experience 1.5**

What are your thoughts regarding online physical education, and how would you propose to address the limitations of the likely self-reported mechanisms supported by online physical education? What concerns would you have for physical education as a school subject if sports clubs provided all the physical activity requirements for online physical education? How would you go about creating a quality online physical education program?

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**CHAPTER SUMMARY**

This chapter encouraged physical educators to consider their responsibility in helping young people engage with physical activity and sport beyond the physical education environment, providing young people with potential pathways for maintaining an involvement in physical activity. We would hope that such a responsibility is considered as physical educators (1) strive to design positive learning environments, (2) deliver instructionally aligned physical education programs, and (3) sustain high quality physical education programs. That is, as physical educators, you continually think beyond your physical education lessons and school teams to how

best to advocate for, and prepare young people to undertake, a life of autonomous well-being.

1. Physical education lessons alone, and by association physical educators, cannot be solely responsible for increasing the physical activity levels of young people.
2. Physical educators have a responsibility to help engage young people with physical activity and sport beyond the physical education environment, providing young people with potential pathways for maintaining an involvement in physical activity.
3. Although there is a general level of consensus on what the roles and objectives of school physical education should be, differences exist in the extent to which countries expand and refine what a physically educated person looks like.
4. The historical expectation that a physical educator does not deviate from teaching physical education full-time in one school is now being challenged. Examples around the world encourage physical educators to be somewhat involved in school extracurricular sport and physical activities throughout the school day as well as enhance links between the school and community sporting and physical activity opportunities.
5. School physical education provision appears to be more similar than different in its delivery across numerous countries. What constitutes extracurricular sport and physical activity and community and club sport across countries is noticeably different.
6. As a physical educator, one has to consider the extent to which sports and physical activities experienced in the physical education program encourage involvement in extracurricular and community and club sport and physical activity.
7. Numerous initiatives are now up and running that develop partnerships across the professions involved in promoting sport and physical activity to young people. There is an acknowledgment that the shared roles and responsibilities of providers is to make physical education and sport more accessible, attractive, affordable, and appropriate to the needs of young people.
8. The role of the physical educator to encourage “active” schools has been developed to incorporate activity as an element of “healthy” schools. The focus here is on developing a healthier school environment, looking to prevent or reduce risk behaviors and prevent serious health problems among students.
9. Arguments have been made that the development of online physical education programs helps students make the transition into lifelong healthy fitness habits, encouraging self-responsibility, with the view that students who do not attend the traditionally timetabled physical education school lessons can be reached through an online program.

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