

# “Tools for Advocacy”

Advocating  
for  
Physical Education



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# Tool for Advocacy: Research



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# Increased physical activity leads to higher academic achievement.

Recent studies show:

- Academic achievement improves even when the physical education reduces the time for academics. A reduction of 240 minutes per week in class time for academics to enable increased physical activity led to consistently higher mathematics scores

[19] NASPE, Executive Summary, *Shape of the Nation* 2001;

[20] Shephard, R.J., Volle, M., Lavalee, M., LaBarre, R., Jequier, J.C., Rajic, M. Required physical activity and academic grades: a controlled longitudinal study. In: Limarinen and Valimaki, editors. *Children and Sport*. Berlin: Springer Verlag; 1984. 58-63; National Association for Sport and Physical Education (NASPE). New study supports physically fit kids perform better academically. 2002



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# Health and Academic Achievement

- **Students have better grades and attendance when their health needs are met.**
- **Investing in children's physical health needs promotes learning over the school years and has profound effects on school readiness and early learning.**
- **Increases in physical education time concomitant with reductions in academic instruction time have favorable effects on students' academic achievement.**

■ California Department of Education Report 2005



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- Schools with available health services promote student achievement through lower absenteeism and dropout rates as well as improved gains in and student attitudes about learning.
- Substance abuse, lack of breakfast, the availability of illicit drugs on school property, and a perceived lack of safety at school have particularly strong relationships to students' poorer school performance.

California Department of Education Report (2005)



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# Tools for Advocacy: **DATA**

**Indiana Youth Risk Behavior Survey Data**

[www.in.gov/yrbs](http://www.in.gov/yrbs)

**Centers for Disease Control & Prevention  
National YRBS Data**

[www.cdc.gov/yrbs](http://www.cdc.gov/yrbs)



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The typical American child  
(age 8-18) spends about 44.5  
hrs. per week using media  
outside of school.

Generation M: Media in the Lives of 8-18 Year Olds.  
Menlo Park Calif.: Kaiser Family Foundation, 2005



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# Indiana 2005 Youth Risk Behavior Survey

2003

2005

14.2

14.3

*At risk for becoming overweight*

11.5

15.0

*Overweight*

14

20.5

*Boys who were overweight*



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# Indiana 2005 Youth Risk Behavior Survey

- 84% did not eat a total of 5 fruits and vegetables per day
- 34% did not exercise 20 minutes on 3 or more days per week
- 22% were told by a doctor that they have asthma



**Tools for Advocacy:**

**Academic Content  
Standards  
for  
Physical Education**



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# Education Standards

**Local** – school corporation

**State** – Department of  
Education

**National**–associations,  
profession organizations



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- **Advocate**: for Health Education & Physical Education
- **Align**: curriculum to Standards
- **Address**: the achievement gap, determine ways for Health & Physical Education to contribute to reducing the achievement gap



- Assess: Formative and Summative assessments
- Apply: Interdisciplinary Connections



# Tools for Advocacy:

Legislation

Policies

Guidelines



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# Elementary

## 511 IAC 6.1-5-2.5 k

### Gr. 1,2,3

Motor skills development and  
health/safety education

**105 min. per week** (minimum)



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**Elementary**  
**511 IAC 6.1-5-2.5 k**  
**Grades 4,5,6**

**Physical Education**  
75 min. per week (minimum)

**Health Education**  
75 min. per week (minimum)



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**Middle Level**  
**511 IAC 6.1-5-3.5 k**

**Gr. 6,7,8**

**Physical Education**  
100 min. per week (minimum)

**Health Education**  
100 min per week (minimum)



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# High School Physical Education 2 Credits

**“Two semesters of instruction is  
required for one credit  
(1 cr. Per semester)”**



# High School Health Education 1 Credit

**“One semester of instruction is  
required for one (1) credit”**



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**Public Law 54-2006  
“School Nutrition and  
Physical Activity”**

**(Indiana Senate Bill 0111)**



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# Tools for Advocacy: Position Papers

## AAHPERD: NASPE

- “Opposing Substitution and Waiver/Exemptions for Required Physical Education”
- “Physical Education is Critical to a Complete Education”
- “Recess for Elementary School Students”



# Tools for Advocacy:

- Students
- Principals, administrators
- Parents
- Community Partners
- Medical community



# Successful schools for students are characterized by a culture that includes:

- **Curriculum** that is relevant, challenging, integrative, and exploratory
- **Multiple learning and teaching approaches** that respond to their diversity
- **School-wide efforts and policies** that foster health, wellness, and safety





Cont'd.

- **A shared vision** that guides decisions
- An inviting, supportive, and safe **environment**
- Students and teachers **engaged** in **active learning**
- **Organizational structures** that support meaningful relationships and learning

National Middle School Association 2003



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***CHILDREN MUST BE FIT and  
HEALTHY TO LEARN ...***

***AND CHILDREN MUST LEARN  
TO BE FIT and HEALTHY.***



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# Physical Education Health & Wellness Webpage

[http://www.doe.state.in.us/opd/hlth\\_pe/welcome.htm](http://www.doe.state.in.us/opd/hlth_pe/welcome.htm)



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