

EDUCATIONAL MODULES



A whole school approach promoting Health Enhancing Physical Activity
HEPA Erasmus+ Sport programme

Creating Active Systems

Module 5 - University of Bolzano



Freie Universität Bozen
Libera Università di Bolzano
Università Lìedia de Bulsan

The learning objectives of this module

The aim of this module is to introduce the concept of creating active systems and its potential to be used for the promotion of physical activity. By the end of the module, you should be able to:

- Understand the concept of creating active systems and its potential to be used for the promotion of physical activity
- Receive basic guidelines for implementing an active system in a school setting
- How to identify the guidelines that can be implemented into the participants school units

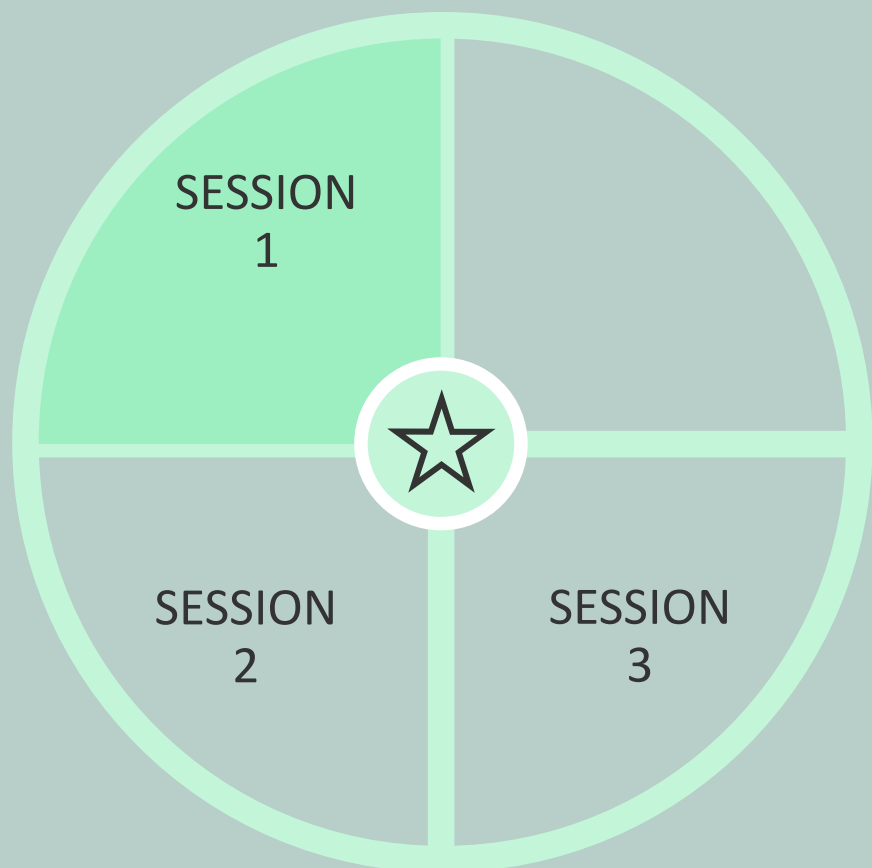


Structure of this session

Module 5 is structured into 3 sections:

1. Theory - Contexts for physical activity and physical education system:
 - adoption of a systemic approach
 - coordinated approach
 - implementation strategies and policies
2. Guidelines for the implementation active system:
 - Key Points for a clear School Policy and Implementation System
3. Application into practice
 - how participants can implement the mentioned guidelines into their regular practice



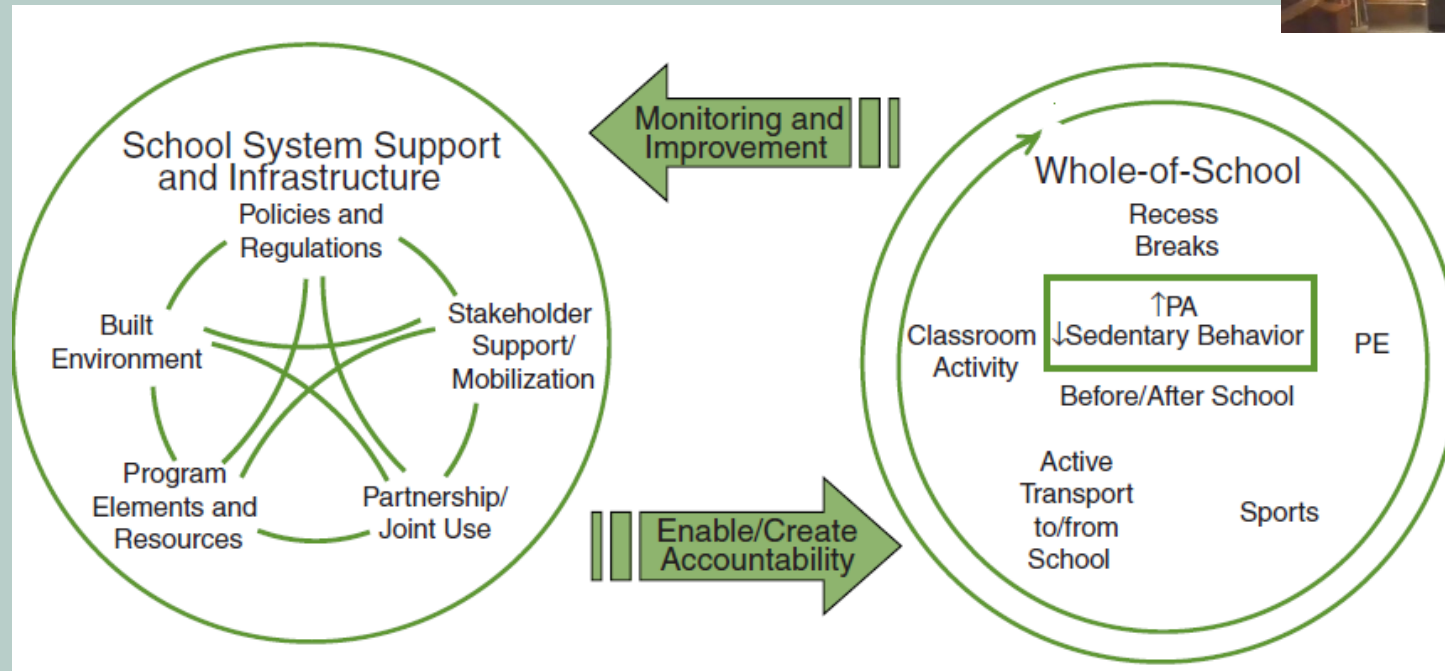


Session 1 - Promoting active systems for the promotion of physical activity

This session aims to provide information on the concept of creating active systems and its potential to be used for the promotion of physical activity

Integrated and coordinated approach

to increase physical activity among children and adolescents in the school



NOTE: PA = physical activity; PE = physical education

Implementation strategies

For children and adolescent, participation in at least 60 minutes of daily physical activity (PA) is important for their healthy growth and development as well as protection against future chronic diseases.

Despite this, international research indicates that the majority of children are not sufficiently active.

Systematic reviews have found that interventions that increase opportunities to be physically active during the school day through regular quality physical education (PE), sport, or PA in the classroom, such as energizers, are effective in increasing children's moderate to vigorous physical activity (MVPA).

Mandate change



Develop and distribute educational materials



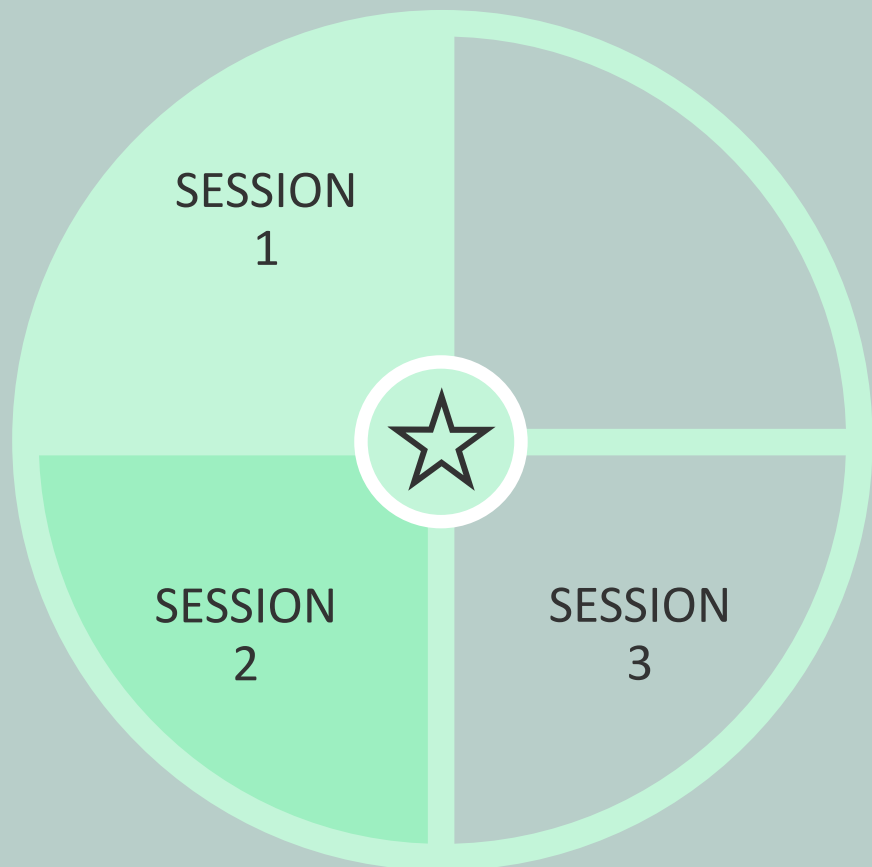
Title	Organization	Year	Purpose	Target population
Surgeon General's Report on PA and Health	U.S. Department of Health and Human Services	1996	To summarize the existing literature on the role of PA in preventing disease and on the status of interventions to increase PA.	Adults, adolescents, and children
PA Guidelines for Americans	U.S. Department of Health and Human Services	2008	Primary source of information for policymakers, physical educators, health providers, and the public on the amount, types, and intensity of PA needed to achieve many health benefits.	Adults, adolescents, and children
National PA Plan	National Physical Activity Plan Alliance	2010	To provide a comprehensive strategic plan for increasing PA in all segments of the U.S. population.	Adults, adolescents, and children
Morbidity and Mortality Weekly Report	Centers for Disease Control and Prevention	2011	To provide nine general guidelines for school health programs to promote healthy eating and PA.	Agencies, policymakers, teachers, etc.
Fitness Measures and Health Outcomes	Institute of Medicine	2012	To identify fitness measures that are associated with health markers in youth and that are also practical in a field setting.	Schools, administrators, and teachers
PA Guidelines for Americans Midcourse Report	U.S. Department of Health and Human Services	2012	Highlights PA interventions from a variety of settings. Presents evidence-based practices, emerging evidence, and opportunities for additional research.	Adults, adolescents, and children
Shape of the Nation Report	SHAPE America; National Association for Sport and Physical Education; American Heart Association	2012	To provide current information about the status of physical education in each of the 50 states and the District of Columbia.	Policymakers, teachers, and advocates
Educating the Student Body	Institute of Medicine	2013	To provide quality physical education for all youth and also to implement other evidence-informed methods to help all children and adolescents attain at least 60 min of PA.	Schools, administrators, teachers, and parents
Comprehensive School PA Program	Centers for Disease Control and Prevention	2013	Multicomponent approach that schools use to help students meet the recommended 60 min of PA each day and develop the knowledge, skills, and confidence for lifetime PA.	Adolescents and children
PA Report Card	National Physical Activity Plan Alliance	2014	To assess levels of PA and sedentary behaviors in American children and youth, facilitators and barriers for PA, and related health outcomes.	Adolescents and children
School Health Policies and Practices Study	Centers for Disease Control and Prevention	2014	National survey conducted to assess school health policies and practices.	Schools, administrators, teachers, adolescents, and children
Whole School, Whole Community, Whole Child	ASCD; Centers for Disease Control and Prevention	2014	Socioecological approach directed at the whole school while the school draws its resources and influences from the whole community and serving to address the needs of the whole child.	Adolescents and children

Note. PA = physical activity.

Implementation policies

Sample of PA and physical education reports, policies, and recommendations, intended to influence school decision makers to promote a change in the systems

Although these initiatives are well intended, interpreting these policies is often puzzling for many reasons.



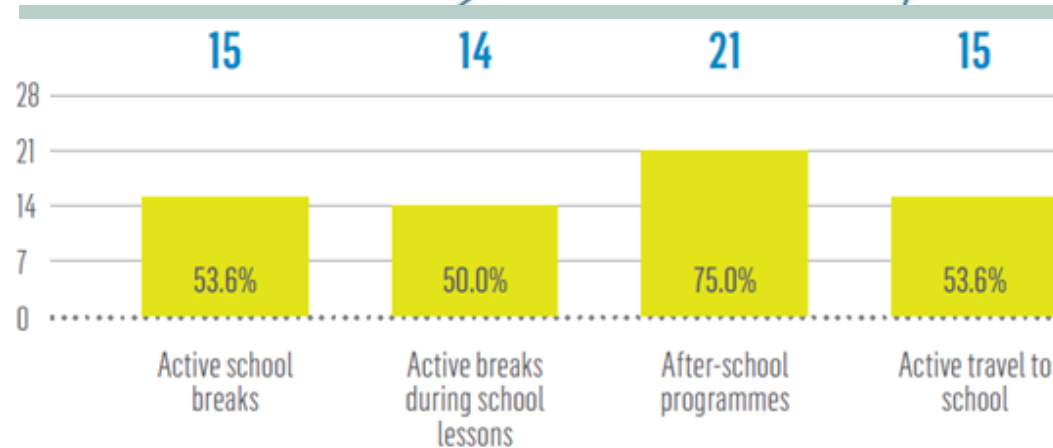
Session 2 - part A - Guidelines for implementing active systems

The aim of this session is to describe the basic guidelines for implementing an active system in a school setting by:

- Strengthening school policy frameworks and leadership systems
- Building research and development
- Raising awareness

Setting up a Policy Implementation System





100%=28 countries.
Number of countries with at least one scheme for promotion of PA in school or for active travel to school



100%=28 countries.
Number of countries with each type of medium was used in national awareness-raising campaigns

Raising awareness



Proportion of countries with at least one consolidated awareness raising campaign for the promotion of physical activity in schools.

83%



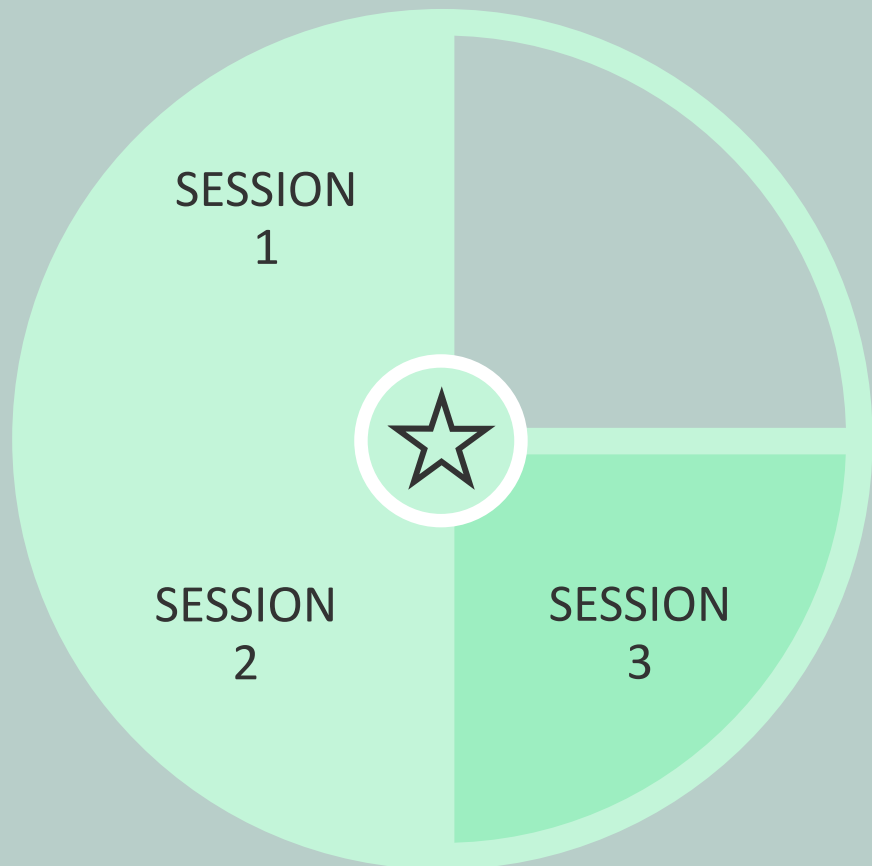
Fifteen countries reported a national programme for active travel to school (and 14 had schemes for active breaks during lessons).

53,6%



Proportion of countries with at least one scheme for promotion of physical activity in schools.

86%



Session 3 - Application into practice

The aim of this session is to identify the guidelines that can be implemented into the participants school units. Then, participants should develop a schedule of when and how they could implement the above-mentioned guidelines into their regular practice

Starting a School Policy in your contest in a systemic perspective

Take a look to the PTOF of your school (Piano Triennale dell'Offerta Formativa - for the Italian context) or to an official activity plan of your Institute (the most important policy and information document of your institution - for other Countries).

Can you find in that document any reference to projects (done or ongoing) aimed at developing, implementing and transferring innovative practices related to physical activity for enhancing health?

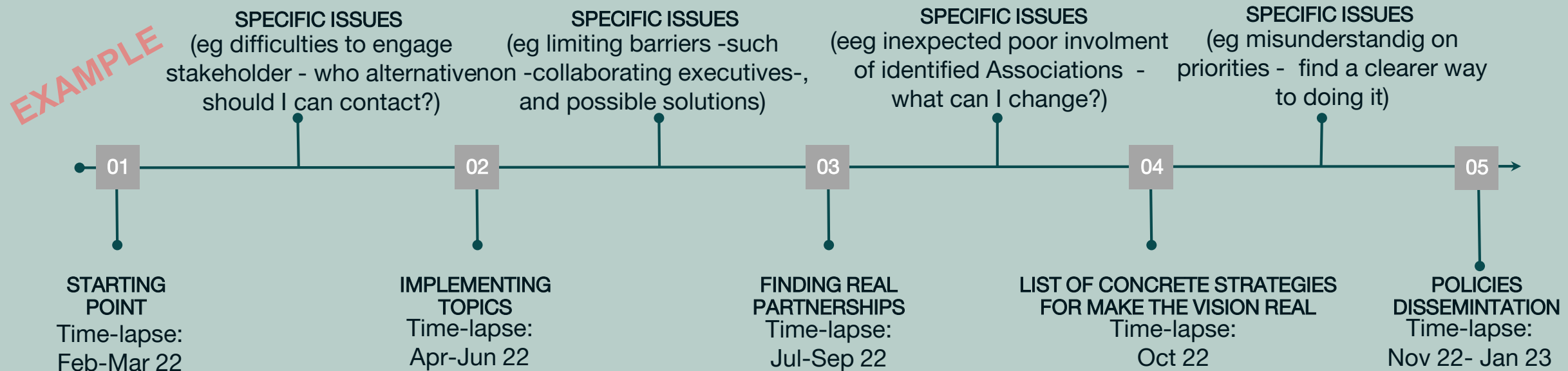
Implementation of Action

This activity asks participants to identify the guidelines that can be implemented into their school. Participants can include information from the provided material as well as from their own experiences or searching in literature useful materials (e.g., books, seminars, websites). The follow worksheet can serve as a guide, providing some key questions, in order to guide participants to formulate their answers

Key points	Guiding questions
1 How to start?	Identify, in your Institution/School, key people to engage, time resources, and short / medium / long-term goals
2 Can you implement your ideas?	Do you need additional resources of time and / or people? Are there other projects in place that can contribute to this project? What barriers might there be? (e.g. non-collaborating executives, miscommunication with teachers...)
3 Is it possible to develop real partnerships?	Why did you choose, in point 2, to change something, compared to point 1? How can you expand these partnership? (e.g. parent associations, sponsors, other local / national institutions...)
4 Can you set shared goals and objectives?	How can you make your vision of the strategies more concrete and visible so that your organization will use them in order to meet its goals? List your priorities
5 How could you disseminate your policy?	How partners that you planned to involve in point 3 can, in turn, expand the initiative to their contacts? Building a graphic tree diagram about this topic can help.

Translating Ideas into Action... make a GANTT chart

This activity asks participants to develop a schedule of when and how their plan designed in "Implementation of Action" (see previous slide) can be translated into real and regular practice. A specific emphasis should be placed on considering possible solutions to the specific challenges that the participants will/may face during the implementation of this plan (that have been identified in the previous activity).



Summary

Hopefully you now you feel that you:

- Better understand the importance of an effective school policy in promoting healthy behaviors and physical activity
- Received basic guidelines of how a whole school approach can create active people environments
- Received information to identify the guidelines that can be implemented into your school