


# Health and physical education from a European perspective

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 ECSS Conference – Essen, GER  
 July 5-8, 2017

## Two questions

- How is PHE implemented in Europe?
- What is done in the French speaking part of Belgium on PHE ?



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## Role of the school in health promotion

## The school is recognized as a partner in health promotion

- In the 90', WHO launched the European Health School Network
  - Nutbeam (1992)
  - OMS Europe (1993)

Obesity crisis → Emphasis on Physical activity

- Development of the 'Active School' concept → Several models
  - Cale (1997)
  - Ontario Physical and Health Education Association (2006)
  - Comprehensive schools (2013)

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## The school is a pillar of the society

Obesity crisis → Emphasis on Physical activity (PA)

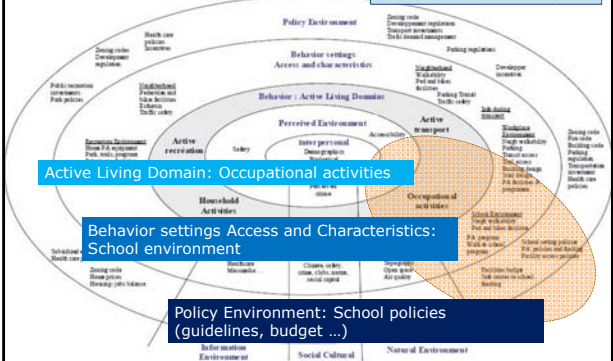
- Compulsory education → All children and adolescents can access to PA opportunities
- Specialized educators
- Access to facilities

Bar-Or (2005)  
Troost & Loprinzi (2008)

Ecological model  
(Sallis et al., 2006)

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## The school is a pillar of Ecological model (Sallis et al., 2006)




Active Living Domain: Occupational activities

Behavior settings Access and Characteristics: School environment

Policy Environment: School policies (guidelines, budget ...)

### What's the impact ?

- Half full?



- Half empty?

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### Half empty

- ◆ Long term effect: from school to adulthood
  - A real doubt is highlighted against practitioners' usual beliefs

*Sport, Education and Society*, 2014  
Vol. 19, No. 4, 357-375, <http://dx.doi.org/10.1080/13573322.2012.683781>

**Mission impossible? Reflecting upon the relationship between physical education, youth sport and lifelong participation**

Ken Green\*  
*University of Chester, UK; Norwegian School of Sport Sciences, Norway*

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### Half full

Cale et Harris (2006, p. 415)

- Specific school interventions

**Conclusion**


The evidence reviewed here has revealed that school-based physical activity interventions can be effective and achieve a range of positive outcomes, suggesting that teachers' efforts to promote physical activity through PE programmes can indeed be worthwhile. Further, and despite limitations in the existing literature precluding definitive guidelines for schools to be made, consideration of the key trends and issues concerning the physical activity interventions clearly has implications for practice and has been used to inform a number of recommendations for the future direction of formal and informal physical activity programmes, initiatives and interventions. Until a stronger evidence base becomes available, schools and teachers should be encouraged to plan, implement and evaluate programmes and draw on such recommendations to inform their practice.

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### Half full

Demetriou & Höner (2012)

- 129 papers (interventions in PE and/or other dimensions of school PA)
- Categories of objectives
  - Health and fitness
  - Behaviours (PA)
  - Psychological determinants
- Positive impact on :
  - BMI - 28%
  - Motor performance - 69.7%
  - Physical activity - 56.8%
  - Knowledge - 87.5%
  - Self-esteem - 30%; Attitudes - 43.8%



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### Half full

Biddle et al. (2012)

- ECSS
- This paper summarises such evidence by using a lifespan approach with physical activity behaviour change for children and adolescents, adults and older adults
- What about the youth?

- School interventions (children): inconclusive evidence.
- School plus family or community environment interventions (children): inconclusive evidence.
- Family interventions (children): no evidence.
- Community interventions (children): no evidence.
- Primary care interventions (children): no studies.
- School interventions (adolescents): inconclusive evidence.
- School plus family or community environment interventions (adolescents): strong evidence of effectiveness, including two large high-quality trials.
- Family interventions (adolescents): inconclusive evidence.
- Community interventions (adolescents): inconclusive evidence.
- Primary care interventions (adolescents): inconclusive evidence.

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### PE is identified as one key element

Heath et al. (2012)

**Physical Activity 3**

**Evidence-based intervention in physical activity: lessons from around the world**

Gregory W Heath, Diane C Parns, Olga I Sarmento, Lars Ro Andersen, Neville Owen, Shafiqul Gombak, Felipe Mantov, Ross C Brownson, for the Lancet Physical Activity Series Working Group\*



Comprehensive school-based strategies encompassing PE, classroom activities, after-school sports, and active transport can increase physical activity in young people

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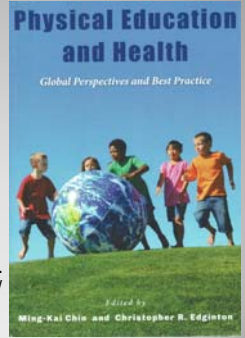
### Physical and health education

- Physical education
  - Motor
  - Fitness
  - Social
- Health education
  - Motor
  - Fitness
  - Social

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### PHE around the world

- 40 countries
- 23 from Europe



Chin, M.-K. & Edginton, C.R. (2014). *Physical Education and Health Global Perspectives and Best Practice*. Urbana, IL: Sagamore.

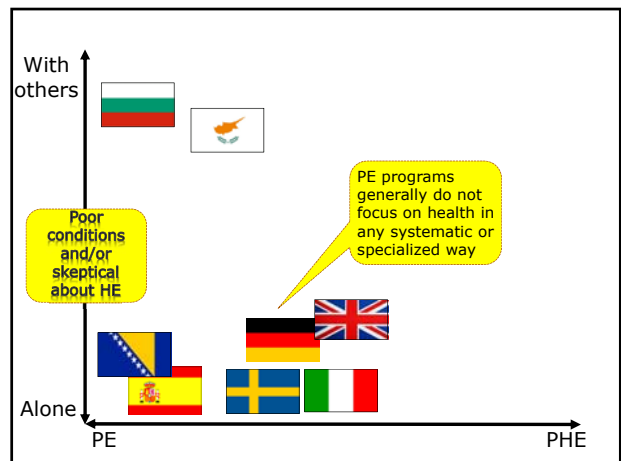
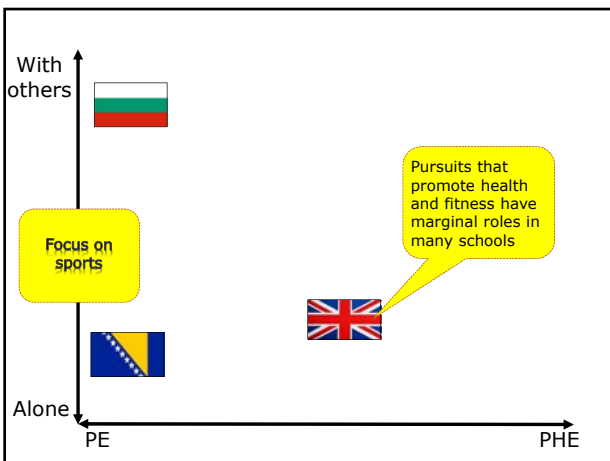
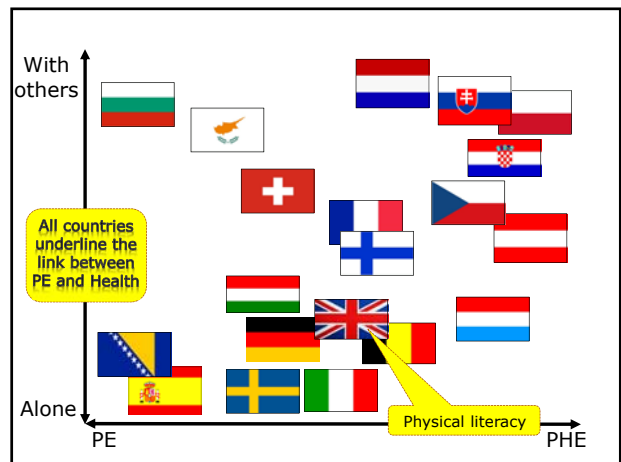
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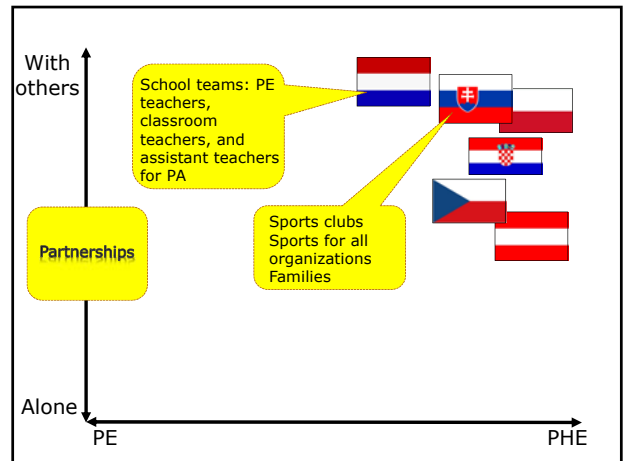
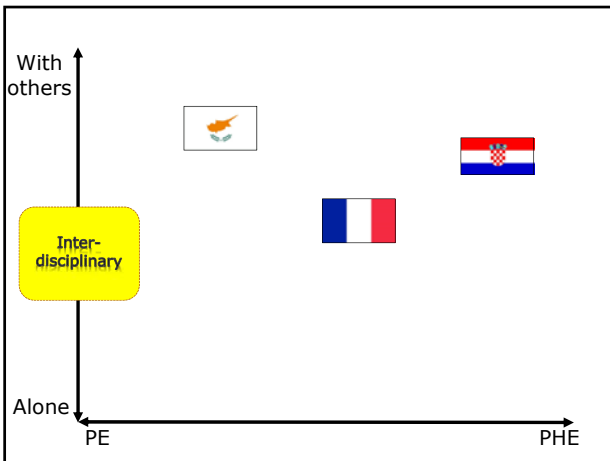
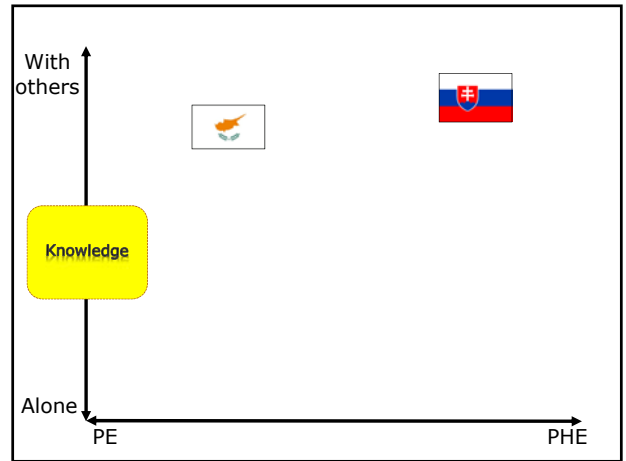
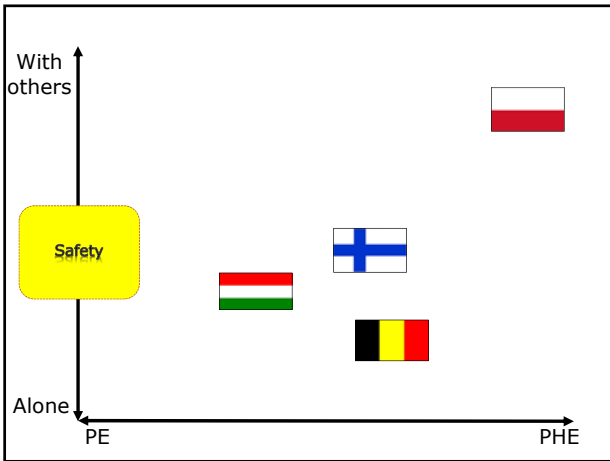
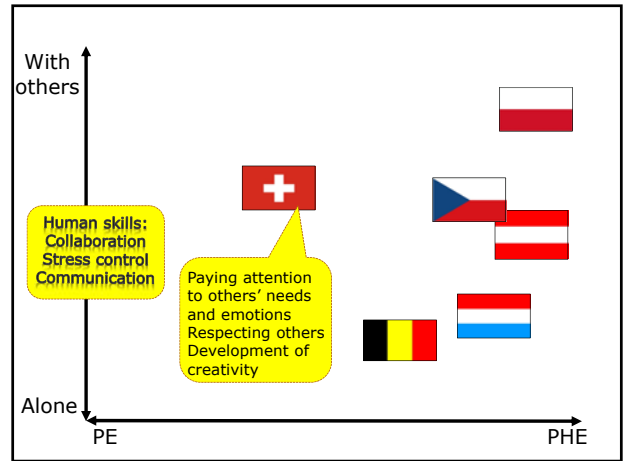
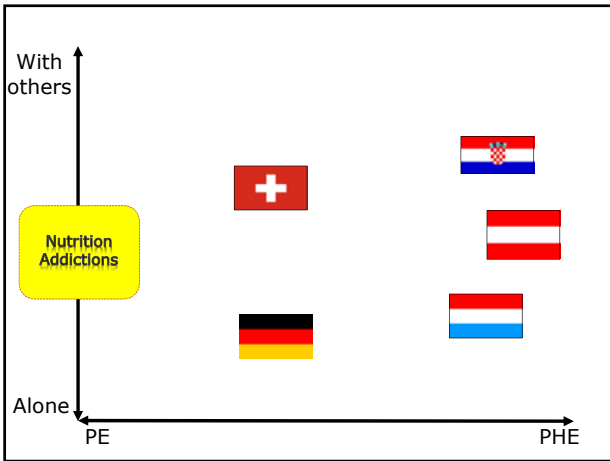
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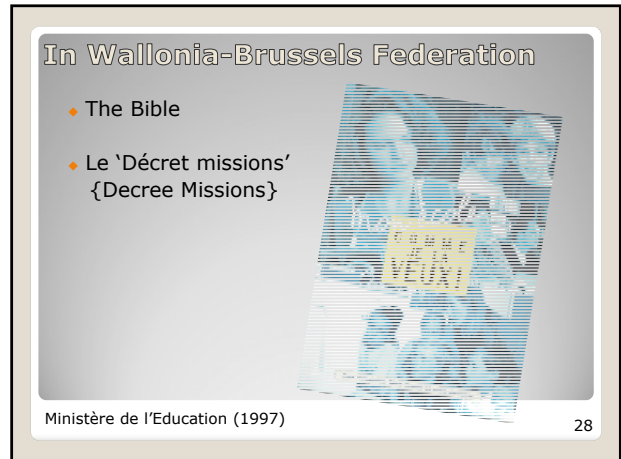
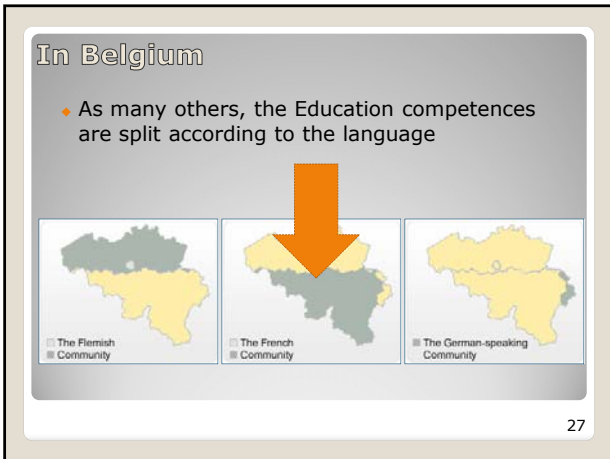
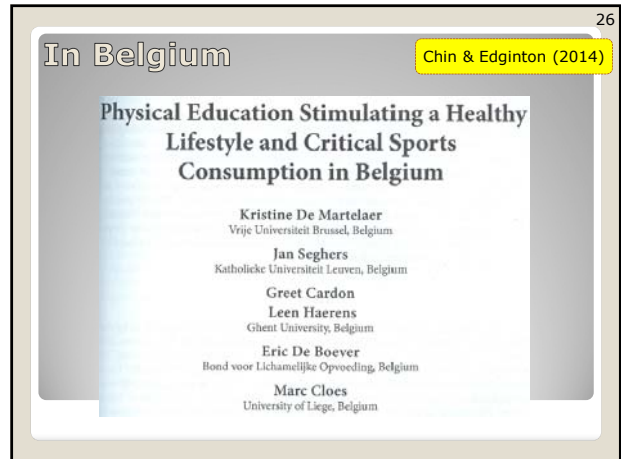
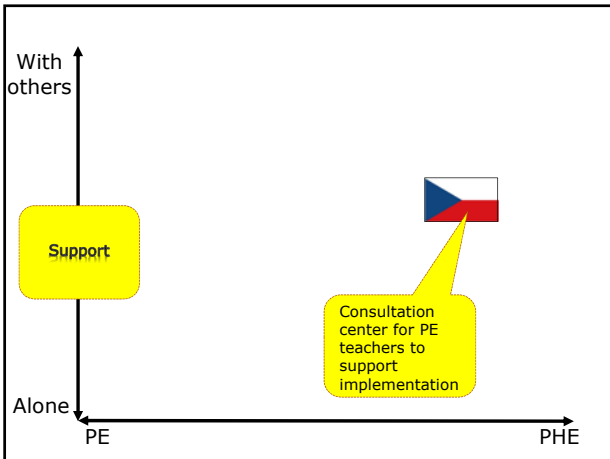
Chin & Edginton (2014)

• Austria	• Italy
• Belgium	• Luxembourg
• Bosnia and Herzegovina	• Poland
• Bulgaria	• Romania
• Croatia	• Serbia
• Cyprus	• Slovakia
• Czech Republic	• Spain
• England	• Sweden
• Finland	• Switzerland
• France	• The Netherlands
• Germany	• Ukraine
• Hungary	

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**In Wallonia-Brussels Federation**

- Competences and aims

Ministère de la Communauté française (1999, 2000)

Champs	Heath topics ?				skills
Activités éducatives	◆ Nutrition	◆ Sex	◆ PA	◆ Risk beh. (driving)	3.5
Health	◆ Sleep	◆ Medicine	◆ Stress	◆ Hygiene	3.10
Safety	◆ Smoking	◆ Hygiene	◆ Alcohol	◆ Doping	3.6
Expression - Communication	◆ Drugs	◆ Sport care			
Sport culture	toutes	2.1, 2.2, 2.4, 2.5, 2.8	toutes		

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**In Wallonia-Brussels Federation**

- Competences and aims

Ministère de la Communauté française (1999, 2000)

Champs	Fitness	Motor skills	Social skills
Activités éducatives	A	B	C
Health	toutes	2.1, 2.2, 2.4, 2.8	3.3, 3.5
Safety	1.1, 1.2	2.7	3.2, 3.9, 3.10
Expression - Communication	1.1, 1.2	2.9, 2.10	3.2, 3.4, 3.6
Sport culture	toutes	2.1, 2.2, 2.4, 2.5, 2.8	toutes

NOT PRIORITY

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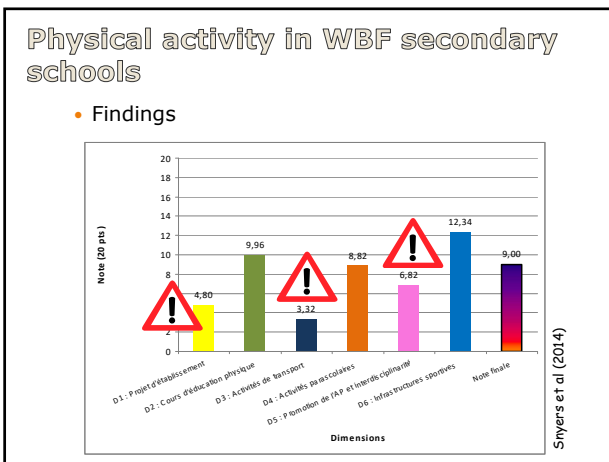


### Physical activity in WBF secondary schools

- 51 secondary level schools out of 514
  - ❖ Assessment of 6 dimensions related to PA promotion (PA school policy, PE, active transportation, life environment, sport at school, PA in the classroom)
- Several instruments
  - ❖ Interviews of the principal, 2 PE teachers, 1 class teacher
  - ❖ Focus group with ending students
  - ❖ Questionnaire fulfilled by all ending students
  - ❖ Analysis of the facilities used for PE courses

Snyers et al (2014)

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### Role of the school in the promotion of an active lifestyle

- Van Hoya, Motter & Cloes (2009)
  - Analysis of 4 secondary level schools in Wallonia, 1 in England and 3 in the German speaking community of Belgium
  - All schools were well reputed for their involvement in sport/physical activity
  - Reference to the model of Cale (1997)
  - 7 dimensions (school policy, school ethos, environment, care & support, community links, informal curriculum, curriculum)

### Role of the school in the promotion of an active lifestyle

School	Policy	Ethos	Environment	Support	Hidden curriculum	Curriculum	Community
1	None	PE regarded	Poor facilities	Direction's consent	Out of school competition	Fun	1 link
2	None	PE low regarded	Good facilities	Direction's consent	Extracurricular activities	Fun	No link
3	None	PE low regarded	Good facilities	Direction's consent	Out of school competitions	Fun	No link
4	Written policy	PE Regarded	Good facilities	Direction's consent	Out of school competitions	Fun	1 link
5	Written policy	PE highly regarded	Excellent facilities	School's investment	Both	Health	More than 3 links
6	None	PE regarded	Good facilities	Direction's consent	Out of school competitions	Health	2 links
7	None	PE low regarded	Good facilities	PE teachers' independence	Out of school competitions	Fun	2 links
8	None	PE regarded	Good facilities	PE teachers' independence	Out of school competitions	Health	2 links

Van Hoya et al. (2009)

### The impact on youth's PA ?

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Report Card on Physical Activity for Children and Youth

Wijzjes et al. (2016)

### The impact on youth's PA ?

**RESULTS**

- 9 core indicators.
- 2 additional indicators (i.e. dietary behaviors and weight status).
- Poor grades for overall physical activity, sedentary behaviors, and weight status.
- Moderately positive scores for specific physical activity behaviors.
- Moderately positive scores for influences on physical activity (behaviors).
- 3 incomplete grades due to a lack of representative data for Belgium (i.e. dietary behaviors, family and peers, and community and the built environment).

Indicator	Grade
Overall Physical Activity	F+
Organized Sport Participation	C-
Active Play	C+
Active Transportation	C-
Sedentary Behaviors	D-
Family and Peers	INC
School	B-
Community and the Built Environment	INC
Government Strategies and Investments	C+
Dietary Behaviors	INC
Weight Status	D

The grade for each indicator is based on the percentage of children and youth meeting a defined benchmark: A is 85% to 100%, B is 65% to 80%, C is 45% to 60%, D is 25% to 40%, F is 0% to 20%, INC is incomplete data (Sector Healthy Kids Canada)

Wijtzes et al. (2016) 37

### What kind of actions are envisaged ?

Health in general

- Plans: WALAP + Brussels
  - ⇒ Physical (in)activity among the priorities besides of nutrition
  - ⇒ Involvement of school as a priority

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### What kind of actions are envisaged ?

Education

- Major change of the education approach
  - ⇒ By 2019: Physical activity, wellness, and health
  - ⇒ Central role of PE

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### Physical activity, wellness, and health

Rapport sur les éléments du plan d'action relatifs au nouveau tronc commun (2017)

'Active school' dimensions

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### Physical activity, wellness, and health

- An approach respecting the process of a collaborative didactic engineering
  - Goigoux (2012)
  - Sénéchal (2016)

**State of the Art**  
**Contact with practitioners**

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### Physical activity, wellness, and health

Consortium Activités physiques, bien-être et santé (2017)

- A matrix with two axes
  - 'Active school' model 6 dimensions Role of PE teacher (Snyers et al., 2014)
  - 4 major educational orientations 20 elements of content (Turcotte et al., 2011)

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### Physical activity, wellness, and health

Consortium Activités physiques, bien-être et santé (2017)

- Dimensions of PA at school
  - ⇒ School policy
  - ⇒ Quality physical education
  - ⇒ Extra curricular sports and physical activity
  - ⇒ Active transportation
  - ⇒ Life environment (recesses, spaces)
  - ⇒ Physical activity in the classroom

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### Physical activity, wellness, and health

Consortium Activités physiques, bien-être et santé (2017)

- Categories of elements
  - ⇒ Self-esteem
  - ⇒ Social competence (respect of others, ethics ...)
  - ⇒ Life habits (PA, nutrition, hygiene, addictions, stress)
  - ⇒ Healthy and safe behaviors (warm up, stretching, ergonomic principles, basic life support ...)

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### Physical activity, wellness, and health

Consortium Activités physiques, bien-être et santé (2017)

		PILER 1	PILER 2	PILER 3	PILER 4	PILER 5	PILER 6
		EDUCATION PHYSIQUE					
		LE PROJET D'ETABLISSEMENT	LE COURS D'EDUCATION PHYSIQUE	L'ACTIVITE PHYSIQUE ET SPORTS EXTRA-CURRICULAIRES	LES MODES DE DEPLACEMENTS ACTIFS	LES AMENAGEMENTS DU MILIEU DE VIE ET DE L'ENVIRONNEMENT AU SEN DE L'ECOLE	L'ACTIVITE PHYSIQUE EN CLASSE
1. L'ESTIME DE SOI	1.1. Attitude positive face à la pratique d'activités physiques (AP)	10 000 pas par jour		LES PREMIERS PAS VERS SAINT-JACQUES DE COMPOSTELLE @WV trophée			
	1.2. Facteurs de motivation			Bulles trophée Rondeaux Wallonie vélo			
2. LA COMPÉTENCE SOCIALE	2.1. Partage, respect des autres et éthique sportive		Jeux coopératifs Paralympic School Project	LES PREMIERS PAS VERS SAINT-JACQUES DE COMPOSTELLE @WV trophée		LES RONDÉAUX "YOU KAMEL"	
	2.2. Communication et résolution de conflits			@WV trophée			Prévention de la violence dans les cours de récréation
	2.3. Développement de l'autonomie et de la responsabilisation		Stabilité et le challenge Maudit Fitness à l'école	Rondeaux Wallonie vélo Maudit			

### Physical activity, wellness, and health

Consortium Activités physiques, bien-être et santé (2017)

**EASY**

**To do list:**

- ⇒ Complete the resources with teachers' ones
- ⇒ Test selected approaches
- ⇒ Share the resources through an online tool
- ⇒ Support the collaborative process

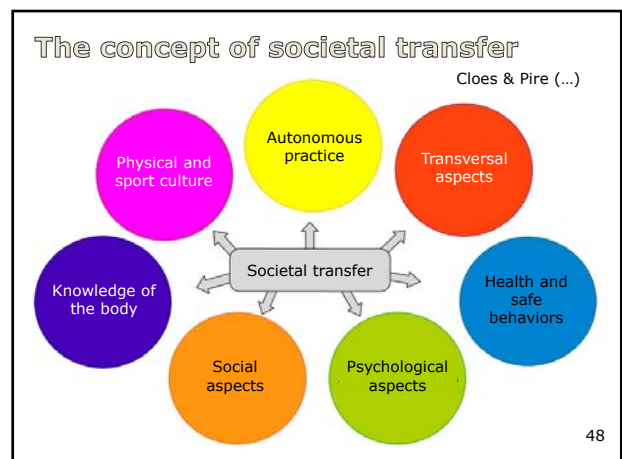
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### The concept of societal transfer

Cloes (2017)

- What's PE(HE) brings to students that they will be able to use in their daily lives, throughout their lives
- PE(HE) 'added value' in the short-, mid-, and long-term
  - ⇒ Physical literacy
  - ⇒ Accountability
  - ⇒ Quality PE
- 5<sup>th</sup> level within the Personal and Social Responsibility model (Hellison, 1995)
- 'Didactic transposition' (Amade-Escot, 2006)

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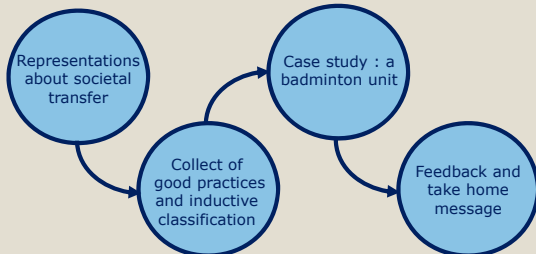




## The concept of societal transfer

Cloes & Pire (...)

- 8 seminars (63 PE teachers + 15 PE students)



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## The concept of societal transfer

Cloes & Pire (...)

- PE teachers do not know the concept
- They already propose actions linked to health education
- They react rather than systematically plan

• Nice approach  
• Not so difficult  
• Would be positive for PE



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## Is it possible to teach health in PE?

- Four pedagogical gaps in health/PA in PE (Haerens, 2012)
  - Lack of pedagogical intervention studies with regard to HBPE (focus on motor competence or MVPA; emphasis on sport rather on leisure activities)
  - 'Pedagogy of obesity' (very limited studies)
  - Issue of the transfer (lack of interaction between PE and community/home)
  - Sedentary behavior (considered as an independent health risk behavior)

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## Conditions to teach health in PE

- Development of a Pedagogical Model for Health-Based Physical Education (Haerens et al., 2011)
  - Requires that **teachers' beliefs** about teaching and learning in PE are oriented toward self-actualization and social reconstruction
  - Needs the prominence of the **affective domain** (valuing physical active) in planning for learning

Goal: getting youngsters to value and enjoy physical activity for life so that they are (autonomously) motivated to become/remain active outside PE

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## Conclusion

- In Europe, HE is now part of the curriculum in a growing number of countries
- PE teachers are regularly in charge of that topic, mainly at secondary school level
- Most of the time, it is 'limited' to PA promotion
- In the French speaking part of Belgium, HE is becoming more consistent
- Tools are developed in order to prepare PE teachers (as well as other actors) to implement projects aiming to educate youths for lifelong healthy lifestyle (not only PA)

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<http://hdl.handle.net/2268/212658>



Thank you

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