

# Physical Activity in the School Setting

Strategy Formation Session  
Kentucky Tweens Nutrition and Fitness Coalition  
28 January 2005

# Topics for the Day

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- Physical Activity During School
  - PE Classes
  - Daily Activity Time
  - Activity in non-PE course curriculums
- Physical Activity Before and After School
  - Intramural Activities

# Goals

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- Enhance opportunities for physical activity in Fayette County Schools
- Determine mutually acceptable ways the Coalition can be of service to Fayette County Schools in achieving success with the PEP Grant.

# Our Data

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- 51 focus groups conducted with Lexington tweens and their parents in Spring/Summer 2004
- Interviews with eight Lexington middle school principals

# Today's Format

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- Open discussion
- Brief data presentations for each topic followed by discussion of pros and cons of addressing the topic
- End of the day: Choosing priorities and determining action steps via marketing mindset

# Physical Education Classes (p. 3)

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## ■ Importance of Issue

- Regional Obesity Forum: Increasing school PE is number one priority
- Key issue for parents in focus groups, as well
- PEP Grant = ability to fund improvements

# Physical Education Classes

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## ■ Known Barriers

- Length of school day
- State curriculum requirements
- Staff size
- Facilities limitations
- Perceived detracting from academic time

# Physical Education Classes

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- Reactions to PE Programming
  - Parents adore the “take it home” messages
  - Tweens prefer more innovative approaches
  - PEP Grant goals appear to match well with parent and tween desires



# Marketing Questions

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- What are the benefits of increased availability of PE?
- What are the barriers associated with increased PE availability?
- Who must be convinced in order to increase PE availability?
- How can the coalition help?

# Daily Physical Activity Time (p. 4)

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- The “Recess Problem”
  - Middle school transition to no recess is problematic
  - Tweens and parents believe that daily activity time would improve performance and behavior.
  - Added activity time is a PEP Grant objective.
  - Strong Principal support for daily activity time

# Daily Physical Activity Time

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- This activity can take multiple forms.
  - Specific recess period
  - In-classroom activity breaks
  
- Known barriers
  - Supervision
  - Training teachers to lead activity
  - Facility limitations
  - Length of school day

# Daily Physical Activity Time

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*I would ask a state lawmaker or principal to do what we're asking these kids to do: You come into school at a little bit before 9:00 and you stay until almost 4:00, and you sit, seven periods a day. I can't do it.*

--(Lexington Middle School Principal)

# Marketing Questions

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- What are the benefits of daily activity time?
- What are the barriers associated with daily activity time?
- Who must be convinced in order to increase daily activity time?
- How can the coalition help?

# Incorporating Activity into Non-PE Course Curriculums (p. 5)

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- Physical activity should be a lifestyle, not just a class.
- Parents, principals support activity in non-PE course curriculums
- Tweens like the idea of being active in the classroom
- Trusted teachers have a strong influence on tween decisions

# Incorporating Activity into Non-PE Course Curriculums

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## ■ Known Barriers

- Teachers and Principals don't have time to develop new curriculums that meet state requirements
- Training teachers to lead physical activity
- Curriculum adoption (SBDM Councils, Principals)

# Marketing Questions

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- What are the benefits of activity in the curriculum?
- What are the barriers associated with activity in the curriculum?
- Who must be convinced in order to increase activity in the curriculum?
- How can the coalition help?



# Discussion

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- How can the coalition best be of service to Fayette County Schools in making the PEP Grant as successful as possible?
- How can the coalition help increase activity in non-PEP Grant schools, as well?

# Physical Activity Before and After School (p. 6)

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- Elementary/Middle School Transition
  - No/less daily time for activity
  - Team sports become competitive (try-outs)
- Sizeable segment of Lexington tween population becomes less active during this transition
- Intramural activities provide non-competitive opportunities to increase/maintain physical activity levels

# Physical Activity Before and After School

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- Tweens like the idea of intramural activities
  - Extra time to spend with friends
  - Less pressure to succeed (no try-outs)
  - Trying new activities is “fun”
  - Tweens enjoy sense of team spirit
  - Good source of exercise
- Tweens tell us that they are/would be likely to participate

# Physical Activity Before and After School

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- Precedent – success of middle school track teams
  - Extra time to spend with friends
  - Less pressure to succeed (minimal/no tryouts)
  - Trying new activities is “fun”
  - Tweens enjoy sense of team spirit
  - Good source of exercise

# Physical Activity Before and After School

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- Known barriers
  - Supervision and training
  - Facilities space
  - Funding
  - Transportation for tweens
  - Homework for tweens

# Physical Activity Before and After School

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## ■ Possible solutions

- Use non-school staff (i.e. UK students)
- Use existing downtime (i.e. students waiting before school)
- Take advantage of/improve Fayette County Schools intramural funding (\$1500/school/year)
- One program/rotating activities

# Marketing Questions

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- What are the benefits of intramural activities?
- What are the barriers associated with intramural activities?
- Who must be convinced in order to increase intramural activities?
- How can the coalition help?

# Creating Action Steps

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- Which of today's issues does the coalition wish to adopt? (Prioritization)
- Are there other ways we could help market physically active lifestyles in the schools?



# Creating Action Steps

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- Product
- Price
- Place
- Promotion