



# HOW TO INTEGRATE SPORT INTO CURRICULAR ACTIVITIES

## *A Toolkit for School Director*

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### Introduction

This toolkit is targeted at school directors to support them in the process of integration of sport into school curricular activities. In addition to steps directly related to developing high quality physical education curriculum, the toolkit offers steps on how schools can integrate sports in the everyday schooldays (prior, during and after them) and how schools can work with different stakeholders (parents, sport clubs, sportsmen, medical personnel) to build in students the knowledge of healthier life. Sport activities are regarded as an important part of the general teaching and learning process in school on the one hand being able to support behavioral changes in students, building important and necessary qualities, skills and competences and on the other hand (through providing cross curricular activities between sport and other subjects) make learning and teaching more motivating for both sides – students and teachers.





## Physical Education Curriculum Analysis

Assessing the school's health and physical education policies and programs and developing a plan for improvement, should start from reviewing of the current state and current curriculum materials available.

The assessment of the school's policy and programs could include assessment on some major key points:

- **Health education:** is it planned (existing in the curriculum), designed to help students develop knowledge, attitudes and skills needed to maintain and improve health, prevent disease, and avoid or modify health risk behaviors?;
- **Health services:** does the school provide health screenings, does it ensure access and/or referral to health care services, prevent and control communicable diseases and other health problems, and provide emergency care for illness or injury?;
- **Physical education:** is there proper curriculum; skilled and trained staff to provide the education;
- **Nutrition services:** does the school provide students with access to a variety of nutritious meals and snacks, and accommodate the health and nutrition needs of all students?;
- **Health promotion for staff:** are there programs that encourage and support school staff to improve their health status and morale?;
- **School mental health and social services:** are the individual and group assessments, interventions and referrals intended to improve students' mental, emotional, and social health?;
- **Healthy school environment:** is the physical and aesthetic surroundings, psychosocial climate, and policies that support learning, and ensure students and staff are physically safe.
- **Family/community Involvement:** is there an integrated parent/guardian, community, and school approach to respond to students' health-related and physical activity needs and enhance students' health and well-being. Parent involvement in health and physical education increases both student achievement and self-esteem.

That review should aim to assess the materials and activities of the schools according to set standards. These standards might be national or regional standards to be covered in terms of hours of physical activity included in the program or number of activities per year that should be implemented. If there are no national standards to follow, the school can set its own standards for PE policies and programs.

It's essential for schools to conduct a situation analysis before considering any further step in integration of sport into curricular activities. By providing a baseline assessment of the reality in the school, a situation analysis may help to better understand the needs, resources and conditions that are relevant to planning interventions. Analysis should refer to both quantitative and qualitative information. Such analysis should include review of the current health status of students too. Schools are encouraged to gather information regarding physical activity levels, fruit and vegetable consumption, school attendance, and prevalence of overweight students, obesity, diabetes, etc.

It is important for the school to understand what the knowledge, attitudes, beliefs, values, behaviours and conditions of students, associated with healthy eating and physical activity are. Such a survey should address also the connection between sport and education answering questions like:

- how does physical activity affect academic achievement;
- can physical activity contribute to development of personal characteristics, which can support students in the process of acquisition of key competences;
- can sport and physical activities teach skills as well as form or change behavior?

Such an analysis is supposed also to address the available resources and current capacity in the school to promote sports and physical activity as prerequisites for providing healthier lifestyle amongst their students. This includes financial and human resources as well as the health infrastructure.

Another helpful part of the analysis could also be a comparative analysis with existing programs in other schools, programs organized by other stakeholders that address promotion of physical activity in schools. Such comparative analysis of course should consider the specific conditions under which these other programs are developed and running as well as additional factors for success or failure, specific for the other stakeholders and the environment they work in. Information regarding existing curricula and programs can be collected through surveys, personal meetings and consultations, interviews and focus group discussions. It is important to act on the basis of the findings of the situation analysis. The analysis will reveal target areas for development.





## Learning Objective

The learning objective of this step is to give school directors knowledge of the importance of analyzing the school current status quo in physical education, curricula, as well as to introduce tools, which can support the process of analysis. After going through this step school directors will be able to analyze school policies, programs and curricula, related to physical education in a better and more focused manner, using contemporary tools.

## Online Resources

- [Creating a Physically Active School Year-Round](#)  
This document is guidelines with simple steps of analysis, planning, designing physical activity initiatives.
- [Physical Education at School in Europe](#)  
The document provides information on national strategies, large scale initiatives in integrating sports in education, as well as curriculum analysis and suggestions on how a good PE curriculum to be built.
- [World-wide Survey of School Physical Education](#)  
The document shows findings on physical education curricula and programs around the world, with suggestions of how to integrate sports in the school curricula in a good way.
- [Physical Education Curriculum Analysis Tool \(PECAT\)](#)  
As the name suggest this is an online tool that can help headmasters or teachers evaluate and analyze the physical education curriculum at school – it includes questionnaires, suggestions on how to conduct a special survey





## Design, develop and implement high-quality course of study in physical education

The physical education curriculum content should include physical activities according to maturity phases taking into account the favourable periods that allow the full development of neuromotor abilities and skills.

A comprehensive physical activity program should describe what a physically educated student should know and be able to do. It emphasizes meaningful content, which includes:

- Instruction in a variety of motor skills designed to enhance child and adolescent development;
- Fitness education and assessment that allows for students to understand and improve their physical well-being;
- Development of cognitive concepts related to motor skills and fitness;
- Opportunities to improve social and cooperative skills;
- Opportunities to increase the value placed on physical activity for health, enjoyment, self-expression, and confidence.

When designing the school program it could address set standards (which may vary per country and school) in terms of hours of physical activity children should have. As per recommendation of the World Health Organization the physical activity of kids should be no less than 150 minutes per week. Of course the school may wish to provide more hours, including not only a minimum let's say, envisaged in the regular school curriculum, but also additional hours of physical activity before and after school. Physical activity and physical fitness produce overall physical, psychological and social benefits, and inactive children are likely to become inactive adults. Evidence also suggests a relationship between increased physical activity and improved academic performance; studies have shown that normal-weight children also have higher scholastic achievement, less absenteeism and higher physical fitness levels than their obese counterparts.

Another important matter in the developing and implementing PE curriculum is for the school to determine its resources: material resources (supplies and equipment), human resources and financial resources.

A good PE curriculum may include different types of sports as units of the program with objectives of the activity, skills to be acquired, activities to be performed, evaluation done and safety concerns. For example:

### **SWIMMING.**

*Objectives: The student will: improve swimming skills; understand water safety rules; recognize water emergency situations and know what to do; enjoy swimming as a means of maintaining fitness.*

*Skills: surface diving, treading water, stroke work, reaching/throwing assists, escapes, carries, spinal injury. Activities: demonstration, group work, conditioning, games, relays.*

*Evaluation: written test, skills tests, participation.*

*Safety Concerns: water depth awareness; proper supervision/following of instructions; spacing awareness during reaching/throwing assists."*

## Learning Objective

The learning objective of this step is to provide knowledge about what physical education curriculum content should include; how this content should answer the maturity phases of students and what knowledge and skills should a student have after completing his education under that curriculum.





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## Online Resources

- [5 Approaches to Physical Education in Schools](#)  
The website presents physical education in the context of schooling with different curriculum models.
- [Physical education lesson plans](#)  
The website provides a number of examples for physical education lessons plans, which are free to use.
- [Expert Groups \(EU Work Plan for sport 2014-2017\)](#)  
Health-enhancing physical activity
- [Example of an PE curriculum](#)  
The document is an actual PE curriculum, designed so that it can be adjusted for grades 9 to 12.
- [Physical Education: “The future ain’t what it used to be!”](#)  
Analysis of PE development and curricula approaches



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## Planning physical activity for students before , during and after school additional to the official PE curriculum

It is important to provide children with a variety of activities and times throughout the day when they can be active. Researches show that children tend to have greater physical activity participation levels when they are encouraged to and provided with the opportunity to try different types of physical activity. By providing more opportunities, the children are more likely to find activities that they enjoy. This is important as preference for an activity may also be associated with changes in physical activity levels. There is difference between physical education and physical activity. Physical education (PE) is a class in which students learn the benefits, skills and training principles of physical activity. For example, during a basketball unit in PE students spend time learning the rules of the game and practicing skills specific to the sport, such as shooting or passing. Ideally PE programs show kids why and how to take ownership of their own lifelong fitness plans in a safe and healthful way through a broad range of activities.

Physical activity is anything that gets your body moving – walking, dancing, biking, yoga, exercise, sports, etc. Schools can provide physical activity time through PE classes, recess, fitness breaks, classroom learning that incorporates movement, before and after school programming, field trips that include physical activity and by establishing walk and bike to school programs. As with any effort to create a healthier school environment, parent involvement is crucial for success.

The school setting offers multiple opportunities for all students, not just those who are athletically inclined, to enjoy physical activity outside of physical education classes: walking to and from school; enjoying recess; physical activity clubs, and indoor sports programs; and having classroom lessons that incorporate physical activities. These opportunities help students learn how to weave physical activity into their daily routines.

### Learning Objective

The learning objective of this step is to provide knowledge about the various types of physical activities that can be integrated in the school daily life in addition to the official PE curriculum. After completing this step school directors will be able to plan and popularize physical activities of any kind in the school life of children, and furthermore doing it in a way to further motivate students, make them enjoy their time and give them possibilities to be physically active as a way of life, not as a part of their obligations in school.

#### Online Resources

- [Comprehensive School physical Activity programs: A guide for Schools](#)

This guide is for schools and school districts to develop, implement, and evaluate comprehensive physical activity programs. School-age youth should participate in at least 60 minutes of physical activity every day; therefore, schools have a significant role to play in helping students achieve this recommendation. This guide will help schools identify how to establish more active school environments.

- [Brent's Sport and Physical Activity Strategy](#)

The document represents a case study of the Brent's community strategy in integration of sports in schools as well as organizing different physical activities for the period 2010-2015.

#### Online Resources

- [Integrating Physical Activity into the Complete School Day](#)

Schools can integrate physical activity throughout the school day by scheduling physical activity breaks and including physical activities during academic classes, creating opportunities for students to be active between classes, and providing physical activity before, during, and after school and through organized programs such as intramurals and recess.

- [Curriculum Maps](#)

The website offers curriculum maps for various subjects, PE included.





## Surveying the health status of the students

The health status of students can be assessed in schools, regions, and countries using standardized surveys. It's an important part of the integration of sports in the school curriculum even if it is not supposed to be used for measurement of the program success. Physical fitness testing should be integrated into the curriculum and emphasize health-related components of physical fitness (e.g., cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition). The tests should be administered only after students are well oriented to the testing procedures. Testing should be a mechanism for teaching students how to apply behavioral skills (e.g., self-assessment, goal setting, and self-monitoring) to physical fitness development and for providing feedback to students and parents about students' physical fitness. The results of physical fitness testing should not be used to assign report card grades. Also, test results should not be used to assess program effectiveness; the validity of these measurements may be unreliable, and physical fitness and improvements in physical fitness are influenced by factors (e.g., physical maturation, body size, and body composition) beyond the control of teachers and students.

Health screenings are an important part of building knowledge and attitudes in students towards living a healthier life as adults. Health screenings in school might help to deal with a number of issues, detecting health problems in school-age and work with children and families to overcome problems and prevent the appearance of serious diseases in future. The most appropriate persons to conduct school health screenings are school nurses.

## Learning Objective

The learning objective of this step is to provide knowledge about the methods of monitoring students' health status, advantages and disadvantages of the different methods, as well as ways to work with different stakeholders in achieving a higher goal – preventing diseases and promoting healthier life style to students.

## Online Resources

- [Examples of student surveys supported by WHO](#)  
The Global School-based student Health Survey
- [Examples of student surveys supported by WHO](#)  
The Health Behaviour in School-aged Children survey
- [BMI screening in schools: helpful or harmful](#)  
An article about the pros and cons of Body mass index screening in schools
- [Safeguards in health surveys in schools](#)  
The website provides step by step safeguard guidelines on what schools have to take specific precautions on, when it comes to surveying the health status of children.





## Work on the sports facilities (inside and outside of school)

Integration of sports in the school curriculum should also provide young people with access to facilities and resources, where they can be physically active.

The provision of adequate facilities, supplies and equipment are as important as providing adequate incentive for the athletes, but the maintenance of such adequate facilities, supplies and equipment use by many often constitute a managerial problem. Traditionally, at the secondary schools level, facilities, supplies and equipment management are usually the responsibilities of those persons who are in-charge of physical education and sports programme. The facilities for which they are responsible include outdoor facilities – such as playgrounds, pools, skate parks, courts and fields – and indoor facilities – such as locker and shower rooms, natatorium, racket, sport courts, weight and exercise rooms, arenas, climbing walls, and gymnasiums, their supplies and equipment. Facilities, supplies and equipment management includes not only the effective scheduling, operation, and maintenance of such facilities, supplies and equipment but also, at times, planning new structures to keep pace with the demand for participation in physical education and sports programmes of the school.

Too often, facilities are constructed and out-grown their use within a very short time. Most facilities constructed in our secondary schools are very difficult to expand or exchange. It is noticed in today's schools, the increased population, rising school enrolments, city life, limited space, and skyrocketing labour and material costs, are all altering physical education and sports facilities and equipment production and management.

In order for the school to ease the process of management of sports facilities, it can share them with the community and adopt different models of management:

- **Single management:** in this model, a single agency is responsible for managing the facilities at all times, including school hours, and all operational staff are employed by that agency. It follows that there is normally a single budget covering both school and community use. The management agency can be the school, a single client department within the local authority, a management contractor or even an independent agency such as a trust. Where the facilities are not managed by the school it may be invoiced for their use but it is unable to dictate how the overall budget is spent.
- **Dual management:** In this model the sports facilities are managed by a partnership between the school (responsible for overseeing and funding school use) and some other agency (responsible for all aspects of community use). It follows that the overall budget for operating the sports facilities is split between the partners and each controls their own proportion of it. Effective co-operation between the partners is then essential if this money is to be spent wisely. Again, in theory it does not greatly matter what the school's partner agency is, but in practice it often tends to be the community education service or something similar.

## Learning Objective

The learning objective of this step is to give school directors knowledge of the different approaches of management of sport facilities in and outside of school. After completing this step school directors will manage to consider various opportunities of using sport facilities, not only for the benefit of the students in the framework of the PE curriculum, but also for the benefit of the whole school and community.

### Online Resources

- [Sport facilities and equipment management in school](#)  
A study of good practices in sport facilities management at schools
- [Guide to community use of school sports facilities](#)  
Guidelines for management of sport facilities at school.

### Online Resources

- [Managing School Facilities for Community Use](#)  
Guidelines for additional use of sport facilities at school.
- [Managing Sport Facilities and Major Events](#)  
The document presents case studies analysis in managing sport facilities and events.







## Teach elements of behaviour change during physical education classes

Physical education programs have the responsibility to teach skills that students will need to participate in physical activity outside of the physical education class and skills they will need for a lifetime of physical activity. Skills learned in physical education class transfer to skills used in a child's play. From the kindergarten-age child playing tag, to the second grade child jumping rope, to the older child playing a game of kickball, the skilled child is more likely to participate in physical activity. If a child is confident in his or her skills, there is typically no hesitation to play; however, the low-skilled child, especially in the upper grades, is less inclined to take part in group activities for fear of failure and peer ridicule. Students need skills to be participants in physical activity.

Good physical education programs take the time to teach children activities they may do on their own. Examples of these are jump rope chants, nonelimination tag games, hopscotch, Four Square, tetherball, and basketball activities such as Horse and Around the World. Including these activities briefly in a physical education class and then encouraging children to play them on their own is likely to promote more physical activity on the playground and in their neighborhoods.

Another role of PE programs is to encourage and motivate children to be active. There are many ways to do this, including promoting community activities, assigning physical activity homework or home fun, showing an interest in the out-of-class physically activity in which children participate, and leading by example

## Learning Objective

The learning objective of this step is to give school directors the knowledge and skills how to use sport to initiate and support behavioral change in students. This step is to show school directors sport can be a means to tackle on the one hand problems with behavior (like violence in school) and on the other it can be a means to be used for the building of social and other necessary competences in students.

### Online Resources

- [The Role and Responsibilities of the Physical Education Teacher in the School Physical Activity Program](#)  
An article that suggest specific activity from the PE teacher in terms of developing additional skills in students, in addition to the motor and other PE skills.
- [Approaches to physical education in schools](#)  
The document reviews different approaches to PE programs in schools and the skills and knowledge they give to students.
- [Behavior change: Physical \(in\) Activity](#)  
The report provides an outline of the challenge of enhancing levels of physical activity.

### Online Resources

- [Physical Activity Behaviour: An Overview of Current and Emergent Theoretical Practices](#)  
Physical activity research has been dominated by traditional cognitive rationale paradigms utilized within other domains. Though this approach to physical activity behavior has greatly enhanced our understanding of the key determinants, it has done little to eradicate the health problems we currently face. In order to achieve lasting change though, multilevel interventions may prove more effective.
- [Motivation, Disciplined behaviour, Equal Treatment and Dispositional Flow in Physical Education Students](#)  
The purpose of this study is to analyse the possible relations between dispositional goal orientations, perceived motivational climate, discipline, coeducation and the flow state in physical education students.





## Implement cross-curricular activities with physical education subject and other subjects in school

There are many opportunities to reinforce core content in physical education classes. This effort to support language arts, math, history, and science should not come at the expense of teaching physical education standards and content. The key is find creative ways to reinforce the core material while keeping true to the goal of teaching the skills and concepts related to developing lifelong movers. Below you will find some suggestions on ways to reinforce core content in PE.

**MATH** - Skill drills in physical education provide many opportunities for students to practice counting in multiples. Student can also be given points for completing different tasks. As the points add up, students will need to use basic math skills to compute their score. Another skill that is easy to incorporate is pattern building. This can be done as station work or as part of creative relay races. Money can be used as a reinforcement for completing tasks thereby giving students additional exposure to the look of various types of currency (coins vs. bills) and how to count it. There are also many opportunities to discuss math vocabulary that relate to physical education (e.g. – angle, measurement, perimeter, distance, etc.).

**LANGUAGE ARTS** – When students enter the gym, a great way to reinforce language arts is to have the students read instructions for their warm-up. If doing this, keep the language simple and post three or fewer basic instructions. Physical educators can use spelling words in a variety of creative ways to help students (e.g. – jump rope spelling, word sort challenge, GeoMat spelling, etc.). PE teachers can also reinforce key vocabulary using a Word Wall.

**SCIENCE** – One of the best ways to support science is to perform experiments in physical education class. The practical use of experimentation vocabulary when learning about heart rate or burning calories is a great way to reinforce these important science concepts in physical education class. There are also many opportunities to highlight science related vocabulary that is used during PE classes (e.g. – speed, friction, angle of trajectory, fulcrum, lever, aerodynamics, etc.). There are other awesome activities that use student knowledge of science concepts (e.g. – Habitat Survivor (dodging and fleeing), Evaporation (tossing flying discs at a target), Rocket Launcher (striking and catching pool noodles), etc.).

**SOCIAL STUDIES** – Social Studies is made up of a variety of sub-disciplines like civics, economics, history, and geography. Each discipline has unique vocabulary that can be highlighted in physical education classes. If organizing students into squads or teams, using history vocabulary as team names is a simple way to reinforce the terms (i.e. –important local peoples, important historical battles & events, famous leaders, etc.). There are also many opportunities using creative activities that are specific to social studies content (e.g. – anything that deals with the Olympics can be connected to Greece, Chinese jump rope has a natural connection to the history of China, etc.).

The key to crossing the curriculum is using the resources available to you at your school (other teacher and/or your administrators).

## Learning Objective

The learning objective of this step is to provide school directors with the knowledge how sports can be integrated in the teaching and learning process in other subject and vice versa. After completing this step school directors will be able to support teachers in the school in the process of how to develop cross curricular activities using sport.

### Online Resources

- [Crossing the Curriculum in Physical Education](#)  
A teacher’s view on how PE can be made cross curricular
- [Cross \(Curricular\) Fit - A fresh approach to integrating core content in Physical Education](#)  
An example lesson plan, which shows how different kind of knowledge can be integrated in PE activities.

### Online Resources

- [Being Active, Eating Well: A Resource for ACTION in Peel!](#)  
Cross curricular PE lesson plans for different grades in schools
- [Awesome Lesson Ideas to Integrate Science Across the Curriculum](#)  
Examples on how to integrate physical education with science





## Work with sports clubs to provide additional time of physical activity

Partnerships should be created between schools and sport sector organisations to ensure quality and availability of safe infrastructures and equipment for physical education, extra-curricular or after-school activities, and communities. These partnerships should ensure the efficient management of infrastructures and prevent duplicate or underused facilities.

Many young people take part in school sport, but there are fewer who take part in activities outside of school.

And after they leave compulsory education most young people do not take part in any form of regular sport or physical activity at all. Establishing School–Club links gives young people the opportunity to continue participating in worthwhile sporting and physical activity throughout their lives.

It allows youngsters to make the most of their experiences in both settings, to try out new sports, feel comfortable in a club setting and as a result makes them more likely to continue participating once they leave school.

Creating partnerships between schools and clubs helps to create continuity between school sports and sport in the wider community. The hope is that they will now become increasingly more common. Creating Club–School links can create the following benefits:

### CLUB

- More young people in the club
- Increased participation in the club
- Raised base level participation in club
- Opportunity to identify talent of the future
- Potential access to school facilities and equipment
- Raised profile within the sport
- Raised profile within the community
- Financial opportunities
- Opening up club access to wider community
- Increase the potential to recruit new volunteers
- Co-operation, support and resources from other partners
- Pool of young leaders, coaches and officials of the future

### SCHOOL

- More active, and ultimately healthier, pupils
- Raised profile within the community
- Increased funding opportunities
- Community Links – social benefits
- Pathways for sport – easy exit routes for children into ongoing involvement
- Increased standard in school teams due to increased coaching received by pupils
- Recognition as an institution that supports development beyond the school environment (Value Added)
- Support and assistance with extracurricular teams/activities

### YOUNG PEOPLE

- Improved opportunities to access sport in their local community
- Opportunity for their talent to be identified and nurtured
- Wider range of sporting opportunities
- Move confidently between school and club Opportunity to develop coaching and leadership skills
- Understand how their experiences in school and at the club complement each other
- Recognise how PE prepares them for their involvement in clubs at junior age and beyond
- Introduction to healthy living
- Feel comfortable with a range of people from different backgrounds and of different ages
- Choose club programmes that are suited to them

## Learning Objective

The learning objective of this step is to give the knowledge and skills to school directors on how to work with sport clubs in the process of integrating sport in the school curricula.





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## Online Resources

- [Developing & Sustaining Club-School Links](#)  
The document explores the benefits of such relationship both for schools and clubs.
- [Developing School Club Links](#)  
Step by step guidelines how to develop links between schools and outside sport organizations.
- [Learning through PE and Sport](#)  
A link to a document, which is a strategy how to build partnerships between schools and sport clubs, entitled: Learning through PE and sport: A guide to the Physical Education, School Sport and Club Links Strategy. The strategy is downloadable from a link on the left sidebar.
- [Schools and Club Athletics](#)  
Guide to the support and resources available for delivering athletics to children and young people in schools and clubs



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## Work with stakeholders

In order for a school PE program to be successful it will be helpful for the school to work together with different stakeholders – not only school staff, teachers and students. Below you can find a summary of stakeholders and their reasoning to support and participate in the change of curriculum in school with regard to sports:

### **School staff: Reasons for the stakeholders to be interested in supporting PE curriculum change**

- Improved physical health of the students;
- Improved overall health status of the school;
- Reduced absenteeism due to illness of students;
- Improved tests scores and academic performance of students;
- Increased attention span, reduction in behavioral problems and improved mood of students.

### **School staff: Potential role of the stakeholder in supporting PE curriculum change**

- Implement physical activity in classrooms;
- Implement physical activity into school day (lunch, before and after school);
- Support for the school's physical activity initiatives;
- Help design policy and systems change in the school.

### **PE teachers: Reasons for the stakeholders to be interested in supporting PE curriculum change**

- Improved physical health and fitness of students;
- Improved class performance;
- Increased student participation and interest in physical education classes;
- Increased variety of activities offered ;
- Increased motivation among students and their families to be physically active;

### **PE teachers: Potential role of the stakeholder in supporting PE curriculum change**

- Be a role model of good physical activity habits for students;
- Implement new physical activity policy in class and encourage other teachers to do the same;
- Provide educational aspect of the importance of daily physical activity to students;
- Provide physical activity resources to students and their families;
- Donate equipment or gym resources;
- Provide parents with information on physical activity and its benefits;
- Serve as a reference point for other school faculty and staff when planning physical activities;
- Provide resources and training to school staff on physical activities;
- Host family fitness fun nights to expose students and their families to quality physical activity experiences

### **Parents: Reasons for the stakeholders to be interested in supporting PE curriculum change**

- Increased physical activity of their child;
- Reduced risk of overweight/obesity of their child
- Improved overall health of their child
- Formation of a healthier home
- Improved academic performance of their child
- Improved self-esteem, mood and motivation of their child.
- Be a role model of good physical activity habits
- Donate physical activity materials to school
- Volunteer time to lead physical activity during, after or before school
- Provide motivation to school
- Help with promotion of school's PE initiatives



**Community members: Potential role of the stakeholder in supporting PE curriculum change**

- Be a role model of good physical activity habits for students;
- Donate finances or materials to school’s physical activity efforts;
- Help with media and advertising of school’s sports initiatives
- Provide networking with other potential partnering organizations;
- Provide tools and resources from their field of expertise;
- Be an outside voice and perspective on the physical activity initiatives.

**Doctors of the kids/Medical personnel in school: Reasons for the stakeholders to be interested in supporting PE curriculum change**

- Decreased illness and absenteeism due to illness;
- Improved health and decreased health risks of students;
- Better health scores on tests of students;
- Increased motivation among students and their families to be physically active;
- Improved health status of their patients.

**Doctors of the kids/Medical personnel in school: Potential role of the stakeholder in supporting PE curriculum change**

- Be a role model of good physical activity habits for students;
- Provide educational aspect of physical activity to students;
- Provide parents with information on physical activity and health benefits;
- Serve as a reference point for other school faculty and staff when planning physical activities;
- Encourage students and parents to be more physically active

**Learning Objective**

The learning objective of this step is to provide school directors with knowledge and skills to work and interact with different stakeholders in the process of integrating sport in the school curriculum. After completing this step school directors will also get knowledge on different strategies and tools how to involve various stakeholders to support the process of integrating sport in the school curriculum.

**Online Resources**

- [Promoting healthy youth](#)  
Guidelines on how to work with the schools and the community in order to support physical activities and healthy living.
- [School policy framework](#)  
Document analyzing school policies in terms of PE, with attention to joint work with different stakeholders from outside of the school.
- [Expert Group on Health-enhancing physical activity](#)  
Recommendations to encourage physical education in schools, including motor skills in early childhood, and to create valuable interactions with the sport sector, local authorities and the private sector
- [Young people: Practical strategies for promoting physical activity](#)  
The purpose of this briefing is to provide commissioners, physical activity and health professionals and school staff with evidence-based recommendations and practical strategies to consider when planning, developing and delivering activities to promote physical activity in young people, ie, those aged 11-18 years old.





## Make regular surveys on the set and achieved goals with regard to implementation of sports in the school curriculum

This evaluation is designed to assess your school before the initiative of integration of sports in the schools curricula has been implemented and after that. The best time to complete this evaluation is during the beginning stages of planning, forming the PE curriculum and sports activities and developing the school’s action plan. The evaluation at the beginning will give the school administration a good idea of where the school is regarding physical activity and the areas that need to be focused on the most. This evaluation can be a part of a broader needs analysis where the students’s, teachers’ and staff’s are taken into consideration when planning the interventions. Once the goals are set in correspondence to the needs assessed a consequent analysis of how the program works should be done. The school may decide on the regularity with which to make the evaluation but for sure such an evaluation at the end of the year after the start of the program might be very helpful to show the direction in which the school is moving, if there are problems to be addressed and changes to be made in the so designed PE program and additional sports activities.

### Learning Objective

One of the learning objectives of this step is to provide school directors with awareness concerning the importance of assessment and evaluation of the school situation (mainly concerning PE skills and competences as well as available resources and facilities) as well as the effects from integration of sports in the curriculum in process and after it has been implemented. Another learning objective is to provide administrators with knowledge and skills on how they could organize the process of assessment and evaluation in order to have a clear view of status and needs, possible interventions, in-process developments and eventual needs for adaptations, and post-effects.

#### Online Resources

- [Teaching evaluation forms](#)  
The website provides tools for evaluation of PE teachers’ work.
- [Physical Education Curriculum Analysis Tool \(PECAT\)](#)  
As the name suggest this is an online tool that can help headmasters or teachers evaluate and analyse the physical education curriculum at school – it includes questionnaires, suggestions on how to conduct a special survey.
- [Opportunity to Learn Guidelines for Elementary, Middle & High School Physical Education](#)  
Guidelines with key elements in producing high - quality physical education programs to be checked.
- [Physical Education Self-Assessment Checklist](#)  
California Physical Education Self-Assessment Checklist
- [Physical Education Self-Assessment Checklist](#)  
California Physical Education Self-Assessment Checklist

#### Online Resources

- [Physical Education Program Checklist](#)  
In The Essential Components of Physical Education, SHAPE America outlines the policies and practices that should be in place in school-based physical education programs.
- [Evaluation of competences and skills in physical education](#)  
This is a presentation that is referring to a website: [www.evaluering.uvm.dk](http://www.evaluering.uvm.dk), defining what challenges exist in developing methods that can be used for evaluation of competences and skills in physical education, and in addition giving some examples of how to evaluate forms of competences and skills that are not easily evaluated.
- [The Construction of Physical Education Curriculum Assessment System Based on Computer Evaluation Technology](#)  
The paper offers analysis on how computer evaluation technology can be used for PE curriculum assessment.

