

Physical Education: Spotlight on Equity Resources

This Spotlight on Equity includes a list of considerations and resources for the purpose of providing an equity literate and socially conscious lens to the teaching and learning of physical education, as well as to recognize the historic exclusion and marginalization of groups and communities. When grade-level appropriate, educators may use these topics to critically engage students in socially relevant and inclusive physical education opportunities. Neither the enumerated considerations, nor the resources below, are a complete list, but rather a starting point from which educators can design historically and socially relevant learning opportunities in Physical Education.

Feedback on the draft versions of the Spotlights on Equity was solicited from the field between October 11th and November 22nd of 2021. A link to a Cognito form with focus questions created by content specialists at the Vermont Agency of Education was sent out through their networks. Additionally, feedback was requested from members of the Vermont Curriculum Leaders Association (VTCLA), the Equity Literacy and Equitable Education Systems grant awardees, the Vermont Foreign Language Association, the Vermont Principals Association, and the chairperson of the Act 1 Advisory Working Group. Thirty-two educators submitted feedback that was used to improve and refine the draft documents.

Knowledge and Motor Skills Graduation Proficiencies

Demonstrate proficiency in a variety of motor skills and movement patterns.

Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Spotlight on Equity

- Perceptions of Skills and Ability
- Disability
- Social Emotional Competence
- Family Influence
- Cultural Influences

Contact Information:

If you have questions about this document or would like additional information, please contact:
Susan Yesalonia, Ed.D., Student Pathways Division, at Susan.Yesalonia@vermont.gov.

Resources	Why it Matters
<p>CASEL: Social Emotional Competencies</p> <p>CASEL’s SEL framework fosters knowledge, skills, and attitudes across five areas of competence and multiple key settings to establish equitable learning environments that advance students’ learning and development.</p>	<p>Social and emotional learning (SEL) is part of a high-quality education for all students that supports academic performance, school climate, graduation rates, and other important developmental outcomes and life goals. States, districts, and schools looking to support the mental health and well-being of their young people and adults often turn to SEL to promote positive mental health. SEL also offers a powerful means to support one another as our school communities work to address the impact of the pandemic on students’ learning and development.</p>
<p>Fundamental Motor Skill Proficiency is Necessary for Children's Motor Activity Inclusion</p> <p>The goal of this paper is to discuss the misconception that maturation underlies children’s motor skill development and to show that physical education, even in early years of our school system, is critical to promote proficiency and participation in later motor activities.</p>	<p>Motor development is influenced by many factors such as practice and appropriate instruction provided by teachers, even in preschool and elementary school.</p>
<p>Perceived Motor Competence and Self-Efficacy in Children: Competition vs. Sedentary Lifestyle</p> <p>This article discusses factors that influence psychomotor development and participation in physical activity. Children with lower motor skills tend to have lower perceived competence and are less likely to be physically active whereas children who have high levels of perceived competence are more likely to develop higher motor skills and be physically active.</p>	<p>The study of physical self-perception is fundamental to understanding how children perceive their movement skills, identify their level of perception of physical self-efficacy, as well as their opinion on their motor skills. An understanding of a child’s self-perception can provide key information regarding appropriate feedback and planning for programs aimed at developing fundamental movement skills.</p>

Resources	Why it Matters
<p>Promoting Physical Activity in Children through Family-Based Intervention: Protocol of the "Active 1 + FUN" Randomized Controlled Trial</p> <p>This study investigates the concept of “Active 1 + Fun,” a family-based intervention designed using the tenets of self-determination theory. The "Active 1 + FUN" intervention was designed to enhance physical activity of the whole family and improve parenting methods of both fathers and mothers.</p>	<p>Physically active children are likely to become active adults; thus, active lifestyles should be promoted from childhood. Parents are crucial for shaping their children's behaviors, but may lack the knowledge and skills to provide optimal support for physical activity.</p>
<p>Understanding Middle School Students' Perspectives Regarding Physical Activity and Fitness</p> <p>This study focused on middle grades students identified to be ‘unfit’ and their perceptions of participating in physical activities before and after engaging in ‘Moving for Fun,’ an after-school fitness intervention program.</p>	<p>This study provides insight into barriers that discourage participation and facilitators that promote physical activity of middle grades students. Developing more student-centered programs that teach or include fitness education can decrease the number of students lacking physical fitness and increase the population of those who carry fitness activities and better health with them into the future.</p>
<p>Inclusion in School Physical Education and Physical Activity – CDC Research Brief</p> <p>This brief is for state education and health leaders. It defines inclusion, identifies relevant federal policies, describes the current status of inclusion in the United States, and suggests ways to promote inclusion.</p>	<p>All students, regardless of ability, should get the recommended 60 minutes or more of daily physical activity. Schools can help them meet this recommendation. Creating an inclusive culture for physical education and physical activity helps all students learn to lead a healthy and active lifestyle.</p>

Resources	Why it Matters
<p>Physical Activity for All</p> <p>This article discusses attitudes, expectations, and perspectives on health considering different cultures. The article discusses creating a culturally inclusive environment and using strategies that incorporate the various levels of an ecological model:</p> <ul style="list-style-type: none"> • The Individual; • The Social Environment; • The Physical Environment; • Policies and Regulations; <p>as well as Strategies for culture and physical activity.</p>	<p>Research suggests that a person’s culture shapes their attitudes toward and involvement in physical activity. Physical educators can create a culturally inclusive learning environment that is student-centered and engages all students in their learning.</p>

Physical Fitness Graduation Proficiency

Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Spotlight on Equity

- Environmental Barriers
- Perspectives towards Physical Activity
- Student Motivation
- Inclusive Wellness
- Anti-gay Attitudes
- Peer Influence

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<p><u>Environmental Barriers to Activity</u></p> <p>This article briefly reviews research on how various settings influence activity levels, the policies that shape them, and their roles in perpetuating disparities in obesity rates.</p>	<p>Research shows that regular exercise makes people leaner, stronger, smarter, and healthier. School physical activity and physical education programs and the policies that shape them have a substantial impact on where, when, how, and how much physical activity students get on a daily basis.</p>
<p><u>Analysis of developmental Trends in Physical Activity, BMI and Muscles in Children and Adolescents with Mild-to-Moderate Intellectual Disability</u></p> <p>The aim of this research was to identify the trends in physical activity (PA), BMI, and muscles in children and adolescents with intellectual disability. Additionally, the research focused on the level of PA of children and its correlation with BMI and muscles as well as the correlation between postural balance and children's muscles.</p>	<p>All students need to be provided physical education and access to school physical activity programs to have the opportunity to develop the knowledge and skills needed to achieve lifelong physical fitness. Healthy and physically fit students learn better.</p>
<p><u>Student Motivation in Physical Education – The Evidence in a Nutshell</u></p> <p>This review provides a brief and concise overview of the empirical evidence that is available regarding student motivation in PE according to its relation to physical activity, motivational factors, barriers to motivation, motivational profiles, and interventions.</p>	<p>Student motivation plays an important role in the teaching and learning process in general educational settings as well as in physical education.</p>
<p><u>Discover Inclusive School Wellness</u></p> <p>The Comprehensive School Physical Activity Program provides the national framework for increasing physical activity in schools. To ensure youth with disabilities are included in these efforts, the Guide to Inclusive School Physical Activity Programs includes additional information to promote inclusion of children and youth with disabilities in school physical activity programs.</p>	<p>National efforts have been implemented to reverse the trends of youth physical inactivity and childhood obesity by focusing on increasing physical activity during the school day. Children and youth with disabilities are often not fully included in these efforts, yet frequently experience even greater rates of physical inactivity and obesity.</p>

Resources	Why it Matters
<p>How anti-gay attitudes hurt teen fitness</p> <p>This article discusses barriers that drive sexual minority teens away from physical education classes and team sports which can in turn have a negative impact on physical fitness.</p>	<p>Numerous studies have linked physical fitness to school readiness and academic success. All students need to have equitable opportunities to obtain and maintain physical fitness through school physical education and physical activity programs.</p>
<p>We asked Children Why They Don't Get Enough Exercise – Here's What They Said</p> <p>To better understand the factors that can help or hinder the physical activity levels of children today, this study was conducted to explore the barriers UK children face when it comes to being physically active. This article points out two main barriers for children when it comes to exercise: screen time and hectic family lifestyles.</p>	<p>Physical educators need to educate parents, caregivers and families about the importance of physical fitness on health, school readiness, and academic success, and the barriers screen time and hectic family lifestyle present to obtaining and maintaining it.</p>

Affective Qualities and Social Interaction Graduation Proficiency

Exhibit responsible personal and social behavior that respects and promotes success of self and others.

Spotlight on Equity

- Social Justice
- Personal and Social Responsibility
- Social Emotional Competence
- Positive Classroom Environment
- Cultural Competence

Resources	Why it Matters
<p>The A-Z of Social Justice Physical Education: Part I</p> <p>This article discusses social justice in physical education and provides examples of how using a social justice education approach within physical education can be a start towards making spaces more inclusive and socially aware.</p>	<p>Social justice concepts in physical education are not a new focus; inclusive physical education programs have promoted it as best practice for several years. Physical educators can use the ideas and strategies presented in this article along with their professional judgement, considering their school and program contexts, to embed social justice education into their programs.</p>

Resources	Why it Matters
<p>The A-Z of Social Justice Physical Education: Part II</p> <p>This article is the second installment of a two-part series. It is an attempt to make an important step in socially just and informed physical education.</p>	<p>Physical education teachers can use this article to prepare for, and hopefully teach about, precarity in relation to health, physical activity, and education.</p>
<p>OPEN Physical Education: Personal and Social Responsibility (K-2)</p> <p>This OPEN PE module includes activities that are designed to develop and reinforce several personal and social skills associated with responsible behavior. Safety, working independently, following directions and rules, as well as sharing space and equipment are the primary skills emphasized.</p>	<p>This resource can be used by K-2 physical educators to incorporate principles of Personal and Social Responsibility into their programs.</p>
<p>OPEN Physical Education: Personal and Social Responsibility (Intermediate 3-5)</p> <p>This OPEN PE module includes activities that are designed to develop and reinforce several personal and social skills associated with responsible behavior. Being safe, cooperating, showing responsible interpersonal behavior, receiving and providing feedback, praising and accepting others, as well as following the etiquette of activity settings are the main skills emphasized.</p>	<p>This resource can be used by physical educators who teach grades 3-5 to incorporate principles of Personal and Social Responsibility into their programs.</p>
<p>Social Emotional Learning in Middle and High School: Tips, Strategies and Resources for SEL Instruction</p> <p>Supporting students in social and emotional development can come in a variety of forms – some educators choose to deliver explicit instruction or integrate instruction into core academic lessons. Others use extra-curricular programs, special events, and even community engagement to promote SEL. The options for social and emotional learning in middle and high school are somewhat more limited than elementary school, but quickly growing. This resource includes favorite strategies, programs, and tips for supporting SEL in middle and high school classrooms.</p>	<p>It is imperative that physical educators create a safe social emotional learning environment in middle and high school physical education programs to support student engagement and the development of physical literacy.</p>

Resources	Why it Matters
<p>Creating a Positive Climate for Lesbian, Gay, Bisexual and Transgender Youth</p> <p>This article discusses the value of inclusive learning environments that are respectful of the differences that individuals bring to class or teams and sends the message that everyone is valued. Some of the most important lessons learned through physical education are about teamwork, character building, and respect for people who are different from oneself. Individual differences, whether they are racial, religious, ability-related, or based on sexual orientation or gender identity, are part of life and sport.</p>	<p>LGBTQ students and athletes often claim that physical education classes and athletic environments are where they feel least safe and least supported. Physical education educators and coaches need to create a positive learning environment where all students can engage in their physical education and develop physical literacy.</p>
<p>Physical Education: Transgender Inclusion (shapeamerica.org)</p> <p>The purpose of this resource is to provide K-12 physical educators and athletic leaders with information about transgender identity and the participation of transgender students in physical education and athletics; recommend inclusive policies for including transgender students in athletics and physical education; propose best practices for transgender students' use of locker rooms, bathrooms and showers, and other decisions related to ensuring an inclusive physical education and athletic experience for transgender students; and provide additional resources on transgender inclusion in physical education and athletics.</p>	<p>LGBTQ students and athletes often claim that physical education classes and athletic environments are where they feel least safe and least supported. Physical education educators and coaches need to create a positive learning environment where all students can engage in their physical education and develop physical literacy.</p>
<p>Developing Cultural Competence in Elementary Physical Education</p> <p>The purpose of this article is to introduce a CULTURE (Cultural Unit of Learning to Understand, Respect, and Empathize) framework which uses games and activities as tools to develop cultural competence through technology. This unit was executed in elementary schools in the United States and Japan. The second aim of this article is to discuss strategies for adopting the CULTURE framework in elementary physical education settings.</p>	<p>In today's globalized society, developing critical thinking, communication, socioemotional and language skills among K-12 students is critical. Equipping them with the competencies to effectively collaborate with people from different cultural backgrounds. Physical education programs can support the development of cultural competence.</p>

Additional Vermont Agency of Education Resources

[Cultural Diversity and Equity Resources \(June 2020\)](#)

[Educational Equity Webpage](#)

[Equity Literacy Resources – Fall 2019](#)

[Equity Literacy Resources – Spring 2019](#)