



# Health enhanced Physical Activity - HEPA

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# 1. Improving Lifestyle in European Countries – Physical activity Interventions

- Background : obesity, overweight increasing in European countries (eating habits, sedentary lifestyle)
- School: ideal setting to modify harmful behaviours
- Not only physical benefit : psychological , social health benefits for youth, increasing self-esteem, low depression and anxiety
- SCHOOL BASED INTERVENTIONS : worldwide aimed to promote children’s wellbeing and to avoid the risk of mental disorders
- Recommendations (WHO) 60 Min PA a day – healthy growth, avoiding risk of metabolic and cardiovascular diseases

## Review 2000-2014

- Large majority of multicomponent intervention:
  - aimed at increasing healthy habits (PA and dietary habits)
- or intervention in physical activity

Litterature review – 2000- 2014 : Physical activity interventions in Schools for Improving Lifestyle in European Countries (Clinical Practice and Epidemiology in Mental Health, 2015; 11: 77-101) Mura and al.

## 2. Multicomponent interventions

- PA promotion, awareness, recommendation, stimulation (sometimes parents involvement and take-home activities)
- Interventions focused on healthy lifestyle
- Wide variations in the contents of PA interventions (from 10 min every day to 90 min 2 times a week or every day 60 min )

### 3. PA interventions

- PA school-based intervention – enhancing moderate to vigorous PA, also on moderate, recreational, pleasant, non competitive PA
- Increasing PE program and additional lessons , daily activity breaks, daily lessons
- Or Including feedback – pedometers, accelerators, empedancemeters  
(Objectives informations for the children and adolescents)

## 4. Who delivered the intervention

- Teachers (PE teachers , classroom teachers – specially trained )
- **Better results when delivered by professionals of PE, PA**

## 5. Outcomes and assessment

- Over 30 trials
- change in BMI and changes in the percentage of body composition – lean and fat mass (impedance analysis)
- Increase in PA (questionnaire or pedometer, accelerometer)
- Other assessment : fitness (20 m shuttle run test), motor/coordination test (balance, flexibility, coordination, agility, muscle strength)
- Changes in children's behaviour , attitudes, habits
- Psychological outcomes : enjoyment in PA, self-efficacy, perceived support, social inclusion
- Cognitive performance and academic achievement

# What is suggested for European PE?

- EU recommendations on Health – enhancing Physical Activity



# 6. EU Work Plan for Sport 2014-2017

## First deliverable

Key topic	Output and target date	Working structure
<b>Sport and society</b>		
Health-enhancing physical activity	<ul style="list-style-type: none"> <li>— Preparation of Expert Group 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 (1st half 2015)</li> <li>— Coordination of the implementation of the Council Recommendation on HEPA (2nd half 2016)</li> </ul>	Expert Group on HEPA

## 7. Recommendations (1/3)

- Curriculum content of physical education
- Physical education curriculum time allocation
- Physical education teachers
- Assessment in physical education
- Monitoring of physical education
- Inclusive approach
- Exemption from physical education classes
- Injury prevention
- Extra-curricular activities
- Encourage physical education as from early childhood

## Rec. 6.

# Physical education curricular content

- From birth and during early childhood, physical education should include daily active play, enjoyable games, and sports aiming to develop core neuromotor skills, physical, psychological, and social attributes. In primary and secondary education, **physical education should include a broad variety of different games, dance, sports, and physical exercises.**
- *It has been recognised that school physical education and physical activity can play an important roles in the prevention of several epidemic comorbidities such as overweight and obesity, diabetes mellitus, and cardiovascular diseases.*

## Rec.7.

# Physical education and outdoor activities

- **Physical education and extra-curricular activities** should foster an ethical education by **teaching values** such as fair play, cooperation, equity, equality, integrity, peace, human rights, and respect of others' capabilities. Through sport participation, they should also develop relevant skills such as teamwork, social inclusion and leadership, avoiding sport stereotypes.
- **Along with extra-curricular activities, the physical education curriculum should instill lasting habits of moving regularly in outdoor settings.**

## Rec. 8.

# Physical education and health education

- The physical education curriculum should include **health education concepts like personal and social well-being, health promotion, and healthy lifestyles** from a broader perspective beyond the practice of physical activity and sport.
- Physical education teachers should also cooperate closely with other disciplines in school to fully develop these concepts among the education community.

## Rec. 11.

# Physical education taught time

- Physical Activity Guidelines published by the World Health Organization<sup>24</sup> clearly stress that every child and young person (5-17 years) should engage in **at least one hour of moderate to vigorous intensity physical activity every day** to ensure physiological and psychological health benefits.
- The minimum physical education taught time recommended during compulsory education period should be increased to at least 5 lessons per week (~ 5 hours).

## 8. Main findings (2000-2014 , review, Mura and al. )

- Differences between interventions that promoted PA and those were effectively based on PA (like learning outcomes of Students) (Fisher and al. 2011)
- Increase of PA when parental support
- PA intensity higher in the intervention school after one year – but sometimes lost after two years
- Pedometers, accelerometers – objectives feedback showed significant increase of daily PA

## 9. Tools for schools

- Self assessment questionnaire :
- Example from Swiss Health Promotion



# In our school the following means concerning PA are

- 1. done                              2. planed
- Booklet information about “Moving everyday” distributed to the parents
- The 3 hours PE are taught by a qualified PE teacher or the school teacher is supported by a professional in PE
- A promotion program for PA is applied:
  - 4-6 y.o : Moving school, muuvit, youp’la move
  - 7-12 y.o: Moving school, Fit4future, muuvit
  - 12-16 y.o: Gorilla, Moving school, bike2School
- Passport PA , camp, swimming lessons, partial medical dispense

# Team PA

- One responsible for PA in the school
- In service training concerning PA (the PE teachers are training the other teachers)
- Common rules for PA and Sport for all the teachers and the administrative personal

# The school environment

- The promotion of PA is in the Institution's Charta
- Walking or biking to school (itineraries, bike's parking ) program :  
[www.pedibus.ch](http://www.pedibus.ch) / [www.bike2school.ch](http://www.bike2school.ch)
- School place for active breaks ([www.fit4future.ch](http://www.fit4future.ch))
- Material to play , balls, ropes, footbags ...
- Facultative PE lessons , sport hall open with supervision, PA projects ...

## 10. Implementation

- Interventions based on PA (and not only encouraging or promoting) ACTION
- Supporting environment (school, directors, parents)
- Long run projects (during all school time for a change in lifestyle)
- Objectives feedbacks (give the responsibility to the children and youth)
- Monitoring (observatory)
- Assessment : for the institution, outcomes for the participants

# Thank you for your attention

