

# Encouraging Active Schools

2011 OPPORTUNITIES FOR PHYSICAL ACTIVITY AT SCHOOL SURVEY



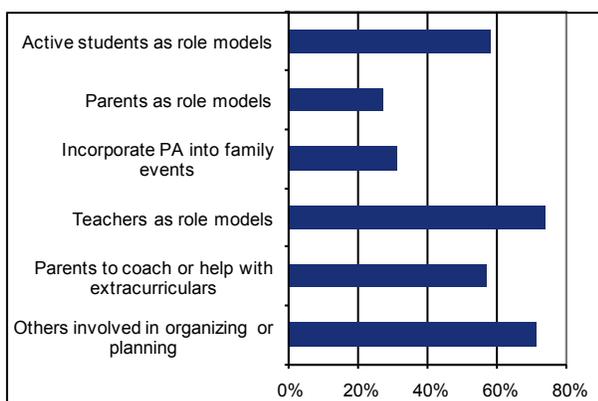
## Social support for physical activity

The 2011 *Opportunities for Physical Activity at School* survey asked schools about policies and programs involving social support for physical activity and sport within the school milieu. Specifically, schools encourage the following in support of physical activity and sport:

- teachers to act as role models (74% of schools);
- encourage teachers, parents, students and the community to be involved in organizing or planning events, schools services and facilities related to physical activity (71%);
- active students to act as role models for their peers (58%);
- parents to coach or help out with extra curricular physical activities (57%);
- parents to be role models for their children's physical activity (27%); and
- parents to incorporate physical activity into family events (31%).

FIGURE 1

Social support of physical activity, 2011



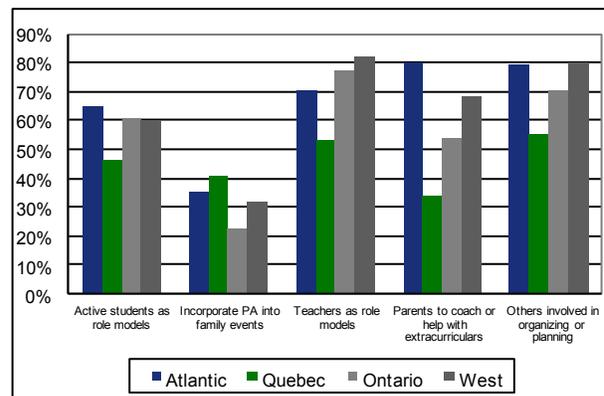
2011 *Opportunities for Physical Activity at School Survey*, CFLRI

Compared to the national average, schools in Quebec are less likely to say that their school encourages active students to act as role models for their peers, to encourage teachers to act as role models for physical activity, to encourage parents to coach or help

out with extra curricular physical activities, or encourage teachers, parents, students and the community to be involved in organizing or planning events, school services and facilities. On the contrary, schools in the West are more likely to encourage teachers to act as role models or encourage parents to coach or help out with extra curricular physical activities, and to encourage teachers, parents, students or the community to be involved in organizing or planning. Quebec schools, however, are more likely to say that they encourage parents to incorporate physical activity into family events, whereas Ontario schools are less likely to say this.

FIGURE 2

Social support of physical activity by region, 2011



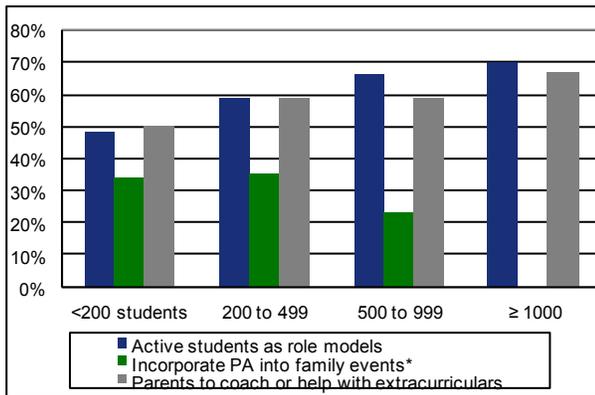
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The smallest schools (less than 200 students) are least likely to indicate that they encourage students to act as role models for their peers, more likely than large schools to encourage parents to incorporate physical activity into family events, and generally less likely than some larger schools to encourage parents to coach or help out with extra curricular physical activities.

Compared to elementary schools, a greater proportion of secondary schools say that they encourage active students to act as role models for their peers. Elementary schools, however, are more likely than secondary schools to encourage parents to

incorporate physical activity into family events or encourage parents to be role models for their children’s physical activity. Elementary schools, however, are generally less likely to say that they encourage parents to coach or help out with extra curricular physical activities. Comprehensive schools (comprised of elementary and secondary grades) are more likely than elementary schools to say that they encourage teachers, parents, students and the community to be involved in organizing or planning events, school services, and facilities related to physical activity.

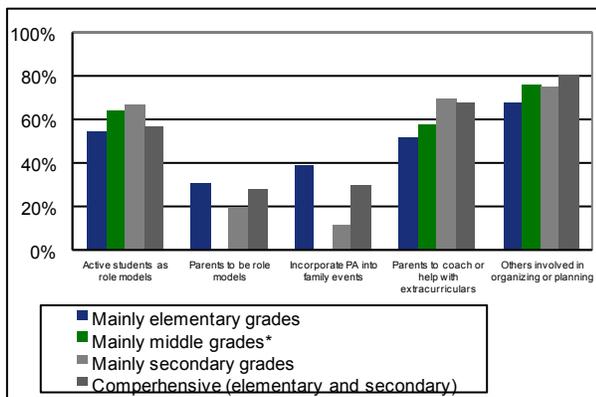
**FIGURE 3**  
Social support of physical activity by student population size, 2011



\* category not available due to sample size

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**FIGURE 4**  
Social support of physical activity by school type, 2011

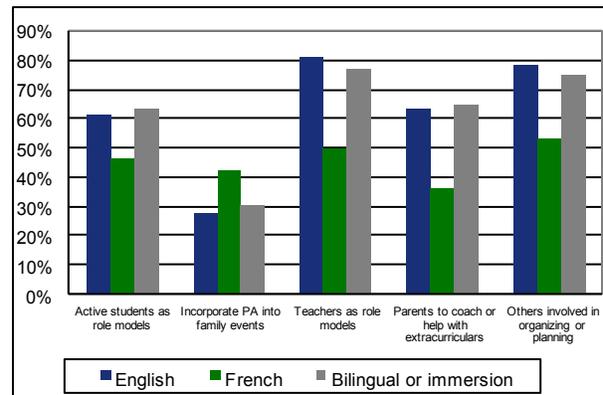


\* category not available due to sample size

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French schools are less likely than English schools or bilingual/immersion schools to say that they encourage active students or teachers to act as role models or to encourage parents to coach or help out with extra curricular physical activities, or to involve teachers, parents, students and the community to be involved in organizing or planning. French schools, however, are more likely

**FIGURE 5**  
Social support of physical activity by language in school, 2011

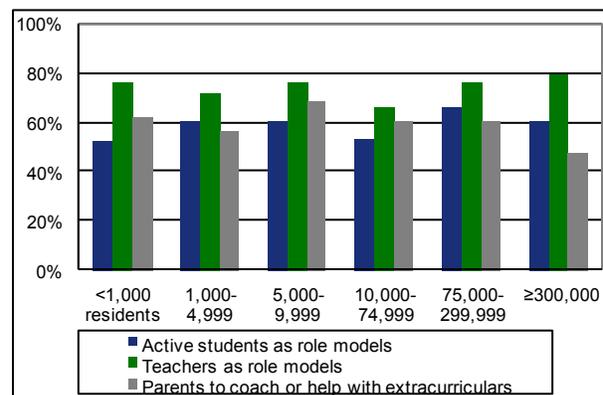


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than English and bilingual/immersion schools to encourage parents to incorporate physical activity into family events.

A greater proportion of schools in mid-to large sized communities (between 75,000 and 299,999 residents) say that they encourage active students to act as role models for their peers compared some smaller communities. Schools in the largest communities are more likely than those in communities of 10,000 to 74,999 residents to encourage teacher to act as role models for physical activity, yet these schools are generally the least likely to encourage parents to coach or help out with extra curricular physical activities. Inner city schools are least likely to encourage parents to coach or help out with extra curricular physical activities, and are less likely than rural schools to say that teachers, parents, students, and community members are involved in organizing and planning events, school services and facilities related to physical activity.

**FIGURE 6**  
Social support of physical activity by size of community, 2011



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Relatively more schools with a large proportion of students from high income families encourage teachers to act as role models for physical activity, encourage parents to coach or help out with extra curricular physical activities, or to encourage teachers, parents, students, and the community to be involved in organizing or planning events, school services, and facilities to physical activity. Relatively more schools with a high proportion of students from minority populations or students who have immigrated encourage active students or teachers to act as role models for their peers, whereas schools with relatively few students from minority populations are more likely to say that they encourage parents to coach or help out with extra curricular physical activities.

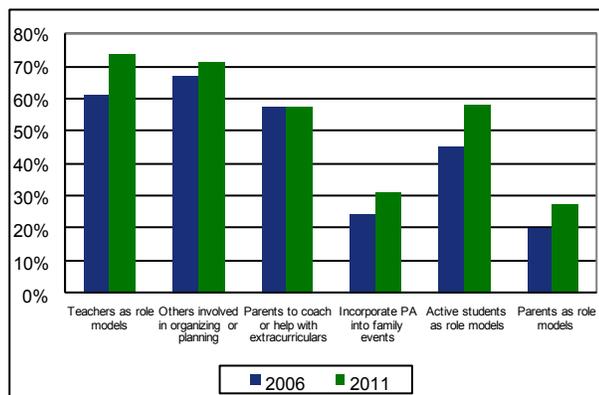
**Trends**

Compared to 2006, there have been increases in the proportion of schools that indicate that they encourage:

- active students to be role models for their peers;
- parents to be role models;
- parents to incorporate physical activity into family events; and,
- teachers to be role models.

**FIGURE 7**

School support of physical activity, 2006-2011



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Generally speaking, regional differences that appeared in 2006 also exist in 2011, with one exception; in 2011, schools in Ontario were less likely than the national average to say that they encourage parents to incorporate physical activity into family events. The relationship between student population size and a school’s encouragement of parents to incorporate physical activity into family events or encouragement of active students to act as role models appears in both 2006 and 2011, however, the smallest schools were less likely than some larger schools to encourage parents to coach or help out with extra curricular physical activities in 2011 (but not in 2006).

Although differences between elementary, middle, secondary, and comprehensive schools have generally stayed consistent over time, two exceptions are noted. Although not significant in 2006, there is now a relationship between grade level of schools and a school’s encouragement of teachers to act as role models or a school’s encouragement of others to be involved in planning and organizing events, programs and services related to physical activity.

Similarly, relationships with the language of the school or income level of students have persisted since 2006, with two exceptions. In 2006, there was a relationship between the income of students and a school’s encouragement of parents to act as role models, yet this is no longer significant in 2011.

The opposite relationship is true with respect to a school’s encouragement of teachers, parents, students, and community members to be involved in planning and organizing events, programs and services related to physical activity (i.e., not significant in 2006 but is in 2011). Moreover, a number of significant relationships between social support and community size have appeared in 2011 that were not evident in 2006.

**CANADIAN FITNESS & LIFESTYLE RESEARCH INSTITUTE**

201-185 Somerset Street West • Ottawa, ON K2P 0J2 • (613) 233-5528 • info@cflri.ca  
http://www.cflri.ca/



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