

Encouraging Active Schools

2015 OPPORTUNITIES FOR PHYSICAL ACTIVITY AT SCHOOL SURVEY



Components of other physical activity programming: increasing participation

The Canadian Fitness and Lifestyle Research Institute's 2015 Opportunities for Physical Activity at School survey asked school administrators about the components of physical activity programming such as increasing participation rates in sports and play, developing positive skills, attitudes and behaviours, and promoting and increasing inclusivity of all individuals. This bulletin summarizes the findings regarding the components related specifically to increasing participation rates in sport and play. As such, the survey asked school administrators about the degree of emphasis that is placed on student participation on recreational and competitive team sports and individualized activities, developing strong sport teams, encouraging active play, involving students in regular physical activity, maximizing active time and improving fitness levels.

Table 1 describes the overall percentage of schools indicating the degree to which their physical activity programming is aimed at increasing participation, time, and activity levels in sport and activity at school.

Region

Compared to the national average, a lower proportion of schools in Quebec indicate that their physical activity programming strongly emphasizes competitive teams.

Indeed, a greater proportion of school administrators in Quebec attribute little to no emphasis on competitive teams and developing strong teams that represent the schools, whereas relatively fewer schools in Ontario say that they place little to no emphasis on competitive teams or developing strong school teams, when compared to the national average. Western schools are more likely than the average to strongly emphasize the need for involving students in regular activity.

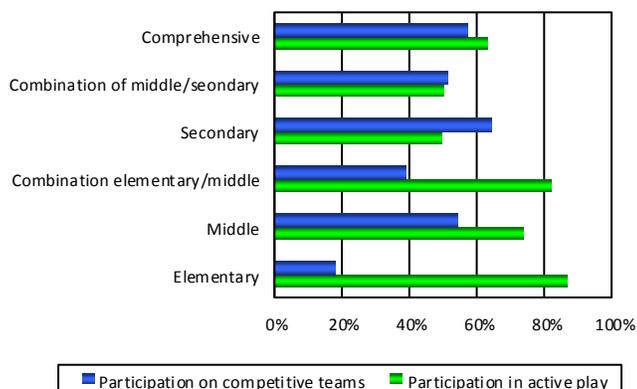
School characteristics

Administrators in non-public schools are more likely than those in public schools to indicate that their school places strong emphasis on student participation on competitive team sports.

A greater proportion of administrators in the largest schools (highest quartile, 460 or more students) indicate that their school attributes strong emphasis on student participation on competitive teams and developing strong sports teams, whereas they are least likely to indicate that they strongly emphasize participation in active play. Moreover, the proportion of schools that place little to no emphasis on developing strong sports teams tends to generally decrease with increasing school size.

Component		Amount of emphasis		
		None to little	Some	Strong
Emphasis to increase participation, time, and fitness levels	Involving students in regular physical activity	4%	16%	80%
	Student participation in active play	6%	19%	75%
	Maximizing active time while participating in sport/physical activity	8%	22%	71%
	Improving students' fitness levels	8%	26%	66%
	Student participation in recreational team sports	16%	33%	51%
	Developing strong sports teams representing the school	26%	26%	48%
	Student participation in individual activities or sports	15%	36%	48%
	Student participation in competitive team sports	27%	34%	38%

FIGURE 1
Components of physical activity programming for increasing participation by grade level



Opportunities for Physical Activity at School Survey, 2015, CFLRI

The largest schools are also less likely than mid-sized schools (2nd and 3rd quartile) to strongly emphasize participation on recreational sports teams.

Compared to the average, administrators in elementary schools are less likely to indicate that they place strong emphasis on developing strong sports teams which represent the schools and participating on competitive teams, yet are more likely to say that they strongly emphasize student participation in active play, involving students in regular physical activity, and maximizing active time while participating in sport and physical activity. Also, a greater proportion of schools with a combination of elementary and middle grades place a strong emphasis on student participation in active play, whereas those schools with a combination of middle and secondary grades, secondary schools, and comprehensive (kindergarten to grade 12) schools are less likely than the average to say that they place strong emphasis on play.

Administrators in secondary schools are generally less likely than the average to say that their schools place a strong emphasis on student participation on recreational teams, however, a greater proportion of those in middle schools, secondary schools, a combination of both middle and secondary grades, and comprehensive schools place a strong emphasis on participation in competitive team sports.

Administrators in schools with secondary, and a combination of middle and secondary grades are, however, less likely than the average to emphasize the need for involving students in regular physical activity.

Community characteristics

Schools in the smallest communities (<1,000 residents) are generally more likely to indicate that their school places little or no emphasis on developing strong sports teams that represent the school compared to schools in mid-sized communities (populations with between 10,000 to 74,999 residents). Administrators in suburban schools are more likely than those in urban environments to say that their schools places a strong emphasis on developing strong sports teams that represent the school.

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