

Encouraging Active Schools

2015 OPPORTUNITIES FOR PHYSICAL ACTIVITY AT SCHOOL SURVEY



Components of other physical activity programming: developing skills and attitudes

The Canadian Fitness and Lifestyle Research Institute's 2015 Opportunities for Physical Activity at School survey explored components of physical activity programming. School administrators were asked to indicate the degree to which their physical activity programming is aimed at increasing participation rates in sports and play, promoting and/or increasing inclusivity, and developing skills and attitudes. This bulletin summarizes the findings with regards to developing skills and attitudes. Specifically, the survey asked about the degree of emphasis placed on developing skills and positive attitudes towards physical activity. Additionally, the survey looked at the amount of emphasis in support of these behaviours such as utilization of qualified coaches and injury prevention.

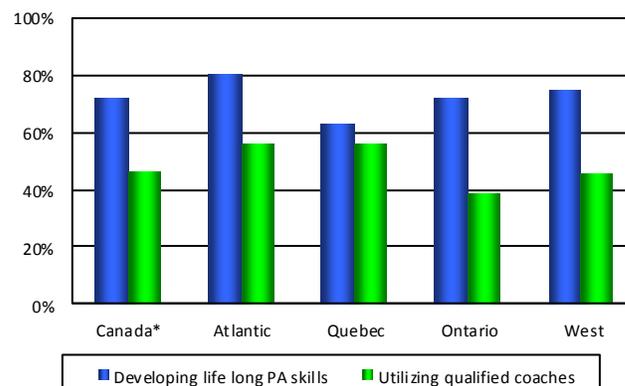
Table 1 describes the overall percentage of schools indicating the amount of emphasis placed on the development of skills and attitudes towards physical activity.

Region

There are very few regional differences with respect to the amount of emphasis placed on the development of skills and attitudes for physical activity and sport; the exception being that fewer schools in Quebec strongly emphasize the need for developing lifelong skills for physical activity whereas a greater proportion of schools in this region place a strong emphasis on utilizing qualified coaches in physical activity programming compared to the average.

FIGURE 1

Components of physical activity programming for developing skills and attitudes (% indicating strong emphasis)



*Sample size limits individual release of data in the North
Opportunities for Physical Activity at School Survey, 2015, CFLRI

School characteristics

Schools that combine middle and secondary grades are less likely than the average to emphasize the need for developing positive attitudes about physical activity, whereas they are more likely to emphasize the need for utilizing qualified coaches compared to the average.

Component		Amount of emphasis		
		None to little	Some	Strong
Emphasis on developing skills and attitudes for physical activity	Developing positive attitudes about physical activity	3%	12%	85%
	Developing skills for lifelong physical activity	6%	23%	72%
	Understanding how to prevent sport injuries	16%	35%	49%
	Utilizing qualified coaches to provide developmentally appropriate instruction	27%	27%	46%

Compared to the average, administrators from schools with a combination of elementary and middle grades are less likely to place a strong emphasis on utilizing qualified coaches. Elementary schools are more likely than the average to strongly emphasize the need for developing positive attitudes about physical activity.

Administrators in non-public schools are more likely than those from public schools to place a strong emphasis on understanding how to prevent sport injuries and utilizing qualified coaches to provide instruction.

Community characteristics

Urban schools are more likely than rural schools to place a strong emphasis on the utilization of qualified coaches.

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