

Encouraging Active Schools

2015 OPPORTUNITIES FOR PHYSICAL ACTIVITY AT SCHOOL SURVEY



Components of other physical activity programming: inclusiveness and safe play

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 or increasing inclusivity of all individuals. This bulletin summarizes the findings with regards to the components related specifically to fostering inclusiveness in physical activity programming at school. Specifically, the survey asked about the degree of emphasis placed on: increasing participation among certain segments of the school population (i.e. girls, students with a disability, specific groups), and ensuring equal opportunities and safe play for all students.

Table 1 describes the overall percentage of schools indicating the degree to which their physical activity programming encourages inclusiveness and fair play.

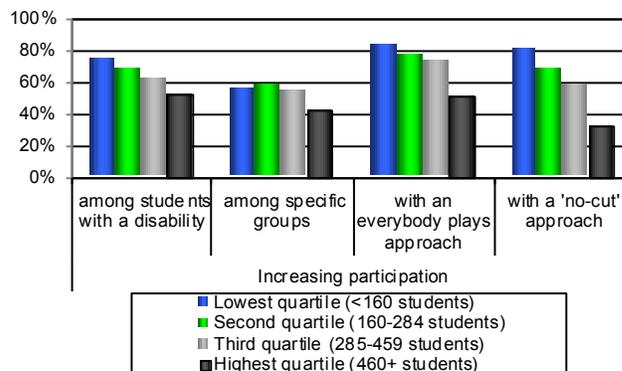
Region

Compared to the national average, a lower proportion of schools in Quebec indicate that their physical activity programming strongly emphasizes the need to ensure that sports activities are free from bullying and harassment and to increase participation among disabled students and girls.

Conversely, a higher proportion of schools in the West emphasize a strong need for programming to be free from bullying and harassment. Compared to the average, a higher proportion of schools in Quebec and the West also place a strong emphasis on the need for a 'no cut' approach, whereby all interested students are allowed to participate irrespective of skills and/or abilities, whereas fewer in Ontario say this.

FIGURE 1

Components of physical activity programming by encouraging inclusiveness and safe play by school size



Opportunities for Physical Activity at School Survey, 2015, CFLRI

Component		Amount of emphasis		
		None to little	Some	Strong
Emphasis on promoting inclusiveness	Developing a fair play culture in sports and physical activity	2%	12%	86%
	Ensuring that sports activities are free from bullying and harassment	3%	12%	85%
	An 'Everybody plays' approach (all players are given equal playing time)	11%	18%	71%
	Increasing girls' participation in physical activity and sport	10%	27%	63%
	Increasing participation among students with a disability	13%	24%	63%
	A 'no cut' approach (all students participate regardless of skill and ability)	20%	21%	59%
	Increasing participation among specific groups (e.g. cultural, economic)	20%	28%	52%

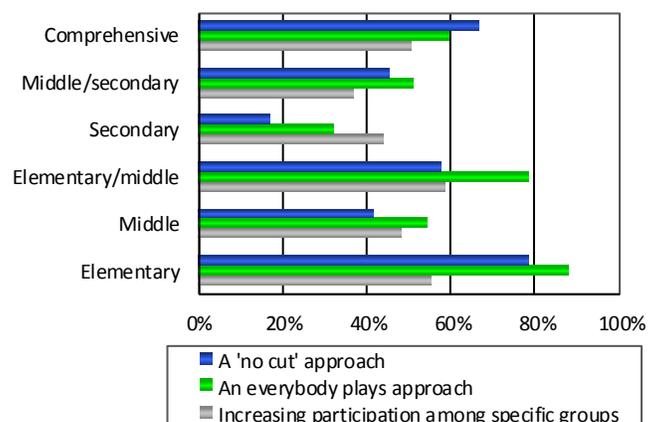
School characteristics

The proportion of schools that place a strong emphasis on increasing participation among students with a disability, or facilitating inclusiveness through an ‘everybody plays’ and/or ‘no cut’ approach decreases with increasing school size. Schools with the largest population size are least likely to strongly emphasize the need for increasing participation among specific population groups.

Compared to the average, administrators in schools which have both middle and secondary grades are *less* likely to place a strong emphasis on increasing participation among students with a disability or specific groups (e.g. cultural, economic). Administrators from schools with either middle or secondary grades exclusively, or a combination of both, or comprehensive schools (which includes all grades) are *less* likely than the average to strongly emphasize the need for an ‘everybody plays’ approach in their physical activity programming. Elementary schools or those with a combination of elementary and middle grades are, however, more likely than the average to strongly emphasize the need for an ‘everybody plays’ approach in their programming. Elementary schools are also more likely to strongly emphasize the need for developing a fair play culture in sports and physical activity programming. A greater proportion of administrators in elementary schools strongly emphasize the need for a ‘no cut’ approach whereby all students are able to participate regardless of skill or ability, compared to the average. Conversely, fewer administrators from schools composed of middle grades, secondary grades exclusively or a combination of middle and secondary grades, strongly emphasize this.

FIGURE 2

Components of physical activity programming by encouraging inclusiveness and safe play by grade level (% citing a strong emphasis)



Opportunities for Physical Activity at School Survey, 2015, CFLRI

Community characteristics

Schools in the smallest communities (<1,000 residents) are more likely to indicate that they place a strong emphasis on the need for a ‘no cut’ approach in their physical activity programming compared to those in larger communities (10,000 residents or more). Schools in smaller communities (5,000 to 9,999 residents) are, however, less likely than those from larger communities (75,000 to 299,999 residents) to place a strong emphasis on developing a fair play culture. Moreover, schools in larger communities (75,000 to 299,999 residents) are more likely than those from smaller communities (1,000 to 4,999 residents) to strongly emphasize the need for ensuring that sport activities are free from bullying and harassment. Schools located in suburban areas are least likely than those located in urban or rural areas to place a lot of emphasis on a ‘no cut’ approach.

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