

# How do you build a whole-school physical activity culture?

Hel-skole  
bevægelseskultur

Why?

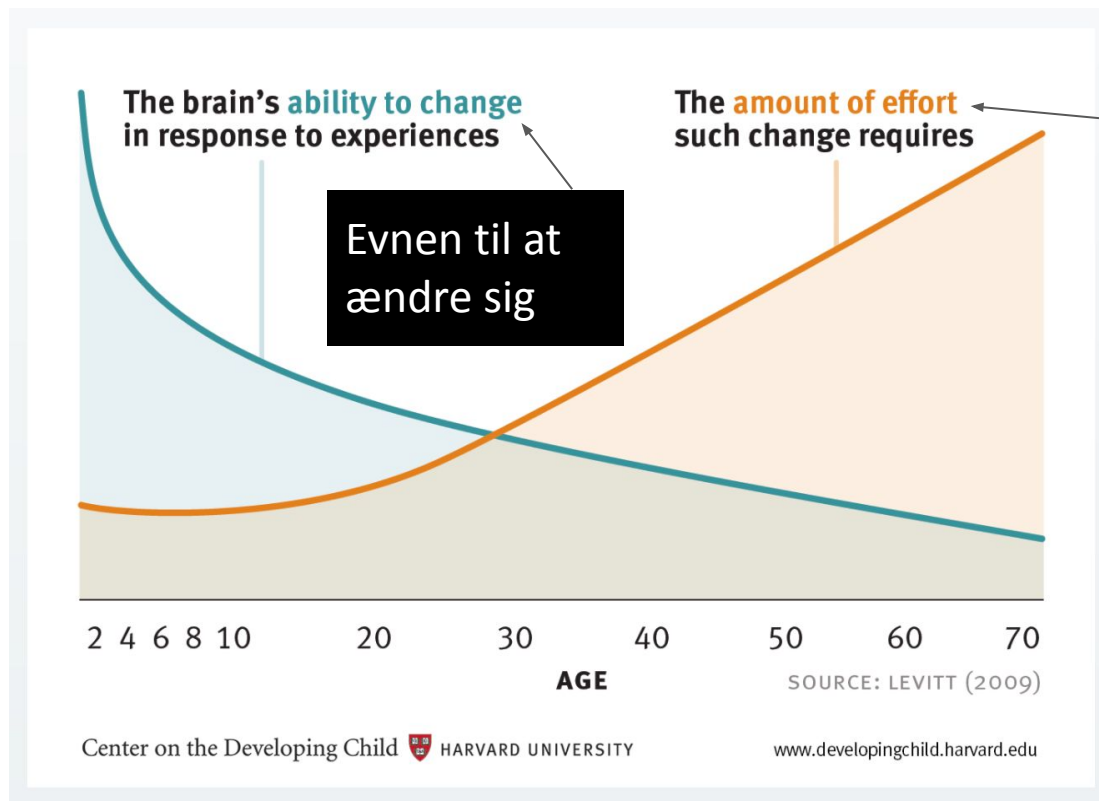
What?

How?



# Habits are easier to form in childhood and become increasingly harder to alter as we age

Vaner



# How do you “sell” physical activity to different people?

Journal of Physical Activity and Health, 2013, 10, 289-298  
© 2013 Human Kinetics, Inc.

**JOURNAL OF  
Physical Activity & Health**  
Official Journal of ISPAH  
www.ispah-journal.com  
SPECIAL REPORT

## Physical Activity: An Underestimated Investment in Human Capital?

Richard Bailey, Charles Hillman, Shawn Arent, and Albert Petipas

Despite the fact that physical activity is universally acknowledged to be an important part of healthy functioning and well-being, the full scope of its value is rarely appreciated. This article introduces a novel framework for understanding the relationships between physical activity (and specifically sport-related forms of physical activity) and different aspects of human development. It proposes that the outcomes of physical activity can be framed as differential ‘capitals’ that represent investments in domain-specific assets: Emotional, Financial, Individual, Intellectual, Physical, and Social. These investments, especially when made early in the life course, can yield significant rewards, both at that time and for years to come. The paper presents a new model—the Human Capital Model—that makes sense of these effects, outlines the different capitals, and briefly articulates the conditions necessary for the realization of Human Capital growth through physical activity.

**Keywords:** public health, sports, policy, evidence-based research

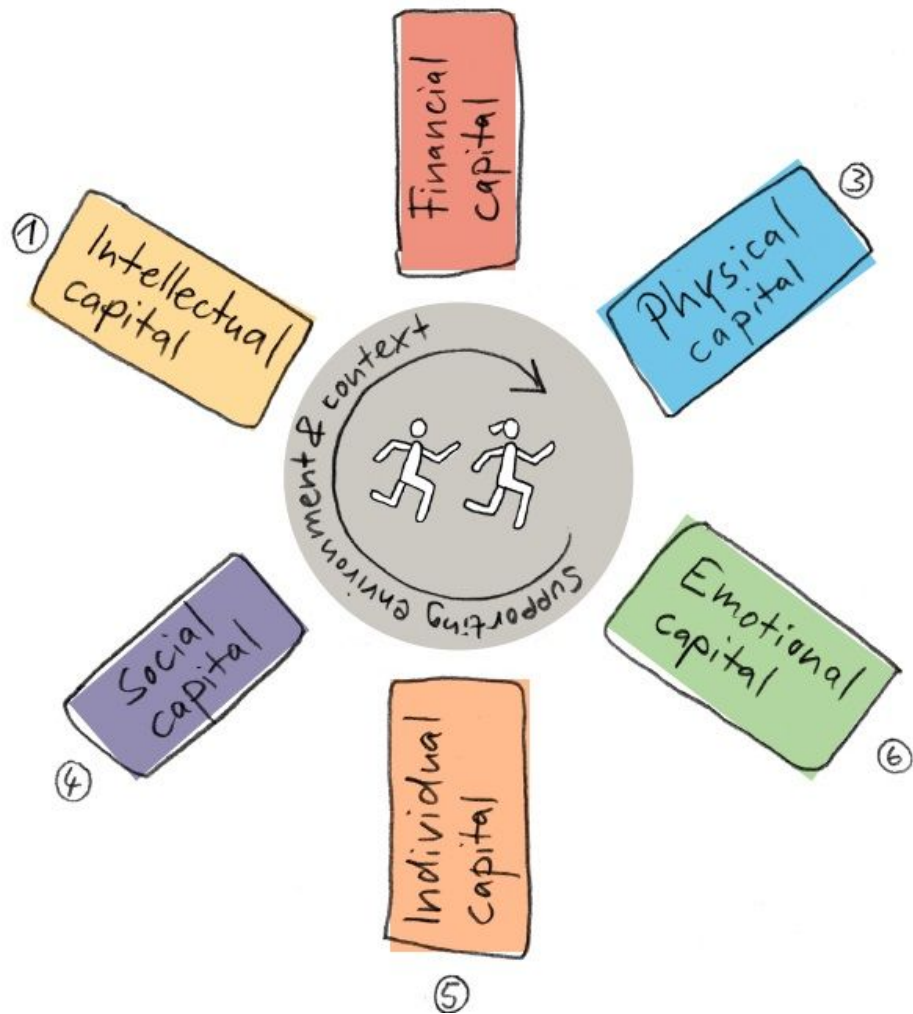
The Human Capital Model (HCM) draws together a comprehensive evidence base of benefits of physical activity. These benefits are not autonomous, independent, or disconnected. They reinforce each other and their true value can only be properly appreciated from a broad holistic perspective. Underlying the HCM is an assertion that personal competencies, knowledge, and other attributes can be acquired through participation in physical activity, and that these activities produce value that is realized in increased quality of life, educational achievement, and, ultimately, economic value.<sup>1</sup>

Despite the mounting evidence for the values of physical activity, there continues to be a general underappreciation of their importance—both to individuals and the wider society.<sup>2</sup> Although there is an acknowledgment of the significance of physical activity, it is usually framed in terms of the dangers of its absence, with the corollary that discussions (especially in policy documentation, but also in scientific writing) tend to be focused on a relatively narrow, hierarchically conceptualized range of concerns (primarily obesity and coronary heart disease, in current discourses).<sup>3,4</sup>

Bailey is with the Centre for Sport, Dance, and Outdoor Education, Liverpool John Moores University, Liverpool, United Kingdom, and with RBES Ltd, Sherborne, Kent, United Kingdom. Hillman is with the Dept of Kinesiology & Community Health, Psychology, and Internal Medicine, University of Illinois at Urbana-Champaign. Arent is with the Human Performance Laboratory, Dept of Exercise Science and Sport Studies, Rutgers University, New Brunswick, NJ. Petipas is with the Centre for Youth Development and Research, Dept of Psychology, Springfield College, Springfield, MA.

The rationale for this approach is difficult to refute. Globally, the major causes of death and disability are noncommunicable diseases like obesity, heart disease and stroke, cancer, chronic respiratory disease, and diabetes. Cardiovascular disease (CVD) is the leading cause of mortality worldwide.<sup>5</sup> Risk factors for CVD include obesity, high blood pressure, blood lipids, and lipoproteins. Life expectancy may be reduced by several years, as may work productivity, while costs are increasing enormously.<sup>6</sup> Each of these conditions has been found to track from childhood through to adulthood, which strongly suggests that the roots of adult ill health and early death lie in childhood.<sup>7</sup> This suggestion is corroborated by the finding that 1 in 3 to 5 children in the Western world is overweight or obese.<sup>8</sup> It is also supported by reports that one-third of children in the United States have at least 1 risk factor for Metabolic Syndrome, which is the coexistence of multiple risk factors including hypertriglyceridemia, glucose intolerance, hypertension, decreased levels of high-density lipoprotein cholesterol, and elevated triglycerides.<sup>9</sup>

For many, the rise and spread of CVD and obesity represents an epidemic.<sup>10</sup> It has been estimated that, by 2015, there will be 700 million people in the world who are obese.<sup>11</sup> This is mainly due to an environment that promotes excessive food intake and discourages physical activity.<sup>12</sup> Excessive body fat increases the relative risk of several chronic diseases, including cardiovascular disease, type 2 diabetes mellitus, and various musculoskeletal disorders.<sup>13</sup> The estimated annual healthcare cost attributable to obesity in the US alone is estimated to be \$147 billion.<sup>14,15</sup> The most alarming trend is the increase in childhood obesity. Studies show the risks of overweight and sedentary behaviors are increasingly

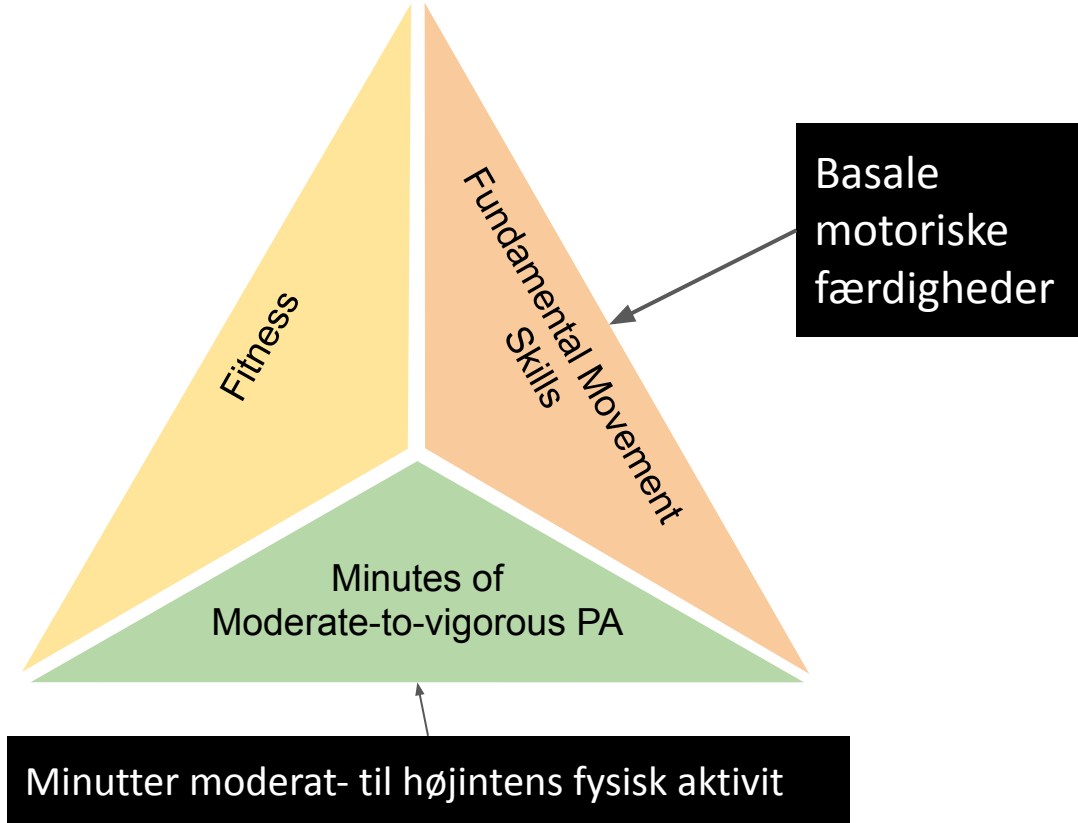


# We need to build passion for physical activity

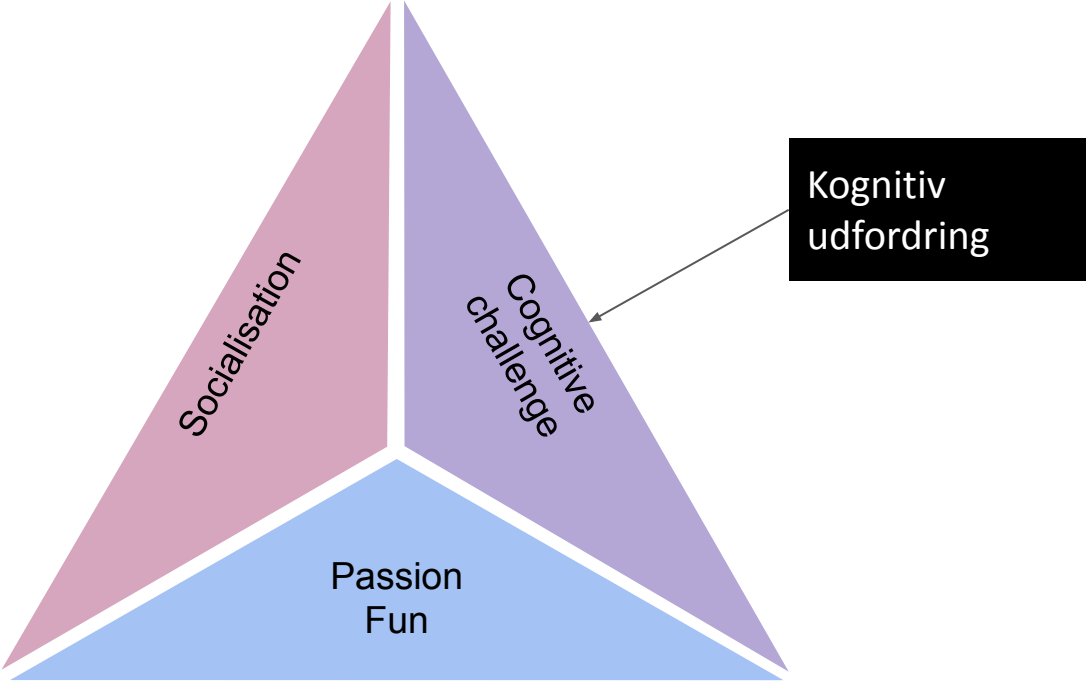




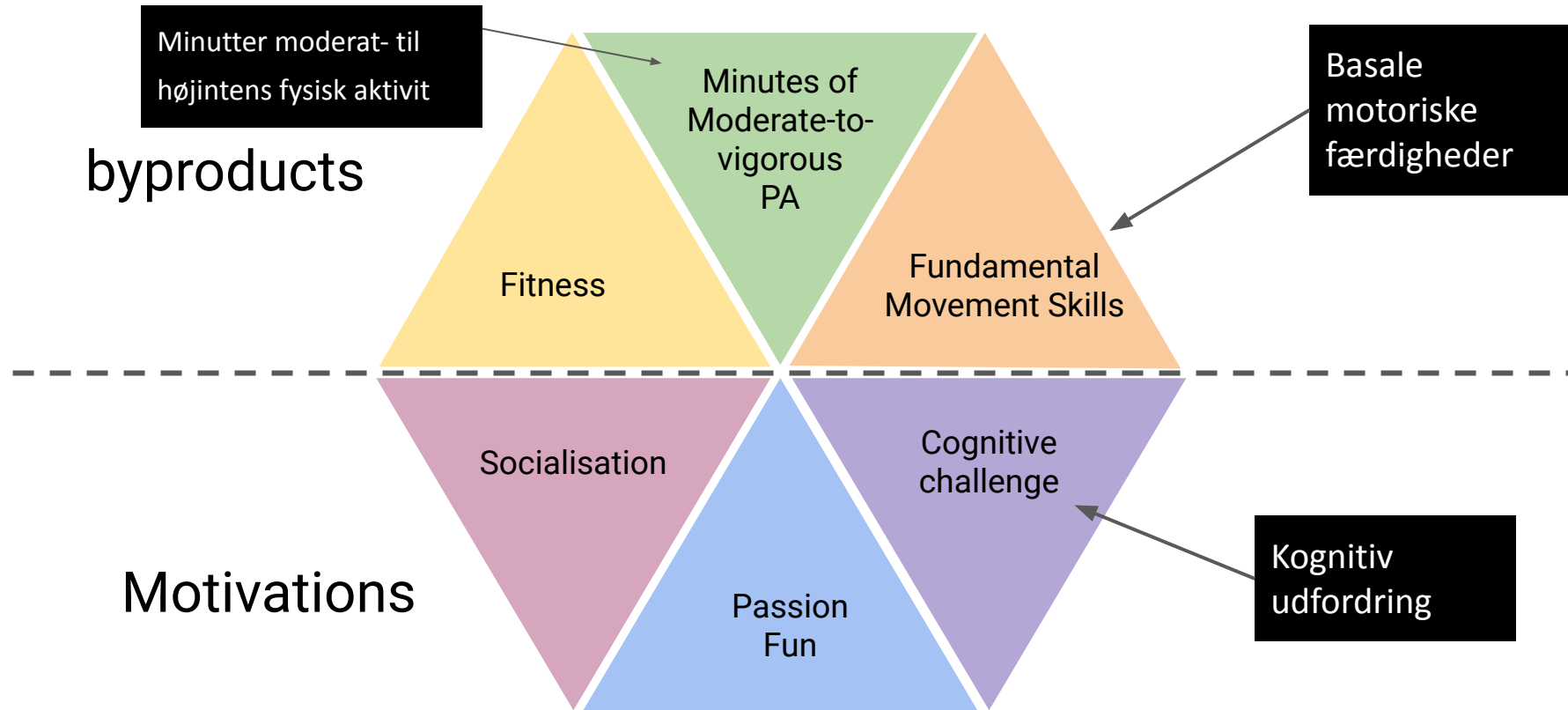
# Current drivers behind school-based PA promotion



# What would PA look like if we prioritised.....



# Design physical activity experiences based on childrens' needs- not policy outcomes



# Co-develop a whole-school approach

Samskabelse

Daly-Smith et al. *International Journal of Behavioral Nutrition and Physical Activity* (2020) 17:13  
<https://doi.org/10.1186/s12966-020-0917-z>

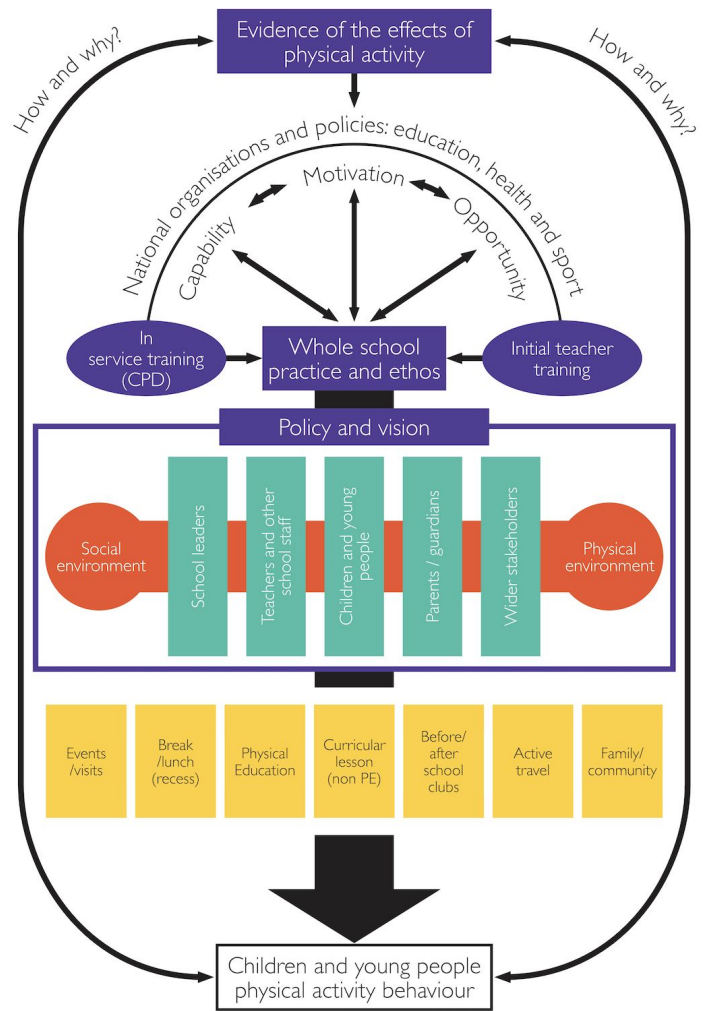
International Journal of Behavioral Nutrition and Physical Activity

**RESEARCH** **Open Access**

**Using a multi-stakeholder experience-based design process to co-develop the Creating Active Schools Framework**

Andy Daly-Smith<sup>1,2,3\*</sup>, Thomas Quarmby<sup>1</sup>, Victoria S. J. Archbold<sup>1</sup>, Nicola Corrigan<sup>4</sup>, Dan Wilson<sup>5</sup>, Geir K. Resaland<sup>2</sup>, John B. Bartholomew<sup>6</sup>, Amika Singh<sup>7,8</sup>, Hege E. Tjomsland<sup>2</sup>, Lauren B. Sherar<sup>9</sup>, Anna Chalkley<sup>9</sup>, Ash C. Routen<sup>10</sup>, Darren Shickle<sup>11</sup>, Daniel D. Bingham<sup>3</sup>, Sally E. Barber<sup>3</sup>, Esther van Sluijs<sup>12</sup>, Stuart J. Fairclough<sup>13</sup> and Jim McKenna<sup>1</sup>

[Check for updates](#)



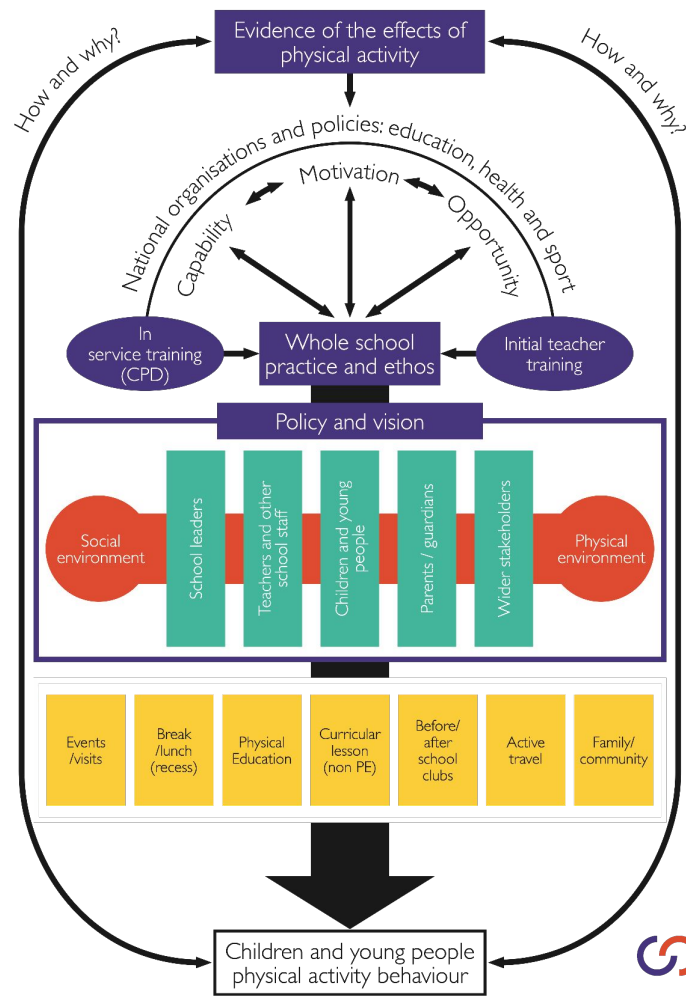
# Begin by supporting schools to understand their current provision

Policy Politik

Environments Miljøer

Stakeholders Interessent

Opportunities Muligheder





**CREATING  
ACTIVE  
SCHOOLS**

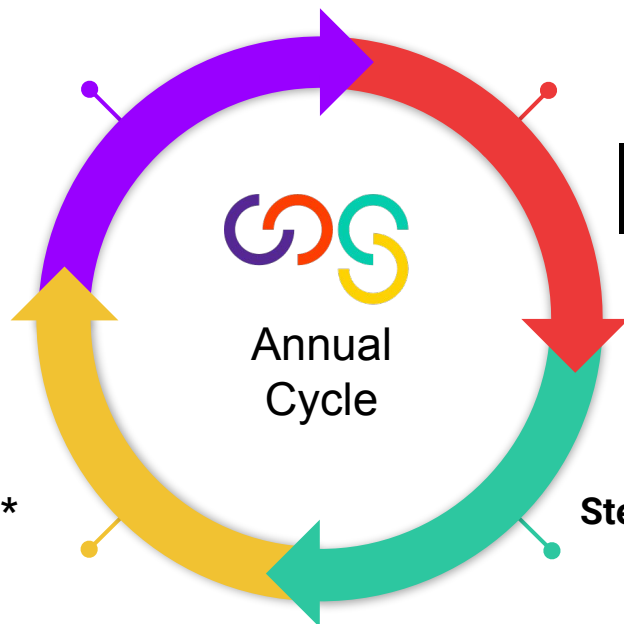
# A four step annual cycle

Årshjul

**Step 1: Review of school approach**

**Step 2: Select priorities and  
evidence-based solutions**

Evidensbaserede løsninger



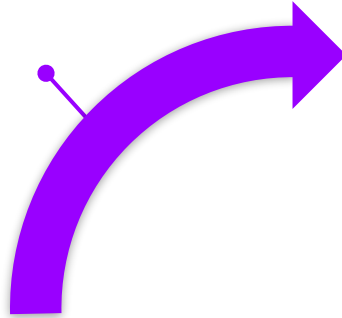
**Step 4: Monitoring and Evaluation\***

**Step 3: Carry out actions**



# Step 1: Review of school approach

- Locality-based workshops
- CAS champion support
- CAS profiling tool



**CREATING ACTIVE SCHOOLS**

Home / Profile Toolkit

## Policy

The cornerstone of the CAS framework is establishing whole-school practice and ethos for physical activity - the underlying sentiment that informs the beliefs, customs and practices around creating a physically active school.

1 of 5 answered

### 01 School Improvement

This section considers the ways a school prioritises physical activity so that all stakeholders regard it as a core school improvement outcome.

5 Questions

### 02 Monitoring and Evaluation

This section considers the ways in which the school ensures effective implementation and impact of it's intentions to improve physical activity behaviours and outcomes for children and young people (including this profile and implementation toolkit)

5 Questions

### 03 Policies and Routines

This section considers the way the school's policies and routines have been explicitly linked to the provision of physical activity to improve outcomes for children

### 04 Communication

This section considers how your school shares the importance of physical activity, celebrates best practice from all stakeholders, and regularly promotes and inspires children (and their families) to be regularly active.

### 05 Professional Development and Knowledge Sharing

This section considers how your school invests in professional development and knowledge sharing with all stakeholders in relation to promoting physical activity to improve outcomes for children.

[Creatingactiveschools.org](https://www.creatingactiveschools.org)



## Step 2: Select priorities and evidence-based solutions

- Priority setting
- Planning for change
- APEASE framework
- Evidence-based solutions

## Reporting & Recommendations

See how well you perform. Then, get tips to improve your active experiences and track your progress over time.

 DOWNLOAD YOUR REPORT

### Overall Performance



Your School 50%  
Top 10 Schools 75%

Policy



Environments



Stakeholders



Opportunities



### Creating Active Schools - Planning for Change

School Name:  
Project:  
Project lead (and working party):

Use this form to plan the change that will ultimately lead to improved physical activity behaviours for all children in your school. For some strategies, not all four areas of the framework will need completion. **See guidance notes overleaf for further support.**

#### Policy (see guidance note 1)

What are you going to change?	Why?
<input type="text"/>	<input type="text"/>

#### Environments (see guidance note 2)

Which environments?	How?
<input type="text"/>	<input type="text"/>

#### Stakeholders (see guidance note 3)

Which stakeholders?	How?
<input type="text"/>	<input type="text"/>

#### Opportunities (see guidance note 4)

Which opportunities?	How?
<input type="text"/>	<input type="text"/>

#### Expected impact on physical activity behaviours (see guidance note 5)

<input type="text"/>
----------------------

# Efteruddannelses moduler

## Step 3: Carry out actions

- 22 Online CPD modules\*
- Individual solutions
- Collective school solutions

01 Profile Analysis | 02 Performance and Training | 03 Completed Training

OPPORTUNITIES

## Active Travel

WATCH INTRODUCTION VIDEO (OPTIONAL)

### Introduction

Are you ready? During this module, you will be able to support every child in actively travelling to school. You will cover the promotion, the design and the delivery of your plan. You will be given ideas, have good practice shared with you and be provided with tools that you can share, steal and adapt for your school's context. We look forward to seeing your progress!

### Learning outcomes

- Develop and promote your schools active travel plan.
- Promote and deliver safe active travel initiatives within your whole school.

COMPLIANCE SCORE **20%**

IMPACT POTENTIAL **High**

MODULE TIME **40 MINS**

MAKING A CHANGE IN PRACTICE **3-6 Months**

DOWNLOAD CERTIFICATE

# Every child active

Creating systems change in schools so that every child is regularly active

EXPLORE COURSES

LEARN MORE



Our process

## The Creating Active Schools Framework

Co-designed by fifty experts in health and education, the CAS Framework supports schools to embed physical activity in policies, systems, behaviours and environments so that it becomes everyone's responsibility, from pupils, to staff and governors.

PROFILE TOOLKIT

# 01

## Policy

Considering national policy and guidance, as well as your own school improvement priorities, policies, routines and professional development programmes.



Home / Profile Toolkit

## Policy

The cornerstone of the CAS framework is establishing whole-school practice and ethos for physical activity - the underlying sentiment that informs the beliefs, customs and practices around creating a physically active school.



1 of 5 answered

# 01

### School Improvement

This section considers the ways a school prioritises physical activity so that all stakeholders regard it as a core school improvement outcome.

RESUME

5 Questions

# 04

### Communication

This section considers how your school shares the importance of physical activity, celebrates best practice from all stakeholders, and regularly promotes and inspires children (and their families) to be regularly active.

5 Questions

# 02

### Monitoring and Evaluation

This section considers the ways in which the school ensures effective implementation and impact of its intentions to improve physical activity behaviours and outcomes for children and young people (including this profile and implementation toolkit!)

START

5 Questions

# 05

### Professional Development Knowledge Sharing

This section considers how you invest in professional development, knowledge sharing with all in relation to promoting physical activity to improve outcomes for children.

Complete

# 03

### Policies and Routines

This section considers the way the school's policies and routines have been explicitly linked to the provision of physical activity to improve outcomes for children.

[Creatingactiveschools.org](https://www.creatingactiveschools.org)



## Reporting & Recommendations

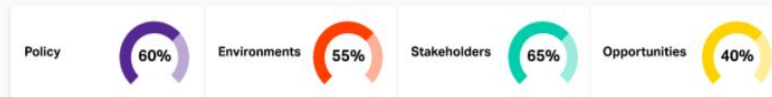
See how well you perform. Then, get tips to improve your active experiences and track your progress over time.

DOWNLOAD YOUR REPORT

### Overall Performance

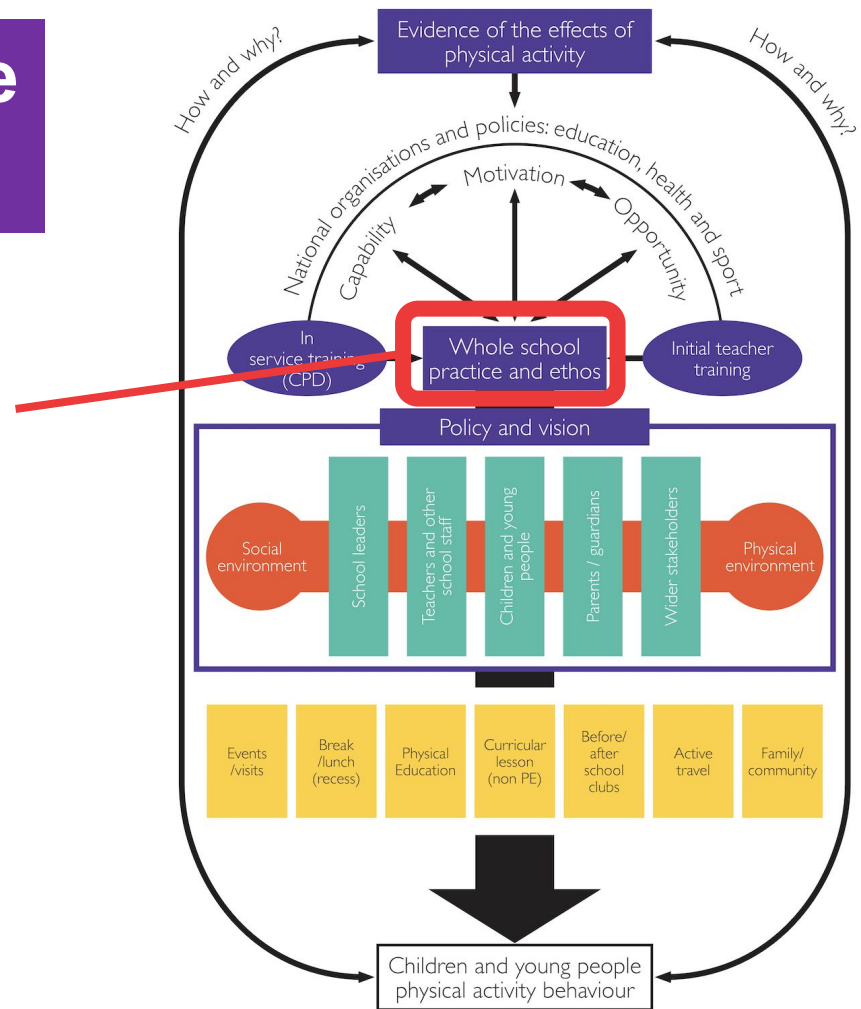


Your School	50%
Top 10 Schools	75%

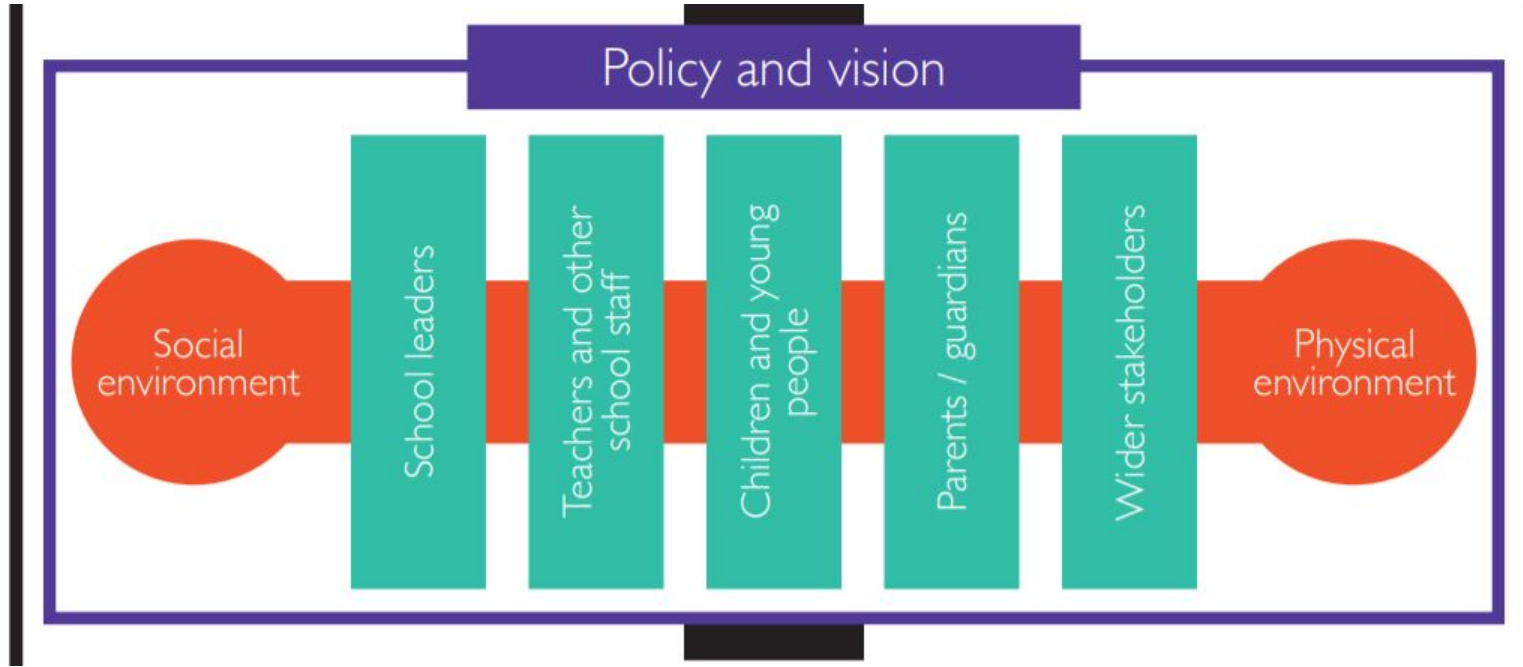


# Ensure all actions involve looking up

- What is the schools mission and vision statement
- To make a change, it must be embedded into school policy and guidance
- Try and encourage schools write the actions into the school development plan- this drives business across the year.

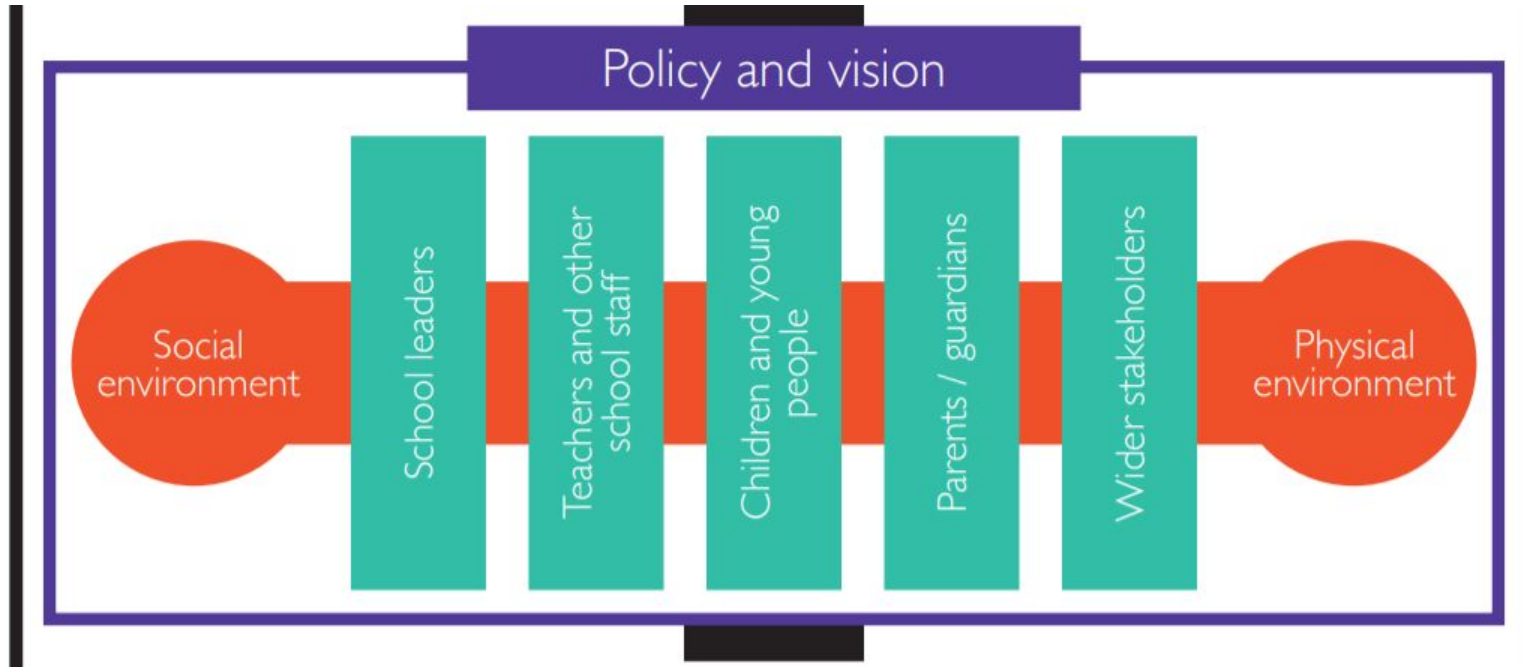


# Involve all key stakeholders

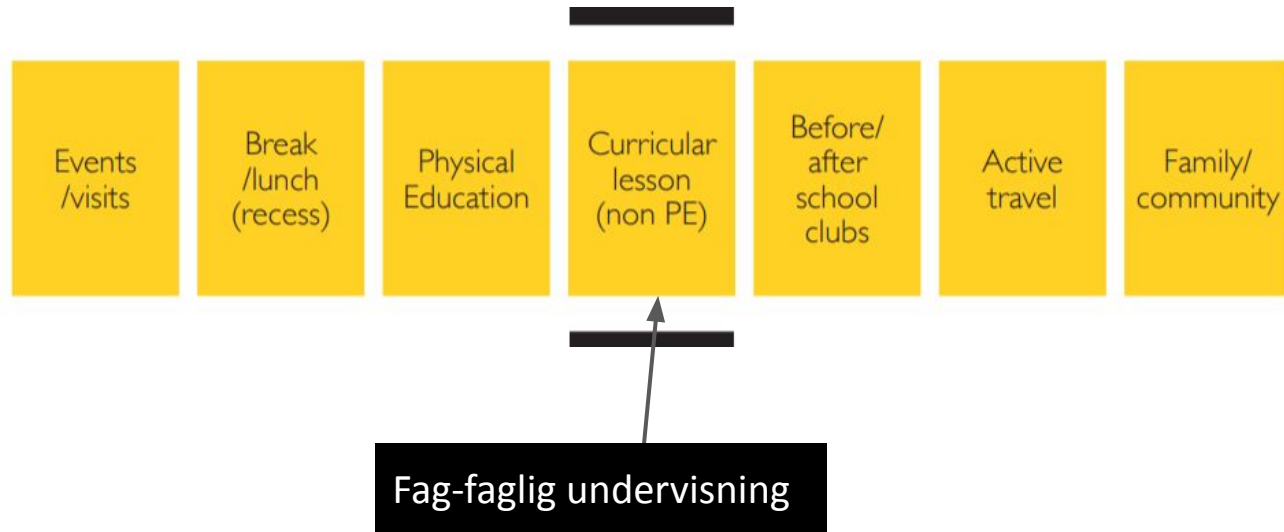




# Build positive physical and social environments



# Promote evidence-based implementation across all seven opportunities for whole-school physical activity



Affordable?  
Practicable?  
Effective?  
Acceptable?  
Safe?  
Equitable?  
Sustainable?

# Build teacher behaviour to embrace and use PAL

## Underviserkultur

Daly-Smith et al.  
International Journal of Behavioral Nutrition and Physical Activity (2022) 19:121  
https://doi.org/10.1186/s12966-021-01221-9

International Journal of Behavioral  
Nutrition and Physical Activity

### RESEARCH

### Open Access

## Behaviours that prompt primary school teachers to adopt and implement physically active learning: a meta synthesis of qualitative evidence

Andrew Daly-Smith<sup>1,2,3\*</sup>, Jade L. Morris<sup>4</sup>, Emma Norris<sup>5</sup>, Toni L. Williams<sup>6,7</sup>, Victoria Archbold<sup>8</sup>, Jouni Kallio<sup>9</sup>, Tuja H. Tammelin<sup>10</sup>, Arnika Singh<sup>11</sup>, Jorge Mora<sup>12</sup>, Jesper von Steelen<sup>13</sup>, Caterina Pesce<sup>14</sup>, Jo Salmon<sup>15</sup>, Heather McKay<sup>16</sup>, John Bartholomew<sup>17</sup> and Geer Kare Resaland<sup>18</sup>

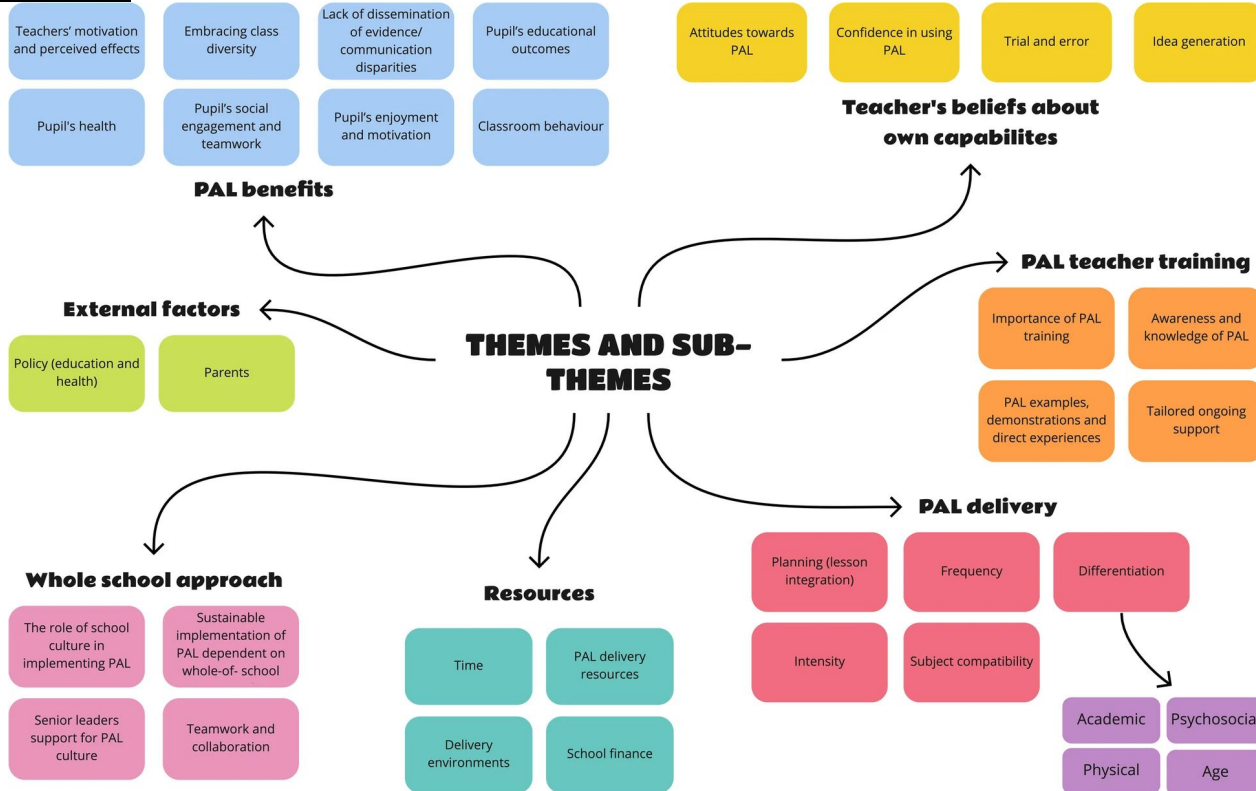
### Abstract

**Background:** Physically active learning (PAL) - integration of movement within delivery of academic content - is a core component of many whole-of-school physical activity approaches. Yet, PAL intervention methods and strategies vary and frequently are not sustained beyond formal programmes. To improve PAL training, a more comprehensive understanding of the behavioural and psychological processes that influence teachers' adoption and implementation of PAL is required. To address this, we conducted a meta-synthesis to synthesise key stakeholders' knowledge of facilitators and barriers to teachers' implementing PAL in schools to improve teacher-focussed PAL interventions in primary (elementary) schools.

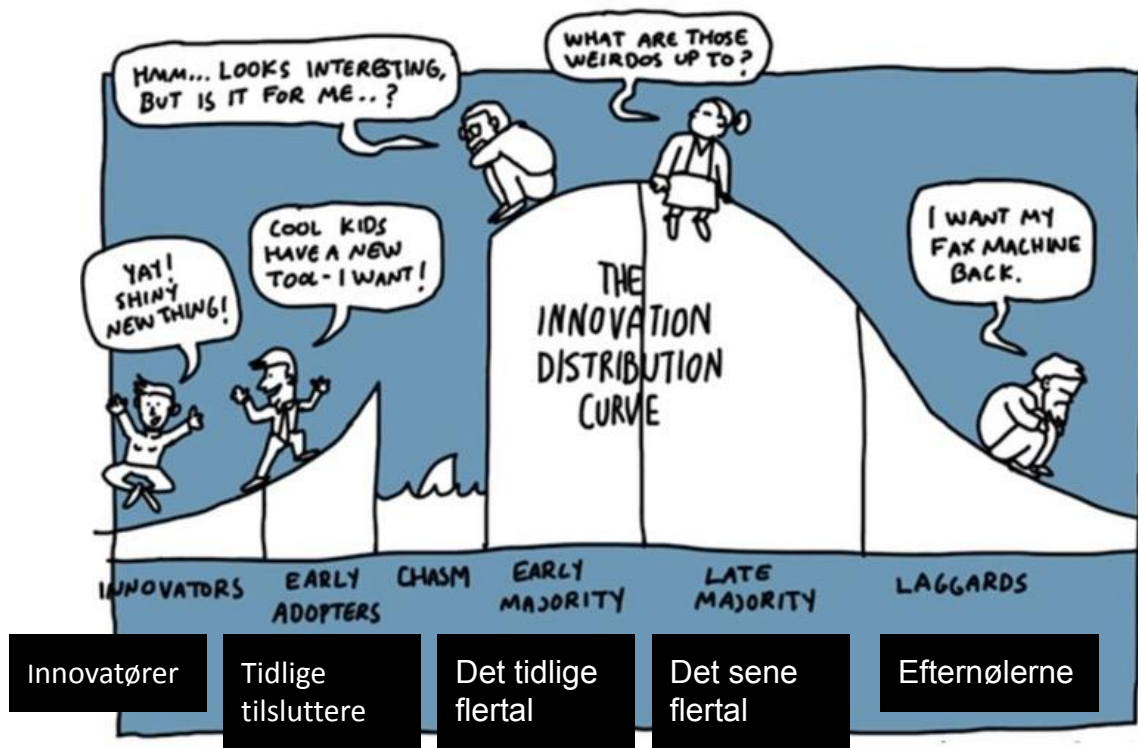
**Methodology:** We conducted a meta-synthesis using a five-stage thematic synthesis approach to develop a research purpose and aim, identify relevant articles, appraise studies for quality, develop descriptive themes and interpret and synthesise the literature. In the final stage, 14 domains from the Theoretical Domain Framework (TDF) were then aligned to the final analytical themes and subthemes.

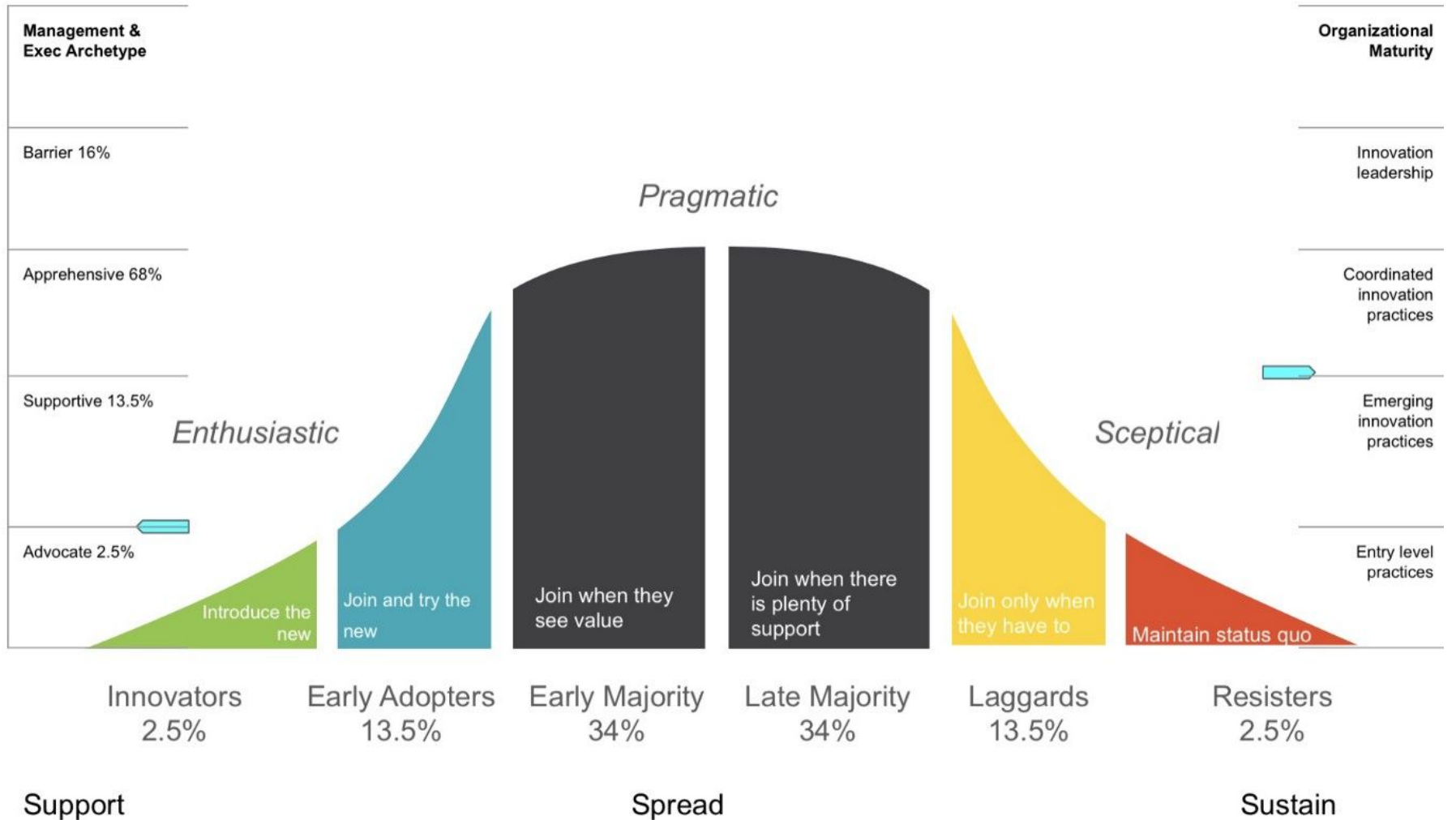
**Results:** We identified seven themes and 31 sub-themes from 25 eligible papers. Four themes summarised teacher-level factors: PAL benefits, teachers' beliefs about own capabilities, PAL teacher training, PAL delivery. One theme encompassed teacher and school-level factors: resources. Two themes reflected school and external factors that influence teachers' PAL behaviour: whole-school approach, external factors. Ten (of 14) TDF domains aligned with main themes and sub-themes: Knowledge, Skills, Social/Professional Role and Identity, Beliefs about Capabilities, Beliefs about Consequences, Reinforcement, Goals, Environmental Context and Resources, Social Influences and Emotion.

**Conclusions:** Our synthesis illustrates the inherent complexity required to change and sustain teachers' PAL behaviours. Initially, teachers must receive the training, resources and support to develop the capability to implement and adapt PAL. The PAL training programme should progress as teachers build their experience and capability; content should be 'refreshed' and become more challenging over time. Subsequently, it is imperative to engage all levels of



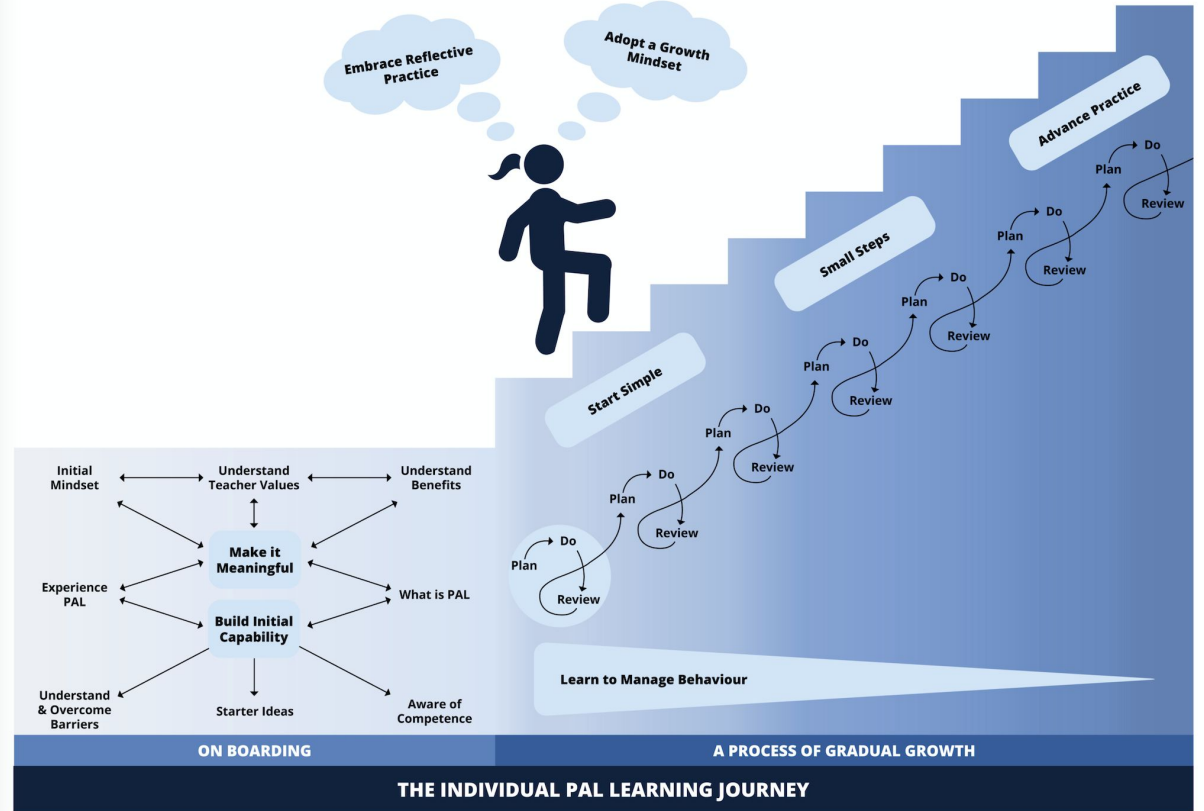
# Build beyond innovators and early adopters





# Embrace a complete learning journey


ACTIVATE EUROPEAN  
PHYSICALLY ACTIVE  
LEARNING TEACHER  
TRAINING CURRICULUM





# Free e-learning for physically active learning


ACTivate  
YOUR  
CLASS.EU



**E-learning for students**

This learning journey is designed for teacher-students in their quest to becoming a PAL professional. It can be used as a part of a course or the students can complete the course independently to get the certificate.

[VIEW HERE](#)




**E-learning for teachers**

This learning journey is designed for teachers who want to broaden their toolkit in the classroom with PAL. The course can be completed in smaller steps that can be applied to the class-room right away.

[VIEW HERE](#)






**Onboarding**

This is the first step in the Activate e-learning journey – onboarding.

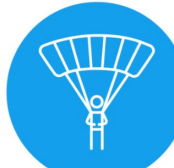
[START COURSE](#)



**Next steps**

This is the second step in the Activate e-learning journey – Next steps

[START COURSE](#)



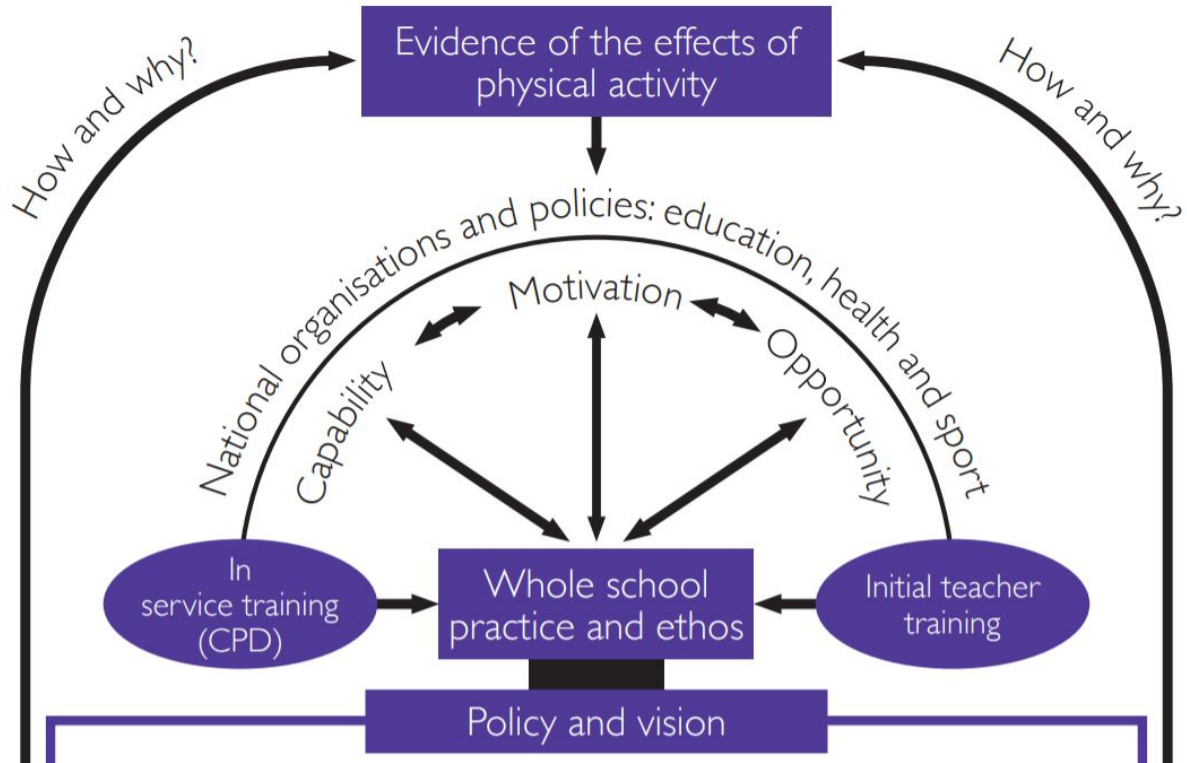
**Advanced practice**

This is the third step in the Activate e-learning journey – advanced practice

[START COURSE](#)



# We need to integrate within teacher training and develop high-quality in service training



# Building the national CAS system

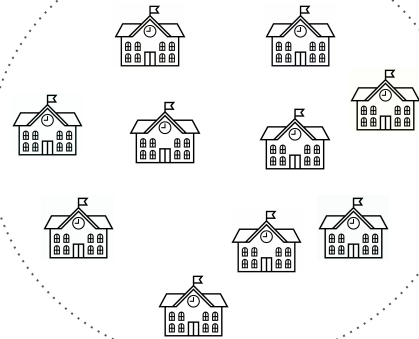




# Creating Active Schools Core Team

Research and Implementation leads and National coordinator

Locality-based support and community of practice



# High quality evidence-based training on create locality communities of practice and school organisational change



## Locality:

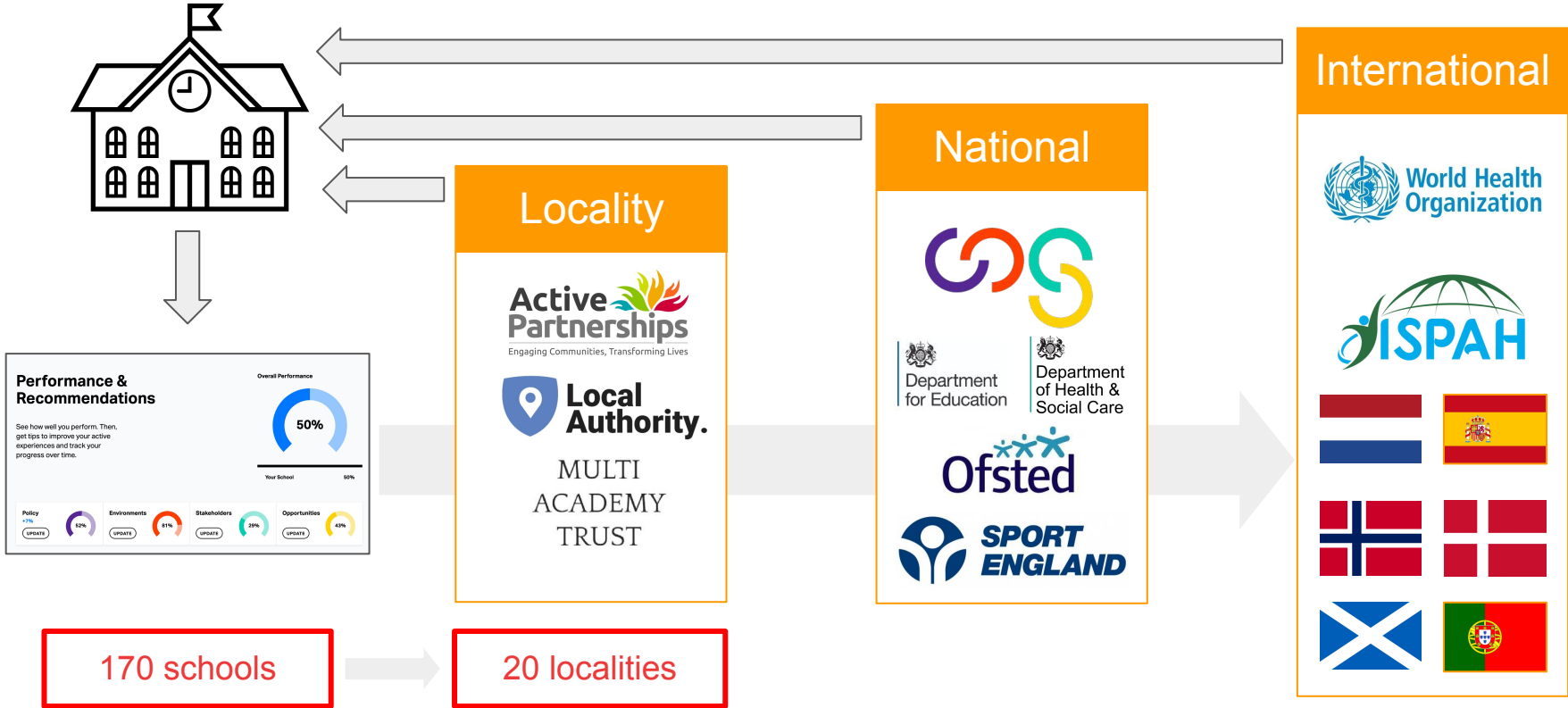
- 2 day CAS Champion training
- Monthly webinars
- Annual conference

## School

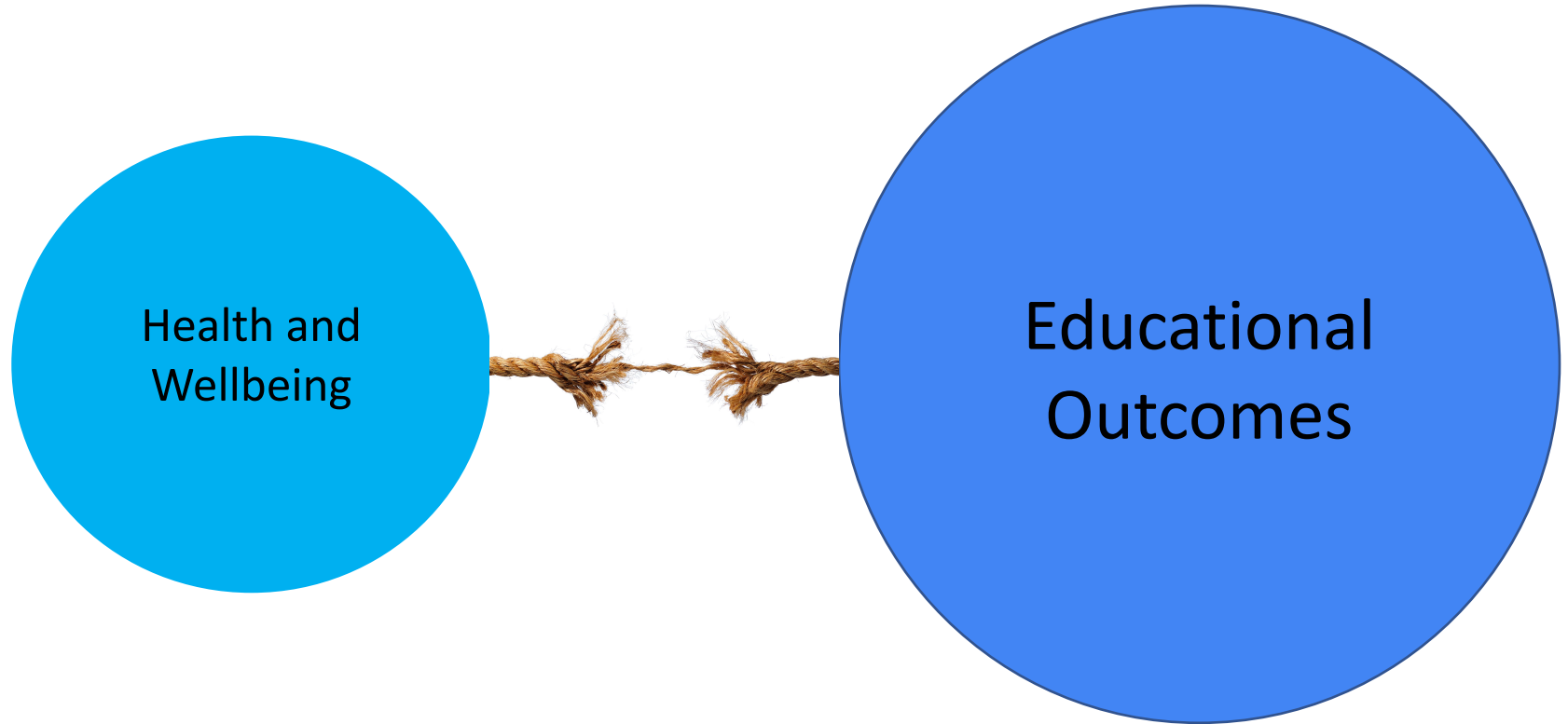
- National one day training
- Locality led communities of practice
- Locality conference



# Data driven decision making at all levels of the system



# Align health and education policy



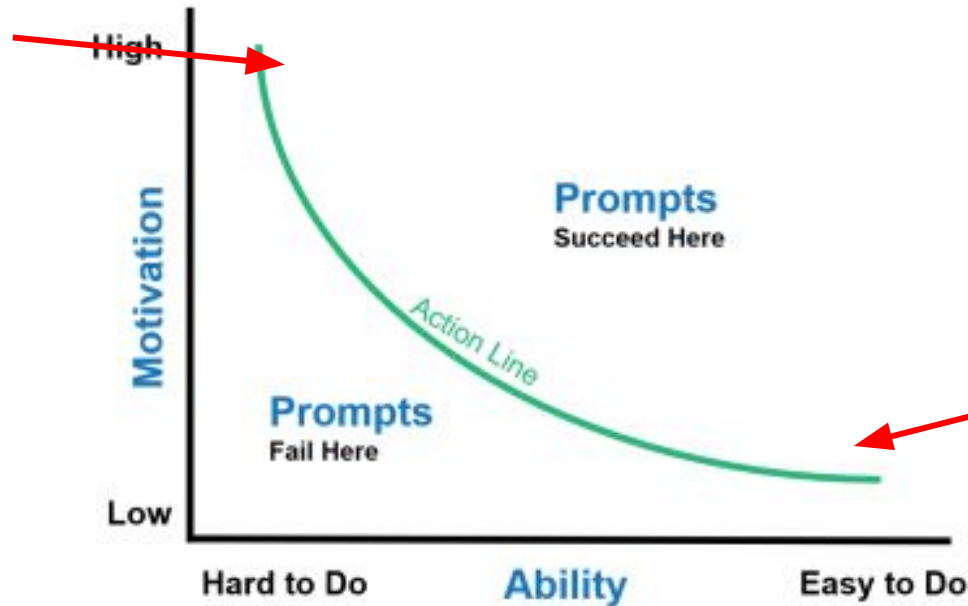
# Move beyond elastoplast initiatives and change the bucket



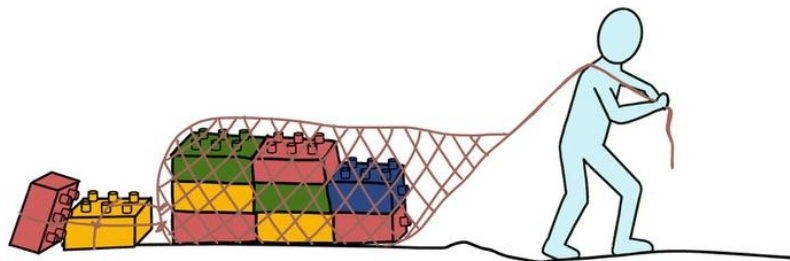
# Main takeaway: build habits for low motivation

## THE FOGG BEHAVIOR MODEL

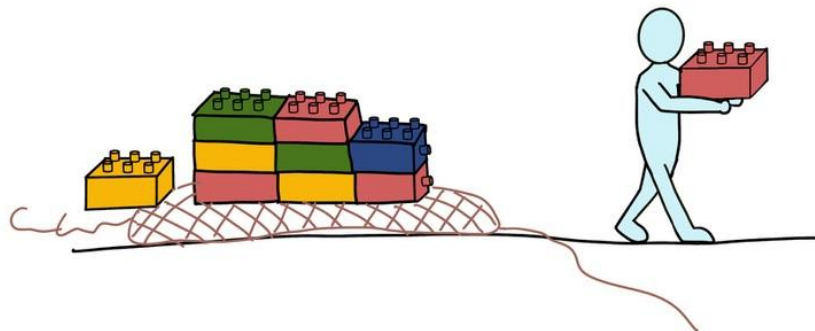
**NOT HERE**



**START HERE**



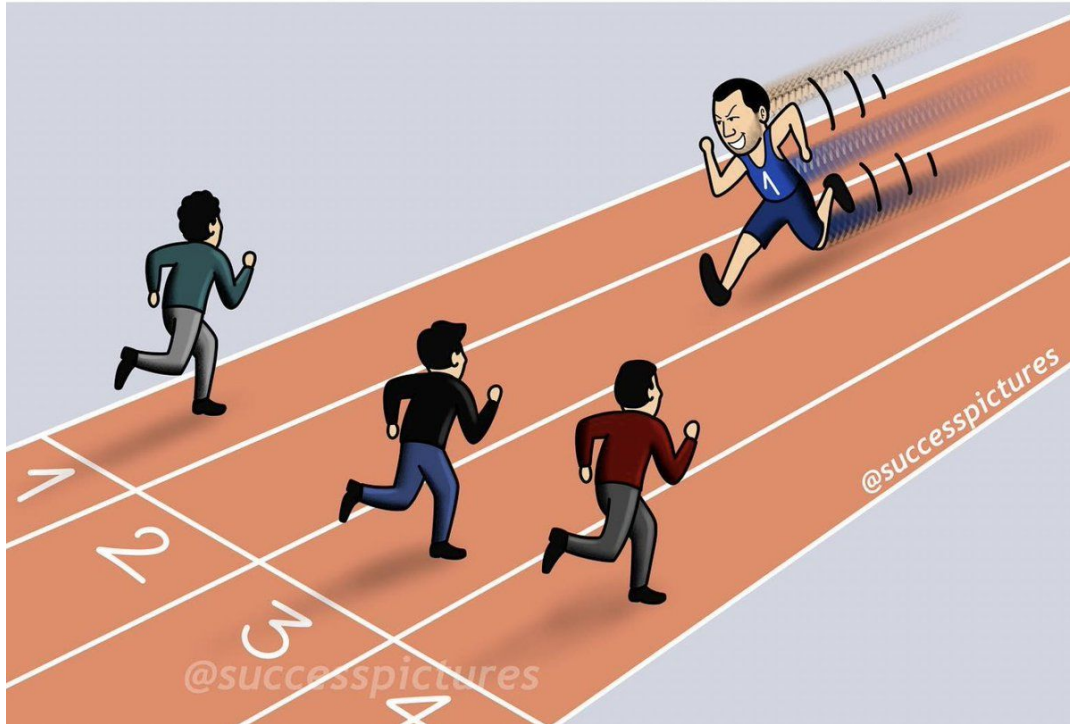
~~IF YOU CAN'T DO IT ALTOGETHER~~



~~IT'S OKAY TO DO ONE STEP AT A TIME~~

**DIRECTION IS MORE IMPORTANT  
THAN SPEED. MANY ARE GOING  
FAST BUT IN A WRONG DIRECTION.**

*@successpictures*



# ACTivate conference

## Bergen, Norway



21st and 22nd November

## ACTivate

We would like to **invite physically active learning and whole school physical activity pioneers** to submit an abstract to present at the international conference focused on implementing PAL and whole-school physical activity

### Walking the Talk:

#### Implementing Physically Active Learning and Whole School Physical Activity

**Challenges persist** with a broader adoption, implementation and sustainability of PAL and whole-school physical activity. Further, many countries lag behind in embedding PAL and PA into education and health policy. The conference will draw together researchers, policy makers and practitioners to discuss current issues facing the **development, delivery** and **evaluation** of PAL and whole-school approaches to PA.

**On Monday**, we will begin with keynote presentations that will set the scene implementation of PAL and whole-school PA. We would then like to invite you to contribute to the programme and present your work in the field. This can be from a research, practice or policy perspective.

**Closing date: Monday 19th Sept 2pm Central European Time.**

Successful applicants will be notified by Friday 23rd September. You will then need to accept your place and register for the conference by Friday 21st October.

Please scan the QR code or follow the link to submit your talk:



International Congress  
21st - 22nd November



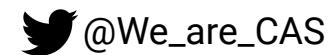
@ACTivateEu  
[www.activateyourclass.eu](http://www.activateyourclass.eu)





**Strategic lead evaluation**

Dr Andy Daly-Smith  
University of Bradford



**Strategic lead- partnerships**

Dan Wilson  
Yorkshire Sport



**Research & Evaluation**

Dr Anna Chalkley  
HVL



**National Partnership Manager**

Claire Lee  
Rise



**Research & Evaluation**

Zoe Helme  
University of Bradford



**CAS South & West Yorkshire**

Alex Ogden  
Yorkshire Sport



**Educational consultant**

Ian Holmes  
Move & Learn







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UNIVERSITY of  
BRADFORD



Høgskulen  
på Vestlandet