



The Society of State Directors of Health, Physical Education and Recreation

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RESOLUTION FOR QUALITY PHYSICAL EDUCATION AND PHYSICAL ACTIVITY

Whereas physical education is the environment in which students learn, practice and receive assessment on developmentally appropriate motor skills, social skills and knowledge;

Whereas physical activity at a moderate to vigorous intensity level can yield health benefits;

Whereas obesity has been declared an epidemic in this country;

Whereas the onset of obesity in the nation's school-age students provides a host of serious but largely avoidable health problems in adulthood, with an attendant escalation in the nation's health care costs;

Whereas physical inactivity contributes to the problem and level of obesity;

Whereas quality physical education programs are critical to providing and teaching skills needed to achieve and maintain physical fitness¹;

Whereas research indicates that schools that provide time for quality physical education with life long physical activity programs generate a positive effect on academic achievement even when provided as part of the regular school day – including increased concentration; improved mathematics, reading, and writing scores; and a reduction in disruptive behaviors^{2 3};

Whereas appropriated facilities, class size and sufficient equipment can facilitate maximum learning and practice time for all students⁴;

Whereas physical education provides knowledge, attitudes, motor skills, behavioral skills, and confidence needed to adopt and maintain a physically active lifestyle;

Whereas, physical education provides a dose of the scientifically recommended 60 minutes or more of physical activity per day for children and adolescents⁵;

Whereas, additional opportunities for all students to be physically active, such as recess, physical activity clubs, interscholastic sports, ROTC, band and community youth sports, are important to achieving the recommended 60 minutes or more of physical activity a day, these should not supplant assessment-based physical education instruction and incorporating quality standards⁶;

Whereas the school grounds, physical plant, athletic and playground structures must be maintained to ensure a safe and healthy environment for physical activity;

Whereas the mental, emotional, social and physical well-being of students are essential component(s) of comprehensive physical education for all students;

Whereas physical education should be taught by a certified physical education teacher;

Whereas schools are the one place that all students can participate in quality physical education and in structured and unstructured physical activity; and

Whereas national standards exist for quality physical education programs and many states have adopted state standards⁷;

Therefore, the Society of State Directors for Health, Physical Education and Recreation recommends that all schools should provide daily standards-based physical education in grades pre-K through 12 and is a critical component of a balanced curriculum and an integral part of school reform:

- Physical Education should be delivered in a planned, ongoing and sequential fashion by certified physical education teachers;
- Physical Education should be a component of every School Improvement Plan and should also ensure that Physical Education is coordinated with other components of a School Health Program including health education, family-community partnerships, school environment, staff wellness, health services, mental health services, and nutrition services; and
- All schools should provide additional opportunities for physical activity that support and complement quality physical education programs.

¹ National Association for Sport and Physical Education (NASPE), What Constitutes a Quality Physical Education Program? Prepared by the National Association for Sport and Physical Education. Cited December 14, 2004. www.aahperd.org/naspe/template.cfm?template=position-papers.html

² Sallis, J., McKenzie, T., Kolody, B., Lewis, M., Marshall, S., and Roesngard, P. (1999). *Effects of health-related physical education on academic achievement*;: *Project SPARK. Research Quarterly for Exercise and Sport*, 70 (2), 127- 134). Shepard, R.J., (1996).

³ Shepard, R.J. (1996). Habitual physical activity and academic performance. *Nutrition Reviews*, 54(4 supplement), S32-S36.

⁴ National Association for Sport and Physical Education (NASPE), Guidelines for Facilities, Equipment and Instructional Materials in Elementary School PE, 2001 Prepared by the Council on Physical Education for Children of NASPE. Cited December 14, 2004. www.aahperd.org/naspe/template.cfm?template=position-papers.html

⁵ Centers for Disease Control and Prevention, Division of Adolescent School Health. Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People. *Morbidity & Mortality Weekly Report* March 7, 1997;46(RR-6):1-36.

⁶ National Association for Sport and Physical Education (NASPE), Position Paper. Substitution for Instructional Physical Education Programs, 1999. Prepared by the Middle and Secondary School Physical Education Council of NASPE. Cited December 14, 2004. www.aahperd.org/naspe/template.cfm?template=position-papers.html

⁷ National Association for Sport and Physical Education (NASPE) 2004. *Moving into the Future: National Standards for Physical Education*, 2nd Edition. Reston, VA.

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