



Moving Towards Equity

Reaching Every Student Through Physical Activity and Physical Education in Schools

February 6, 2020

2:00-5:00 PM EST

Technology Overview

The screenshot displays a Zoom meeting interface. At the top, a green status bar indicates "You are viewing Brittany Chen's screen". Below this, a "View Options" dropdown menu is open, with the "Annotate" option highlighted by a red rectangle. The main content area shows a presentation slide titled "Engaging Youth in a Comprehensive School Physical Activity Program" by Laurie Jo Wallace, Lauren Ansong, Brandon Morgan, and Ivy Schmalzried, dated October 16, 2019. The slide also features the Health Resources in Action logo. On the right side of the interface, a participant list shows "Another participant" and "You" (highlighted with a yellow rectangle). At the bottom, a toolbar contains several icons: "Mute" and "Stop Video" (grouped by a red rectangle), "Invite", "Participants", "Share", "Chat" (highlighted by a red rectangle), and "Record". A "Leave Meeting" button is located in the bottom right corner.

You are viewing Brittany Chen's screen

View Options

- Zoom Ratio
- Fit to Window
- Request Remote Control
- Annotate
- Exit Full Screen
- Side-by-side Mode

Speaker View Exit Full Screen

Engaging Youth in a Comprehensive School Physical Activity Program

Laurie Jo Wallace; Lauren Ansong; Brandon Morgan; Ivy Schmalzried
Health Resources in Action
October 16, 2019 2-5pm EST

Health Resources in Action
Advancing Public Health and Medical Research

Another participant

You

Mute Stop Video Invite Participants Share Chat Record Leave Meeting



Special Thanks

*National Collaboration to Promote Health, Wellness, and Academic
Success of School-Age Children*

Cooperative Agreement CDC-RFA-DP16-1601 with the Centers for
Disease Control and Prevention (CDC).



Welcome and Introductions



Kate Holmes
Program Manager
National Network of Public Health Institutes



Brittany Chen
Managing Director, Health Equity
Health Resources in Action



Welcome and Introductions



Rebecca Hasson

Associate Professor, Schools of
Kinesiology and Public Health
Director, Childhood Disparities
Research Laboratory
University of Michigan



Debra Kibbe

Senior Research Associate
Georgia Health Policy Center



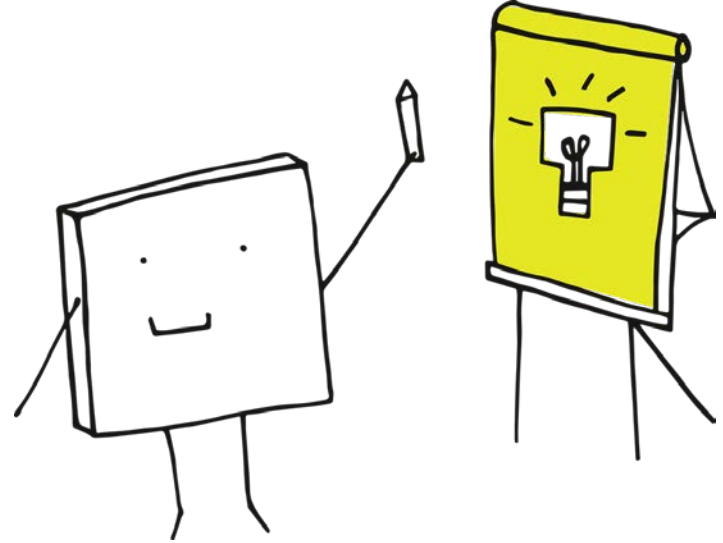
Emily Anne Vall

Executive Director
Resilient Georgia



Group Agreements

- Be present and engaged
- Step up, step back
- Mute when you are not speaking
- Take care of yourself
- Be flexible



Comprehensive School Physical Activity Program (CSPAP) Overview



Active Students = Better Learners

www.cdc.gov/healthyschools/PEandPA



Training Objectives



1. Define health equity and identify potential root causes.
2. Identify practical example of inequities in PE/PA programming and approaches.
3. Identify strategies to (re)design with health equity in mind.



Pre-Assessment



Agenda

- Welcome and Introductions
- Health Equity – What Influences Health?
- Engaging and Empowering Girls Through Active Living

Physical Activity Break

- (Re)Design for Equity in Classroom PA Implementation
- In Your Context: (Re)designing with Equity in Mind
- Next Steps and Questions



Group Introductions

- Name
- Organization
- With no explanation, share **one word** that describes your middle school PE experience.



The background of the slide is decorated with a collage of hand-drawn elements. On the left, there are several overlapping circles in shades of brown, green, and blue. On the right, a large, colorful handprint is the central focus, with its fingers pointing towards the center. The handprint is filled with a vibrant red color, and its outline is drawn with thick, expressive strokes. Surrounding the handprint are various other shapes, including circles and elongated forms in shades of green, yellow, and blue. The overall style is artistic and hand-drawn, suggesting a focus on human health and community.

Health equity

What influences health?





What influences health?



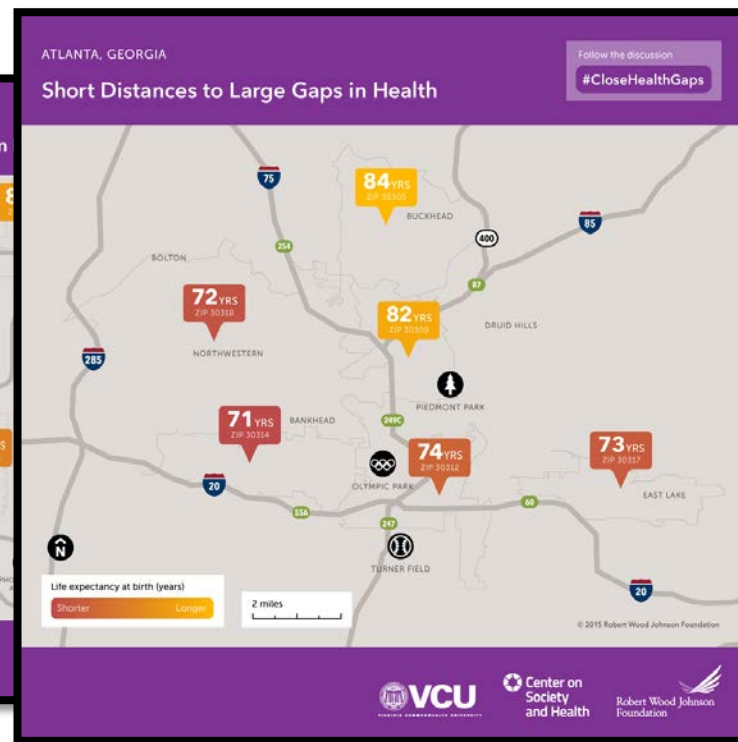
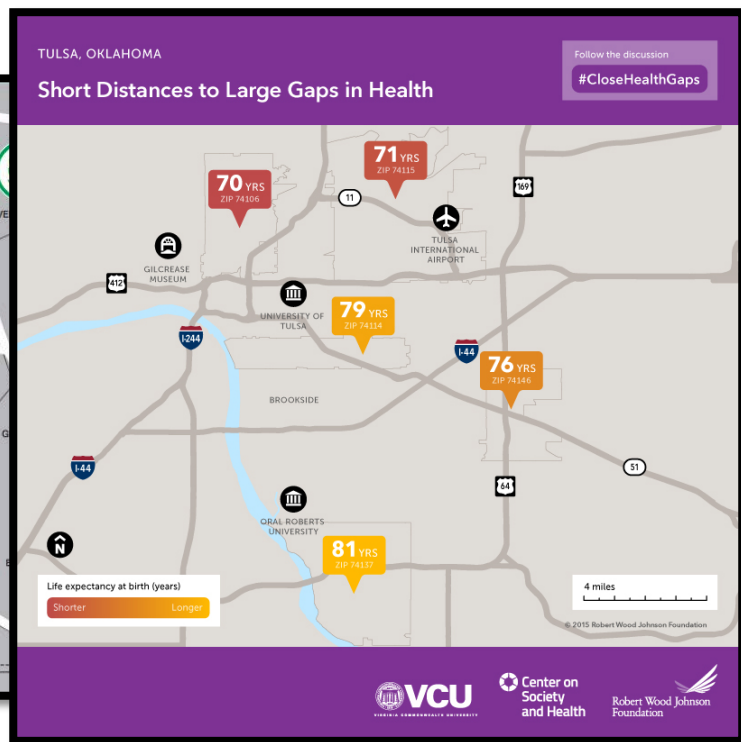
What influences health?

Think of a school you work in or with...

- How does its environment promote or prevent physical activity?
(think *physical environment, policies, practices, norms*)



Zip Code vs. Genetic Code





Zip Code vs. Genetic Code

- Why?
 - Reasons include:
 - + Education and income
 - + Unsafe or unhealthy housing
 - + Built environment
 - + Access to care
 - + Residential segregation

Source: Virginia Commonwealth University Center on Society and Health, 2014 (updated 12/04/2019)

Zip Code vs. Genetic Code

Health disparities

The difference in the presence of disease, health outcomes, or access to health care between population groups.

Health inequities

Difference in health that are not only unnecessary and avoidable, but are also considered unfair and unjust.

Source: Boston Public Health Commission – Health Disparities vs. Health Inequities



What is health equity?



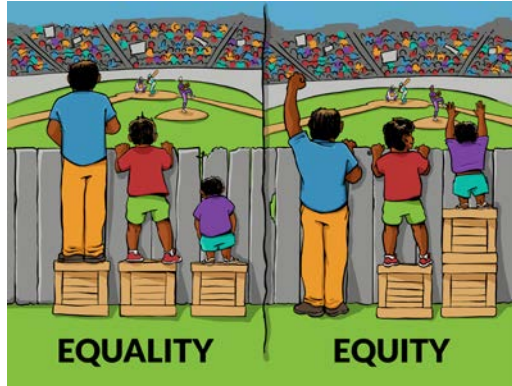
Health equity means that everyone has a fair and just opportunity to be as healthy as possible.

To achieve this, we must remove obstacles to health — such as racism, poverty, discrimination, and deep power imbalances — and their consequences, including lack of access to good jobs with fair pay, quality education and housing, safe environments, and health care.

Adapted from: Human Impact Partners, Health Equity Guide <https://healthequityguide.org/about/defining-health-equity/>

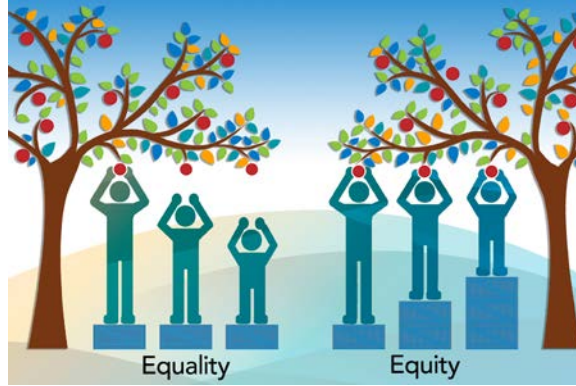


What does equity look like?



Interaction Institute for Social Change | Artist: Angus Maguire

Redistributing resources



2014, Saskatoon Health Region

Adding resources



Robert Wood Johnson Foundation

Adapting resources

When everyone has the opportunity to live their healthiest lives, we are all better off.

-Robert Wood Johnson Foundation



(Re)design with health equity in mind

"Doing health equity work is like trying to get to the middle of a pool – it doesn't matter where we dive in, as long as we dive in."

- Dr. Renee Canady

Michigan Public Health Institute



(Re)design with health equity in mind

In your work and sphere of influence:

- Who experiences inequities?
- How can you authentically learn from and partner with those most affected?
- What are the root causes of these inequities?
- What are our levers of influence so we can begin to advance equity (policies, practices, norms)?



A black and white photograph of two young girls running on a track. The girl in the foreground is wearing a light-colored athletic outfit and a headband, running towards the right. The girl behind her is also running in the same direction. The background shows a blurred building and trees, suggesting an outdoor setting.

Engaging and Empowering Girls THROUGH ACTIVE LIVING

THE ARTHUR M. BLANK
FAMILY FOUNDATION





BIG QUESTION

What policy, systems, and environmental change approaches will empower girls to get moving?



WHAT WE LEARNED ABOUT GIRLS IN GEORGIA

Results



Leverage
Use of
Technology

Peer Support
is Critical

PE should
be a
"Judgement-
Free Zone"

Give Girls
Choice

BACKGROUND



Middle School FitnessGram Data

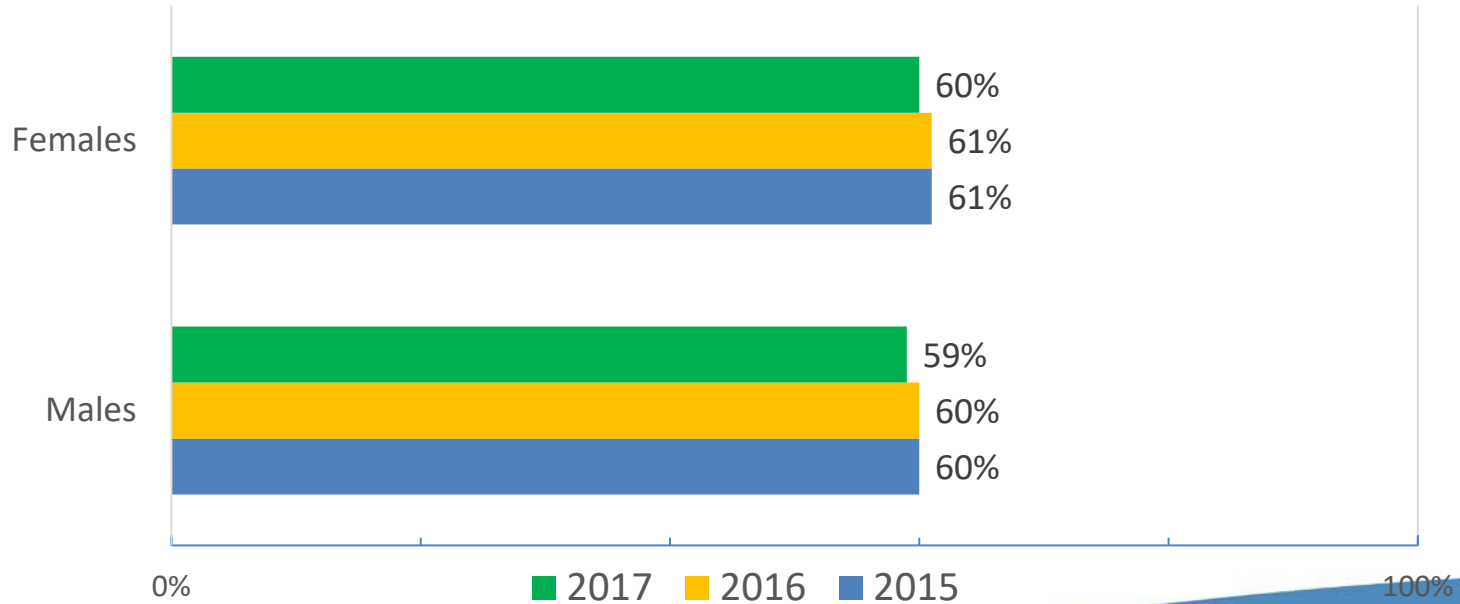
**Males vs. Females =
1% difference in BMI**

Body Health (BMI): By Gender

State of Georgia (GA)

n ≈ 58,600

Percent of Students in Healthy Fitness Zone



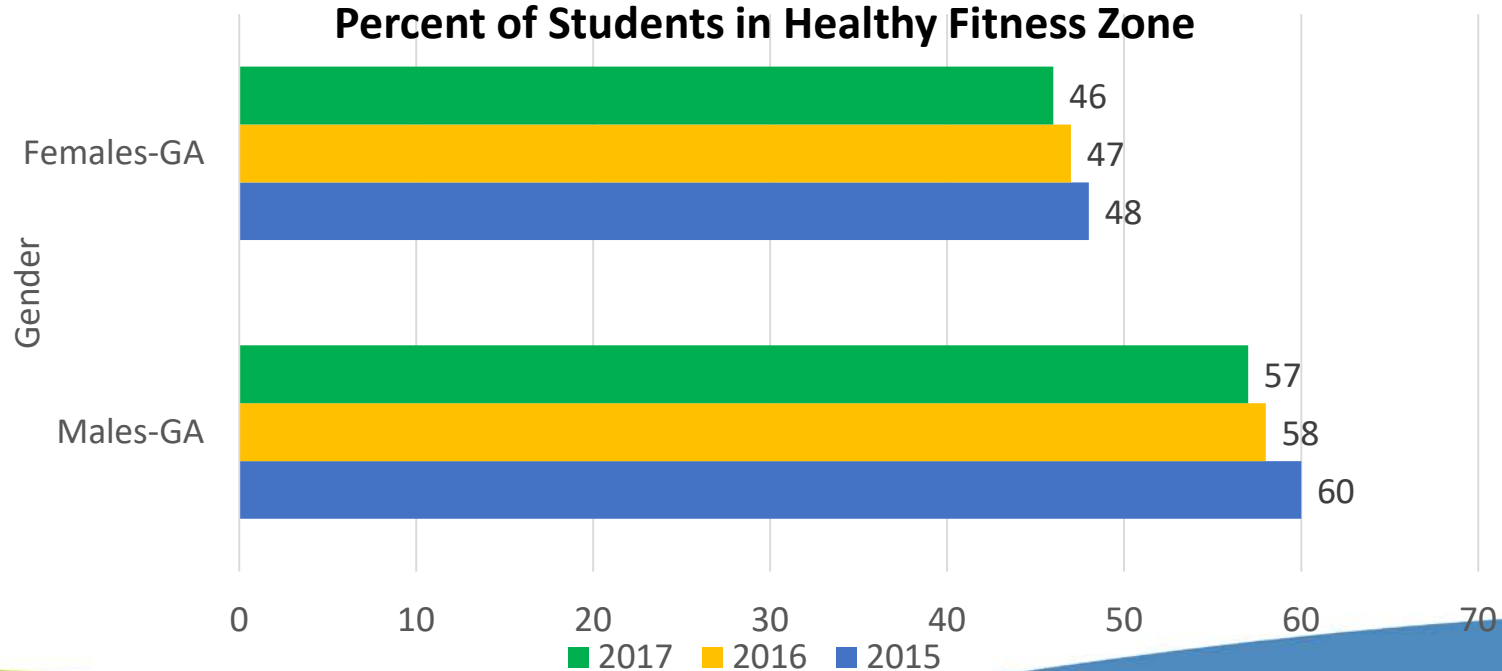
Middle School FitnessGram Data

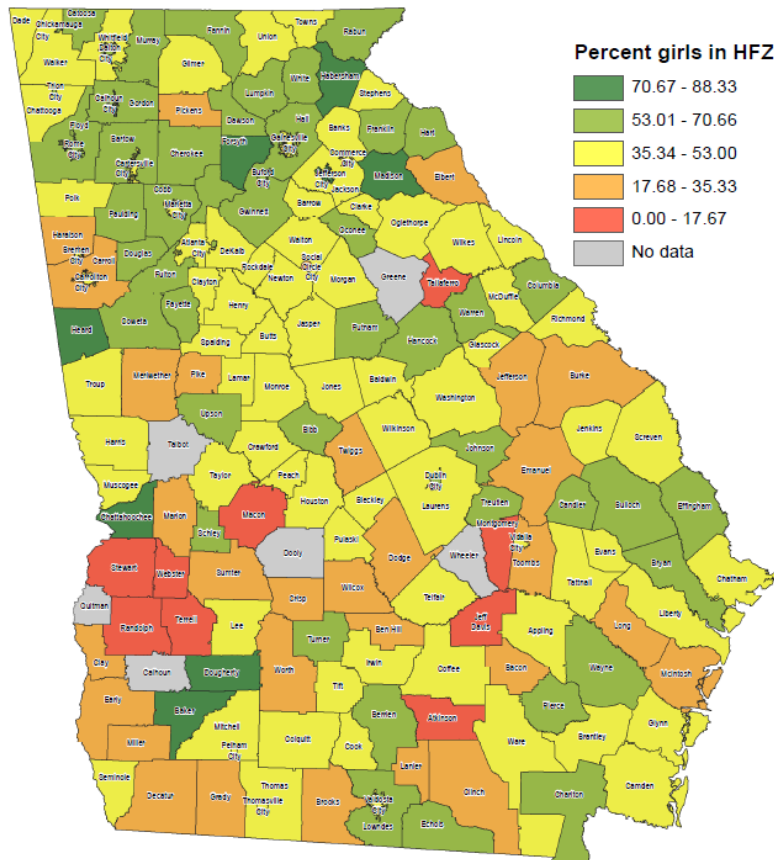
**Males vs. Females =
11% difference in AC**

Heart Health (Aerobic Capacity [AC]):

By Gender, State of Georgia (GA)

n ≈ 36,500





KEY ISSUE: GENDER HEALTH DISPARITY IN GEORGIA

- Aerobic capacity is a key leverage point impacting social, emotional, & physical health & academics
- Gender gaps in physical activity (PA) & fitness start in late elementary school – girls are most at risk
- SES and Race are key drivers in gender PA & fitness disparities

Wolfe, Lee, Laurson. PA, Health and Exercise. Jan 2020; Armstrong, Wong, et. al. JAMA Pediatr. 2018 Aug; Hunt, Brazendale, Dunn, et.al. J Community Health, 2019 June.

Middle School Physical Education (MS PE) Participation

Middle School Students in Physical Education (PE) in Georgia, 2017-2018

PE Enrollment (District Level)	Females Enrolled in PE	Males Enrolled in PE
0-65%	47,212 females	2,003 males
80%-100%	48,752 females	111,790 males

MS PE Participation

Almost 80,000 Georgia middle school students opted out of PE in 2017-2018 - *most of them girls.*

Georgia has no MS PE requirement by law:

“Each school containing any grade 6-12 shall make available instruction in health and physical education.”

Focus Groups

- 57 middle school girls, ages 12 – 15, grades 6-8
- 5 groups: Atlanta (2), Waycross, Suwanee & Marietta, Georgia
- Facilitated additional activities with local partners



OVERALL THEMES

Activities

How physically active are girls?
What activities should PE include?

Motivations

What motivates girls to get moving?



Attitudes

How do girls think and feel about physical activity?

Barriers

What prevents girls from being physically active ?



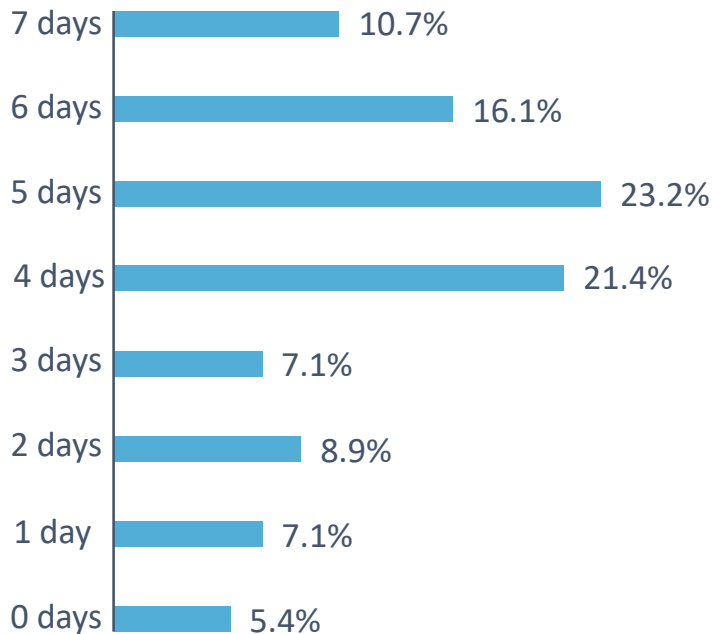
ACTIVITIES



ACTIVITIES

During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day?

Days Physically Active, 60+ Mins



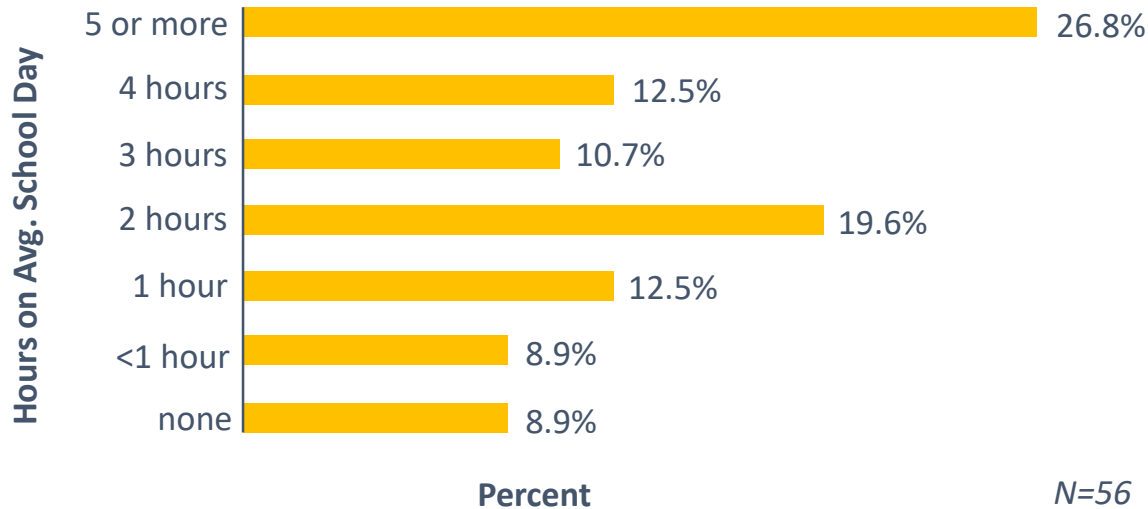
Percent

N=56



ACTIVITIES

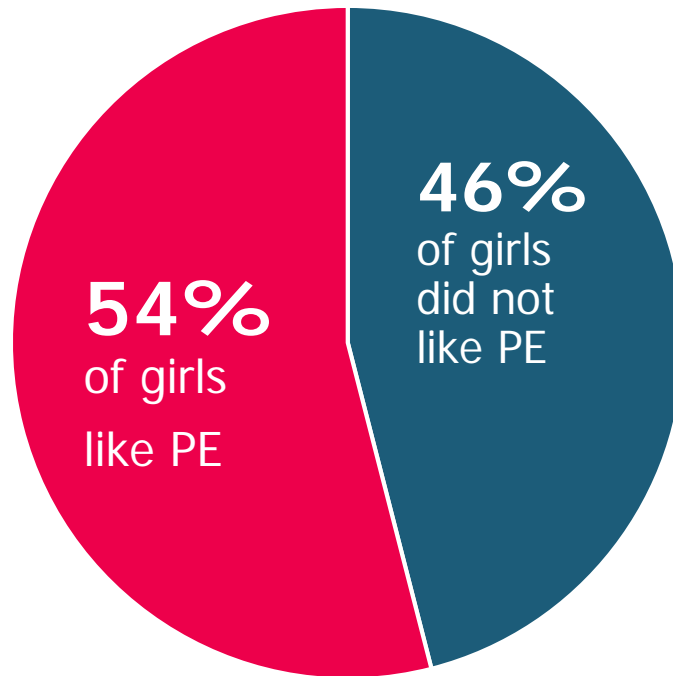
On an average school day, how many hours do you play video or computer games or use a computer for something is not school work?





ACTIVITIES

Do you like PE?





PARTICIPANT QUESTION

Think back to your middle school
experience with PE...

*What does your perfect PE look
like?*



ACTIVITIES

What does your perfect PE look like?

- Give options
- Create gender-specific activities
- Include girls' friends
- Have adequate equipment
- Incorporate technology
- Play music

"Have surveys for students about games they like or don't like"

"We never have enough balls, jump ropes or hoola hoops."

"Make sure ALL students get attention."

"Vote on what we do"

"Having friend in class would encourage participation"

ATTITUDES

A person is walking away from the camera down a dirt path that is lined with trees and foliage. The person is wearing a light-colored long-sleeved shirt and dark pants, and has their hands raised behind their head. The entire image has a blue color overlay. The word "ATTITUDES" is written in white, bold, sans-serif capital letters across the middle of the image.



ATTITUDES

What does it mean to be healthy?

- Weight
- Diet
- Mental Health
- Not Sick

“Avoiding chronic disease and being heart healthy”

“Diet rich in fruit and vegetables”

“Having people that judge you, especially judge you for your weight, makes it hard to be healthy”

“Not being a couch potato”



ATTITUDES

What are some of the ways sports, exercise, and physical activity affect your mood and feelings?

- Feel rejuvenated
- Feel self-conscious
- Competition
- Mental health
- Social media

"After an intense workout I feel good like a weight is lifted."

"Hitting the ball instead of hitting someone"

"Swimming is calming, it's peaceful in the water not yelling or loud."

A photograph of two female runners in motion on a track, overlaid with a semi-transparent yellow filter. The runners are wearing athletic gear and headbands. The background shows a building and trees, all blurred to convey speed. The word "MOTIVATIONS" is centered in a bold, black, sans-serif font.

MOTIVATIONS



MOTIVATIONS

What do you think is the best way to get girls your age to be physically active?

- Doing activities with friends and family
- Having fun
- Team sports and being competitive
- Motivation and encouragement
- Don't do too much at once
- Music
- Posting on social media

"Support them"

"We should do exercises that don't seem like exercises."

"Don't guilt or persuade girls. Instead, share the benefits of activity such as being healthier."



MOTIVATIONS

What could other girls do to help you be more active?

- Invite friends or even “non-friends” to participate in sports and activity
- Learn how to do certain sports or activities from other girls
- Seeing other girls do an activity, and not be embarrassed about it, was considered helpful
- Having friends use social media to tell their story of being active or to highlight success



MOTIVATIONS

What could other girls do to help you be more active?

“...there are some people that are scared to ask if they can play with them, because they’re scared they’re gonna get shut down.”

“Girls bragging about you and sharing pictures on Instagram of you being active would help me.”

A photograph of a hurdle race in progress, overlaid with a semi-transparent red filter. Several female athletes are seen jumping over hurdles on a track. The hurdles have "VICTORIA INTERNATIONAL TRACK CLASSIC" and "YHO" printed on them. The word "BARRIERS" is centered in white text.

BARRIERS



BARRIERS

Things that keep me from exercising or doing physical activity.

- Technology
- Homework and "school stuff"
- Girls talking about their weight

Phones are a 'blessing and a curse.'

"It kinda makes me feel worse about myself, like oh like you're...if you think that you're big enough to say you are fat, then do you think I am, 'cause I'm a lot bigger than you."

"PE should be separate for boys and girls, so the boys are not staring at the girls' bodies (cause of short shorts)"



BARRIERS

Things that keep me from exercising or doing physical activity.

- Social situations
- Boys
- Gender norms

“PE should be separate for boys and girls, so the boys are not staring at the girls’ bodies (cause of short shorts)”

“Coaches don’t include girls.”

“Boys are competitive. They won’t pass the ball in gym.”



BARRIERS

Things that keep me from exercising or doing physical activity.

Fear of **being compared to other girls**

Fear of **embarrassing themselves**

Fear of **someone telling them they are not good enough to play or do an activity**

SMALL GROUP DISCUSSION & DEBRIEF

- What struck you about the girls' responses?
- How do we (re)design with equity in mind for middle school girls?





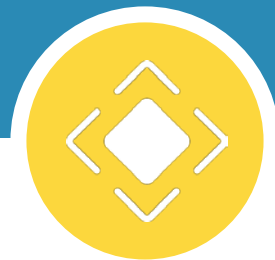
What can you do
with this
information?

POTENTIAL FUTURE ACTIONS



Leverage
technology

"Girls bragging about
me and sharing pictures
on Instagram of me
being active would
help."



Maintain a
judgement-free
zone

"Avoid comparing us
to other girls or the
best athletes."

POTENTIAL FUTURE ACTIONS



Importance
of peers

"Friends can be
my personal
trainers."



Give girls
choice

"Let kids choose
what we do 2
times a week."



Thank
you

QUESTIONS?

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Let's Take a Physical Activity Break!



(RE)DESIGN FOR EQUITY IN CLASSROOM PHYSICAL ACTIVITY IMPLEMENTATION

Rebecca Hasson, PhD, FACSM
University of Michigan School of Kinesiology

The Context



Bassett, D.R. et al. (2013). Estimated Energy Expenditures for School-Based Policies and Active Living. American Journal of Preventive Medicine. 42(2), 108-113. Link to paper <http://www.sciencedirect.com/science/article/pii/S0749379712008057>



Our goal is to provide teachers with the necessary resources to lead their classes in 10, 3-minute activity breaks throughout the school day.



Participating schools

- 16-week intervention (Sept-Dec 2016)
- Ramped-up protocol (implement one additional activity break/day/week)



High-Income School

- 505 Students
- 89% white
- 25% qualified for free/reduced lunch
- 86 statewide percentile ranking



Middle-Income School

- 473 Students
- 90% white
- 50% qualified for free/reduced lunch
- 73 statewide percentile ranking



Low-Income School

- 446 Students
- 86% non-white
- 74% qualified for free/reduced lunch
- 16 statewide percentile ranking

Resources



Teacher Manuals



Compendium of Activities



Teacher Training



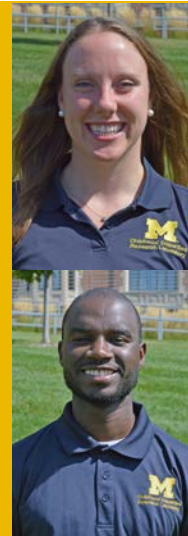
Parent Information



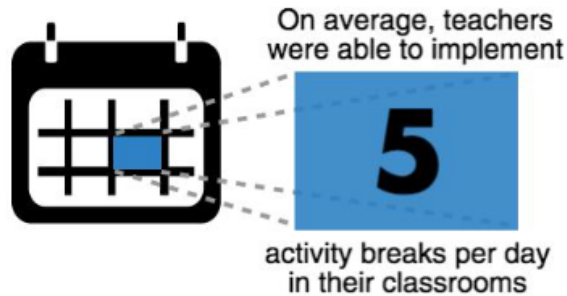
Heart Rate Monitoring



Instructional Videos



InPACT by the numbers



Teachers preferred fewer breaks than lasted

Average transition time to activity breaks was

1 minute

The shortest time was

2 seconds



99% of students were on-task within 30 seconds of completing an activity break



Students reported an **8** out of 10 on their confidence to complete 30 minutes of physical activity every day at school

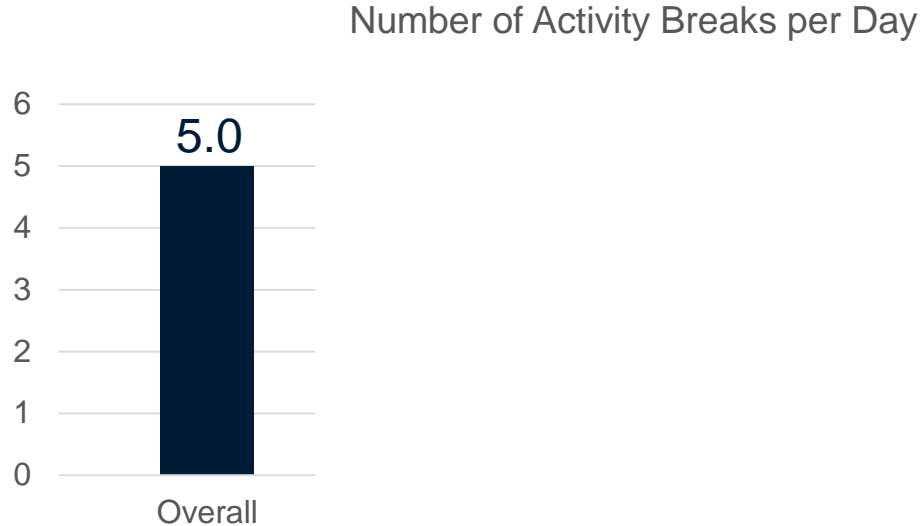
85% of students were exercising at a moderate-to-vigorous intensity



SUCCESS?!

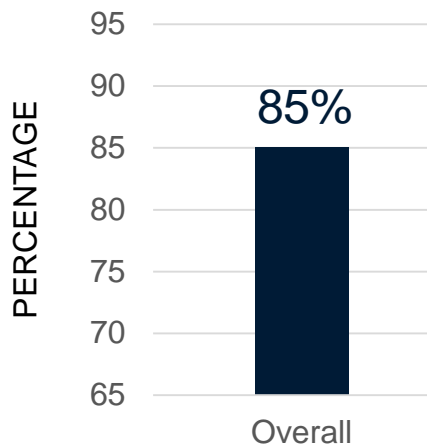
LET'S TAKE A CLOSER LOOK.

Were teachers able to implement 10 activity breaks per day? **NO**

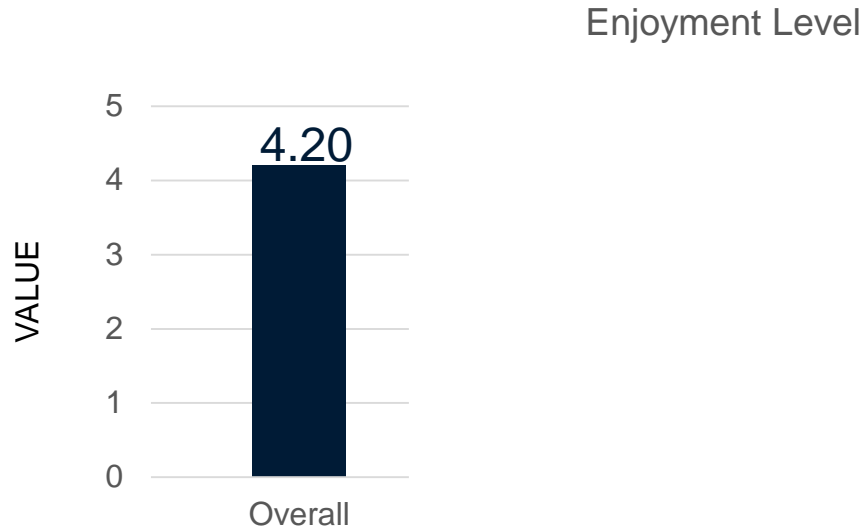


Were students participating at the moderate-to-vigorous intensity level? **YES**

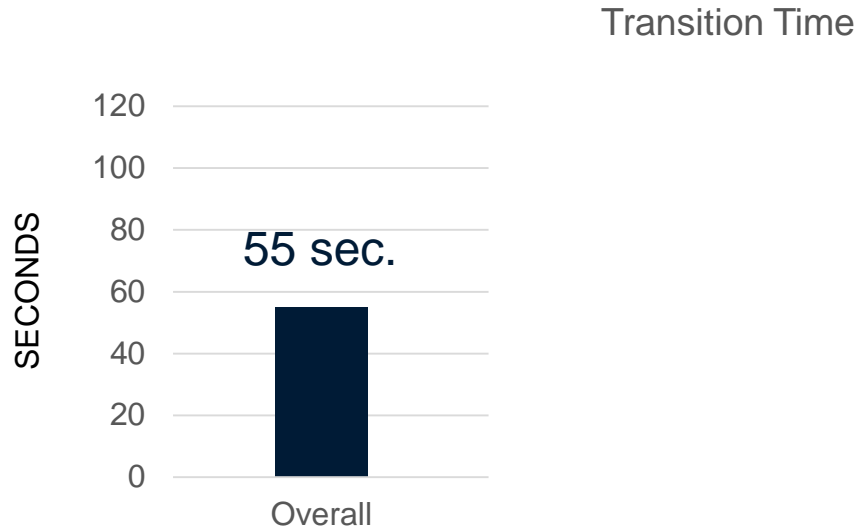
Student Intensity Level during Activity Breaks



Did students enjoy the activity breaks? YES



Were students able to transition quickly? YES



Differences by School

- Leadership motivation
- Communication
- Competing programs
- Engaging youth
- Provider motivations

CATEGORIES	FACTOR	SCHOOL 1	SCHOOL 2	SCHOOL 3
Organizational Characteristics	Leadership motivation and engagement (1)	High	High	Low
	Physical activity culture (2)	Moderate	Moderate	Moderate
	Available space (3)	High	High	High
	Available facilities and equipment (4)	High	High	High
	Available staff (5)	Moderate	Moderate	Moderate
	Communication (6)	High	Moderate	Low
	Competing programs in the organization (7)	High	High	Low
Implementation Process	Needs assessment (8)	Mod/High	Mod/High	Moderate
	Engaging intervention staff (9)	Moderate	Moderate	Moderate
	Engaging youth (10)	Moderate	Moderate	Low
	Engaging program champion (11)	Low	Low	Low
	Training (12)	High	High	High
	Reflecting and evaluating (13)	Low/Mod	Low/Mod	Low/Mod
	Sustainability plans (14)	Moderate	Moderate	High
Provider Characteristics	Providers beliefs and motivations (15)	Moderate	Moderate	Low
	Provider knowledge and skills (16)	High	High	High
Program Characteristics	Fun and inclusive design (17)	High	High	High
	Empirical evidence (18)	Moderate	Moderate	Moderate
Community-level factors	Competing programs in the community (20)	High	High	High

Remember the Context?

What Works to Get Kids Active

Schools and communities can help kids get the 60 minutes of physical activity they need each day

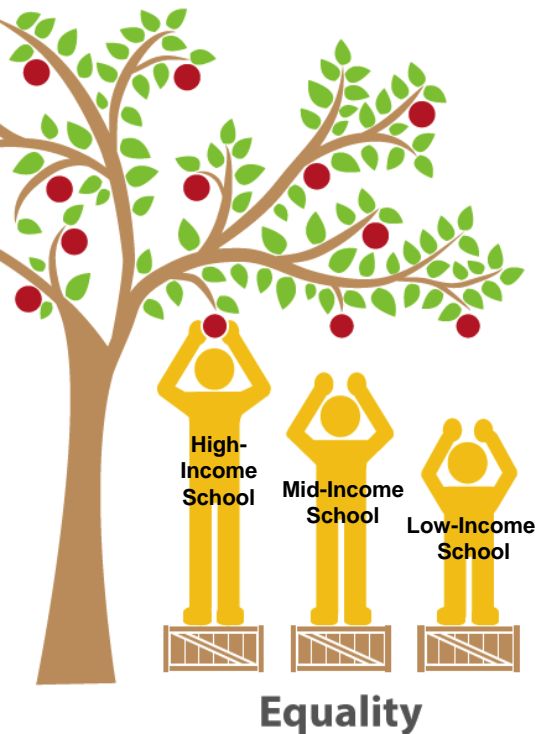


Here's the problem.

- Low-resourced school provide fewer supports.
- Few programs are tailored for low-resourced schools.
- Low-resourced schools face implementation challenges.

Bassett, D.R. et al. (2013). Estimated Energy Expenditures for School-Based Policies and Active Living. American Journal of Preventive Medicine. 42(2), 108-113.
Link to paper <http://www.sciencedirect.com/science/article/pii/S0749379712008057>

Same intervention, different implementation



Equality in Intervention

- Same professional development
- Same resources

Disparity in outcomes

- Fewer activity breaks implemented per day
- Lower student intensity
- Lower student enjoyment
- Perceived disruptive student behavior

WHAT DO WE DO?

DESIGN WITH HEALTH EQUITY IN MIND

Design with health equity in mind

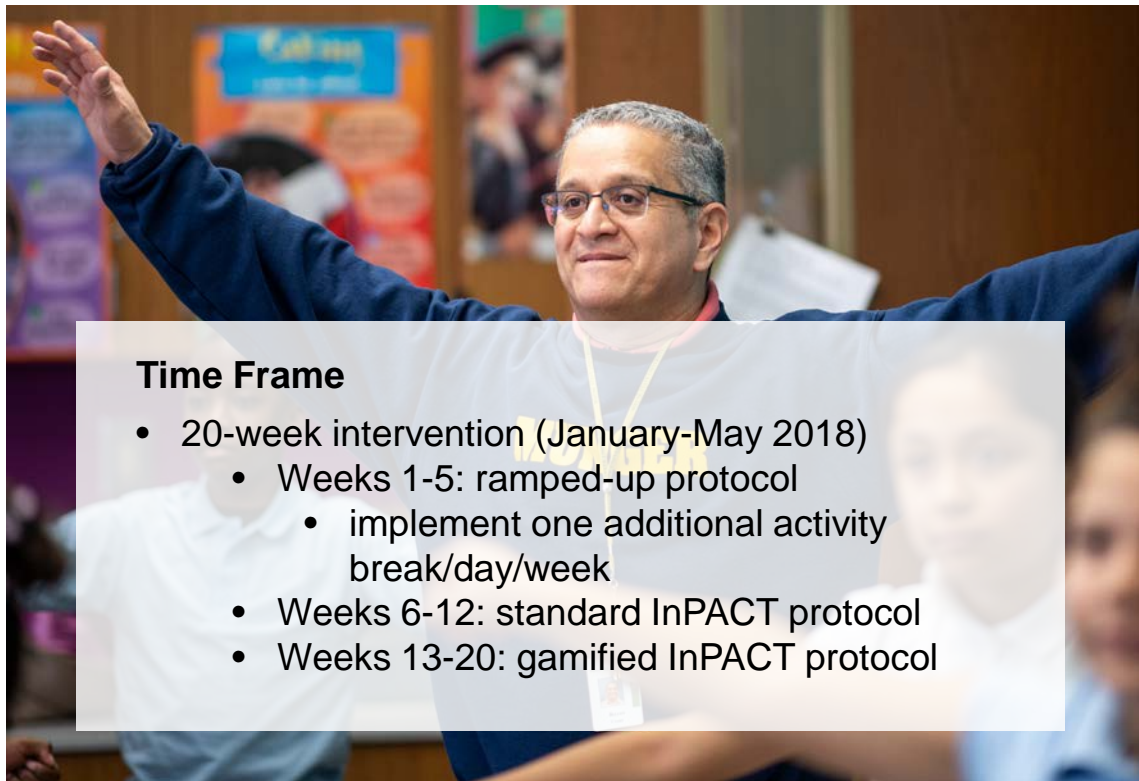
Low-Income School

- 1000 Students
- 92% non-white
- 80% qualified for free/reduced lunch
- 7 statewide percentile ranking
- High leadership support



Time Frame

- 20-week intervention (January-May 2018)
 - Weeks 1-5: ramped-up protocol
 - implement one additional activity break/day/week
 - Weeks 6-12: standard InPACT protocol
 - Weeks 13-20: gamified InPACT protocol



Design with health equity in mind

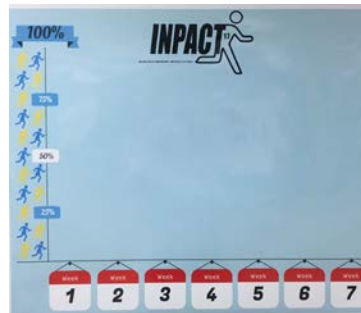
Program packaging

- Work with school principals to build capacity and maintain a culture of health.
- Work with teachers to identify and/or develop activity breaks.
- Add game design elements.



Daily prize: Teacher nomination for student of the day

Weekly prize: Sticker on the InPACT class trophy



Weekly prize: Sticker on progress graph



Post-intervention prize: InPACT field day

Design with health equity in mind

Teacher training

- Train teachers to effectively integrate activity breaks.
- Develop classroom management procedures.
- Train teachers on classroom modifications.

Design with health equity in mind

Technical Assistance

- Develop weekly newsletters.
- Hold monthly meetings with teachers.

Design with health equity in mind: What happens?

3rd to 5th grade students accumulated an additional **21 minutes of physical activity in the classroom per day!**

- 5 activity breaks per day averaging 255 seconds.

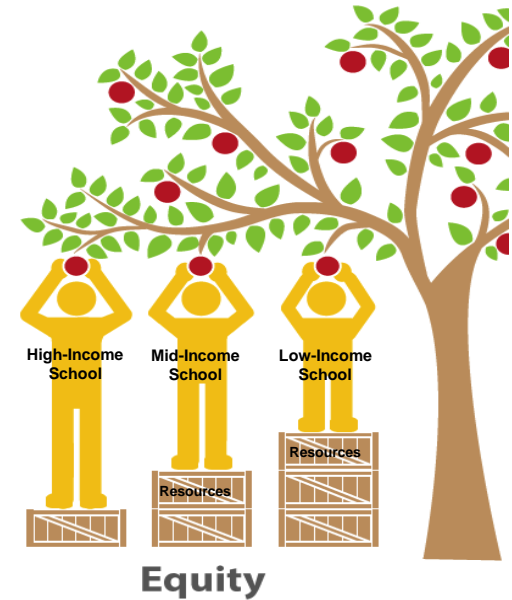
Still one group left behind: **6th graders.**

- 2 activity breaks per day averaging 249 seconds.

6th graders receive an average of 13 fewer physical activity minutes.

There's still work to be done to ensure equity

- Develop interventions to support 6th grade classroom physical activity.
- Develop supports to ensure sustainability.
- Scale up to increase reach.
- Continue to disaggregate data to identify and address physical activity disparities.





Childhood Disparities Research Laboratory

Visit us at cdrl.kines.umich.edu

@DrRebeccaHasson



@UMCDRL

Small Groups – (Re)Designing In Your Context

What is your small next step for (re)designing with equity in mind within your context?

Keep in mind, in your work or sphere of influence:

- Who experiences inequities?
- How can you authentically learn from and partner with those most affected?
- What are the root causes of these inequities?
- What are our levers of influence so we can begin to advance equity (policies, practices, norms)?



Questions?



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Upcoming Online Learning Institute



ONLINE LEARNING INSTITUTE

Bringing It All Together: Creating a Culture of Physical Activity

March 31, 2020
2-5 PM EST



Thank you!



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