

## Moving Towards Equity: Reaching Every Student Through Physical Activity and Physical Education in Schools NOTES

### **Engaging and Empowering Girls Through Active Living**

#### **What does your perfect PE look like?**

- More variety- she was not exposed to different things to try
- Recess carts- provide more options
- Asking the kids what they want to see- they may be more prone to participate
- Just girls, competition- building culture around open space where you can be yourself and get sweaty
- Students wouldn't be pulled out
- Students giving time to change before and after and not feel rushed or getting graded on whether they are dressed out or not
- Only remembers team sports- exposure to different types of activities
- More lifetime skills

#### **What struck you about the girl's responses in the focus groups?**

Gender specific classes- Don't allow it in Iowa. Can see value from student's perspective. What is the value of having those available and how do we create environment that are safer and more inclusive?

Girls see girls only classes as ideal, schools see them as unreal.

How do we adapt PE to fit the school and the students that are at that school. Allowing students to design their own program. Empower them and ask them how they want to be physically active.

#### **How do we (re)design with equity in mind for middle school girls?**

Vary the activity- dance, inclusive. Give them the option to design.

National efforts: SHAPE America- samples of girls from different areas and different schools, differences in SES and race; while we have national standards, no one program will be right for all schools and all girls. Program needs to serve population at that particular school. How do we design programs per school that will help girls meet national standards?

Student voice really speaks to me. The more and more we can engage students and give them a voice is crucial.

Idea of lumping PA and PE together.... reality is that students are getting little PE in schools. Doesn't automatically mean they are being more physically active. How do we ensure that the girls that are walking out of PE are choosing to be physically active at other times? Want to make sure we are bridging that gap and not lumping PA and PE together.

Debbie: we asked that question, girls answered – expense, homework, lack of transportation was reason for little PA.

## **(Re)design for Equity in Classroom PA Implementation**

### **How might opportunities vary from high resource to low resource school?**

High- more variety of programs. What is the ability of school systems to provide cultural sustainable activities?

Low- playground/recess equipment is expensive. High may have new equipment; low may have old, dangerous equipment.

Low- no sidewalks. More challenging to be active to and from school; may not have certified PE instructors.

### **Common Barriers for teachers Implementing PA breaks:**

Time, comfort level, classroom management, space

### **How would you address these differences among high, middle, and low-income schools?**

More focus on training teachers on classroom mgmt. techniques; CSPAP model- include community partners; target leadership motivation

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

### **GROUP 1:**

**Dawn Lavallee; Lilliana Ruiz, Carly Wright, Joseph Baird, Robin Baker, Emily Ann Vall**

Making change happen at schools- gender equity discussion made me think about how I can talk more specifically about that; stretching out timeline for low income school struck home- when there are other challenges at school stretching out timeline may be helpful

Joseph: Getting girls involved in my activities; telling him that they don't want to be with the boys; so looking for new activities that includes them

Robin- All students enjoyed painted places- particularly girls. Change in the girls from sitting around to doing the activities was even greater than the boys. Our program offers "go noodles" in the classrooms- teachers weren't always comfortable leading breaks but were comfortable turning on videos.

Emily: continuing to work with Blank Foundation and will work with M Powers to develop girl councils that will help inform PA in classrooms.

Liliana: in schools so much of decisions are made by the higher ups – they ultimately decide what happens, if they aren't on board how can you advocate brain breaks etc. How do ensure that we also include equity in that conversation?

Emily: Providing visuals- brain scans, bar graphs of inequities has been helpful.

Carly: talking to administrator. Need to speak their language- talk about impact of PA in mental health; healthy competition- show them what the school down the street is doing or has

### **GROUP 2:**

**Heather Piergies, Sean Nevills, Lisa Rakoz**

Heather

- Took a screenshot of the map from GA with the HFZ
- TN – we would benefit from the state for a statewide plan for intervention, but we haven't done a good job looking at the data AND communicating it out
- We've had CSH for years and have lots of consecutive years of data for the same students, lots of PACER information...but no report yet, no communication about what's happening/what the data says
- Most areas are rural, minus a few urban districts
- We need a better way to represent the data to communicate it to the stakeholders who can actually do something
- Admins say they don't "buy" the research because it's from national data sets – if we can look at the trends of CSH data for TN, that might resonate most

Sean

- The data's always there, the data doesn't lie, we can be slow to act
- Every district has some sort of deficiency, some way to improve the health outcomes of your students

Lisa

- Connecting the dots
- We had a PE teacher but data points together re: minutes of PE in every school district; presented to her school board
- It's been eye opening – by taking a look and being able to say “this is where we are and it's not equitable”
- How do we take that package and take it to SHAPE WA and using that same process to talk about PE in comparison to the other subject areas

### **GROUP 3:**

**Holly Alperin, Trisha Bautista, Rhianna Wessels, Christy Ash**

Key takeaways:

- Confirmation that they were at least in part designing their programs with equity in mind.
- They realized there was a need to not only identify wellness champions in the school but also develop/implement "small p" policies that can be put in place to help sustain the program in the local environment.
- There is a continued need to align the goals of our programs with the goals of the schools, remembering that the primary goal of schools is to educate their students; health is secondary.

### **Large Group Reflection:**

DOE: use data to speak to stakeholders but also so we can look at it with a different lens. Representing it a variety of ways to ensure change

DOH: next steps: focusing on specific groups; thinking about benefits to use and bring to staff and frame messaging; policy and advocacy work that is sustainable and is mandated.

State NGOs and Universities: Reassurance that they are doing equity right! Doing things around program packaging, TA, etc. Thinking about policies, equitable implementation of policies; training PA teachers- how can bring equity out classroom so that they are designing curriculums that are about equity. Keeping in mind- while we may be health focused, need to be school focused as well.