

GET THE FACTS ABOUT PHYSICAL EDUCATION!



News Alert: After tobacco, obesity is the second leading cause of preventable death in our country.¹ 2 in 3 U.S. adults are obese, and childhood obesity has tripled in the past 30 years.²⁻³

The Problem?

- More than 1 in 4 Virginia youth, and 3 out of 5 Virginia adults, are obese or overweight.⁴⁻⁵
- Virginia spends \$1.6 billion a year in healthcare costs related to obesity.⁶
- Only 1 in 5 kids are active for the CDC-recommended 60 minutes a day.^{7, 8}
- Physical education is *not* a requirement in the Virginia school system.⁹ In fact, fewer than 10% of Virginia's K-5 schools provide 30 minutes of physical education per day.¹⁰

The Solution?

- Youth spend over half their day in school, so it is reasonable to require that they get at least half (30 minutes) of their physical activity in school in each day.¹¹
- Worried about fitting P.E. into the curriculum? Research shows that giving youth more time in physical education in place of another classroom activity **does not** hurt their test scores.¹²

Why is physical education so important?

- Regular physical activity leads to longer, healthier lives – including a lower risk of heart disease, high blood pressure, diabetes, obesity, and some cancers.^{1, 13-17}
- Physical activity also promotes mental health, including improving insomnia, depression, and anxiety.^{1, 18}
- Quality physical education also **improves students' academic performance and cognitive ability**, leading to better grades and test scores.^{11-13, 19-22} Plus it improves concentration, memory, and classroom behavior!²³⁻²⁶

¹ U.S. Department of Health and Human Services. *Physical Activity Guidelines Advisory Committee report*. Washington, DC: U.S. Department of Health and Human Services, 2008.

² CDC/NCHS, National Health and Nutrition Examination Survey., <http://www.cdc.gov/nchs/nhanes.htm>

³ National Center for Chronic Disease Prevention and Health Promotion. <http://www.cdc.gov/healthyyouth/obesity/facts.htm>

⁴ Virginia Youth Survey, Virginia Department of Health, 2011. <http://www.vdh.virginia.gov/ofhs/youthsurvey/>

⁵ Centers for Disease Control and Prevention (CDC). Behavioral Risk Factor Surveillance System Survey Data. Atlanta, Georgia: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, 2011.

- ⁶ Virginia Foundation for Healthy Youth, <http://www.healthyouthva.org/vyop/facts.asp>
- ⁷ Centers for Disease Control and Prevention. Youth risk behavior surveillance—United States, 2009. *MMWR* 2010;59(SS-5):1-142.
- ⁸ How much physical activity do children need? Division of Nutrition, Physical Activity, and Obesity, National Center for Chronic Disease Prevention and Health Promotion. <http://www.cdc.gov/physicalactivity/everyone/guidelines/children.html>
- ⁹ National Association for Sport and Physical Education & American Heart Association. (2010). 2010 Shape of the nation report: Status of physical education in the USA. Reston, VA: National Association for Sport and Physical Education.
- ¹⁰ 2006 School Health Policies and Practices Study (SHPPS), <http://www.cdc.gov/HealthyYouth/shpps/index.htm>
- ¹¹ Youth Physical Activity: The Role of Schools. U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Division of Adolescent and School Health
- ¹² Sallis, JF, McKenzie, TL, Kolody, B., Lewis, M., Marshall, S., Rosengard P. Effects of Health-Related Physical Education on Academic Achievement: SPARK. *Research Quarterly for Exercise and Sport*. 1999. Vol. 70, No.2, pp. 127-134.
- ¹³ Daniels S, Arnett D, Eckel R, et al. Overweight in children and adolescents: pathophysiology, consequences, prevention, and treatment. *Circulation* 2005;111:1999–2012.
- ¹⁴ Institute of Medicine. Preventing Childhood Obesity: Health in the Balance. Washington, DC: The National Academies Press; 2004.
- ¹⁵ Dietz WH. Overweight in childhood and adolescence. *New England Journal of Medicine* 2004;350:855–857.
- ¹⁶ Meyer, AA, Kundt, G, Lenschow, U, Schuff-Werner, P, Kienast W. Improvement of early vascular changes and cardiovascular risk factors in obese children after a six-month exercise program. *J Am Coll Cardiol*, 2006; 48:1865-1870, (Published online 16 October 2006).
- ¹⁷ Guide to Community Preventive Services: Systematic Reviews and Evidence-Based Recommendations. Centers for Disease Control and Prevention. November 15, 2005. www.thecommunityguide.org/pa/
- ¹⁸ Suior CW, Kraak VI. Adequacy of Evidence for Physical Activity Guidelines Development: Workshop Summary. Institute of Medicine. Washington, DC: National Academies Press, 2007.
- ¹⁹ Active Living Research, A National Program of the Robert Wood Johnson Foundation. Active Education: Physical Education, Physical Activity and Academic Performance. Research Brief. Fall 2007. Available online at <http://www.activelivingresearch.org/resourceesearch/summaries>.
- ²⁰ Coe DP, et. al. Effect of physical education and activity levels on academic achievement in children. *Medicine & Science in Sports & Exercise* 2006;38:1515-1519.
- ²¹ Castelli DM, et. al. Physical fitness and academic achievement in third- and fifth-grade students. *Journal of Sport & Exercise Physiology* 2007; 29:239-252.
- ²² California School Boards Association Governance and Policy Services Policy Briefs. Physical education and California schools. http://www.cahperd.org/images/pdf_docs/CA%20PE%20fitness%20academic%20CSBA%2006
- ²³ CDC. The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance. Atlanta, GA: U.S. Department of Health and Human Services; 2010.
- ²⁴ Budde H, Voelcker-Rehage C, Pietrasyk-Kendziorra S, Ribeiro P, Tidow G. Acute coordinative exercise improves attentional performance in adolescents. *Neurosci Lett* 2008;441(2):219-23.
- ²⁵ Caterino MC, Polak ED. Effects of two types of activity on the performance of second-, third-, and fourth-grade students on a test of concentration. *Percept Mot Skills* 1999;89(1):245-8.
- ²⁶ Della Valle J, Dunn R, Geisert G, Sinatra R, Zenhausern R. The effects of matching and mismatching students' mobility preferences on recognition and memory tasks. *J Educ Res*. 1986;79(5):267-72.