PPE 310: Health Literacy for Schools

Physical Activity and Test Scores

Signature Assignment Outline

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Course # 20720

Vance Miller

I. Introduction

i. Definition of physical exercise and learning.

ii. Explanation of walking and test scores

ii. There is a link between the amount of walking (physical activity) and test scores (learning).

iii. The amount of walking done can help improve test scores.

iv. Name of my internship school and my observation of its need.

II. Review of Literature

i. Till, J., Ferkins, L., & Handcock, P. (2011). Physical activity based professional development for teachers: The importance of whole school involvement. *Health Education Journal,* 70 (2), 225-35.

a. generally accepted that students need to have more physical activity in school

b. teachers at the school are the most important inducers of physical activity

c. in order for teachers to feel successful and supported, there needs to be a whole school approach to physical activity in schools

ii. Basch, C.D. (2011). Physical activity and the achievement gap among urban minority youth. *Journal of School Health,* 81, 626-34.

a. generally accepted that students need to have more physical activity in school

b. increased physical activity has been shown to increase overall health, brain function, emotional stability

c. increased physical activity has also been linked with improved testing scores and grades

d. it has also been noted that it tends to be minority, immigrant, and female students which suffer the most from inactivity

iii. Cale, L., & Harris J. (2006). Intervention to promote young people’s physical activity: Issues, implications and recommendations for practice. *Health Education Journal,* 65 (4), 320-37.

a. it is generally accepted that students need to have more physical activity in school

b. increasing time spent during physical activity has shown an increase in a physically active and healthy lifestyle

c. however, studies have also shown that environmental and ecological promotions of health need to be implemented in the community to encourage physical activity and healthy lifestyles for outside of school

iv. Caird, J. *et al.* (2013). Does being overweight impede academic attainment? A systematic review. *Health Education Journal,* 73 (5), 497-521.

a. it has largely been accepted that obesity negatively affects academic attainment

b. according to a systematic review of a large number of studies, there is only a slight correlation between obesity and academic attainment

c. women appear to suffer the most from this correlation

d. further research is needed in order to confirm the affects of obesity on academic attainment

v. Vernon, M., Brewin, M., & Vernon, D. (2002). Doorstep walks: An evaluation of the impact of low cost intervention to assist primary health care teams in promoting physical activity. *Health Education Journal,* 61 (1), 44-51.

a. it is generally accepted that people need to be more active in order to live healthier lives and decrease health risks

b. one of the easiest ways to perform physical activity is by walking, such as on hikes

c. walking, as shown through this research, has proven to promote a significant amount of sustainability when it comes to physically active lifestyles

III. Synthesis of Current Literature

i. human beings need more physical activity in their life, especially school age children and young adults

ii. increased physical activity has been shown to improve academic achievement though obesity itself has not been directly correlated with poor academic achievement

a. this includes testing, grades, overall health, mental health, and emotional health

iii. in order for physical activity to be more generally accepted by students, there needs to be a community effort to improve physical activity including teachers, students, parents and the surrounding neighborhoods

iv. walking, as one of the easiest forms of physical activity, has been proven to provide individuals with a successful sustained increase of physical activity

IV. Practical Implications

i. Informing Teachers

ii. Inform students and parents

iii. provide community events where walking is promoted

iv. provide in school opportunities for students to walk

V. Conclusions

i. draw conclusions based on all research

ii. point to specific areas of improvement at my current internship school

1. include how beneficial a walking program would prove to be

iii. draw long term and broader implications of a healthy lifestyle

References

Basch, C.D. (2011). Physical activity and the achievement gap among urban minority

youth. *Journal of School Health,* 81, 626-34. http.

Caird, J. *et al.* (2013). Does being overweight impede academic attainment? A

systematic review. *Health Education Journal,* 73 (5), 497-521.

Cale, L., & Harris J. (2006). Intervention to promote young people’s physical activity:

Issues, implications and recommendations for practice. *Health Education Journal,*

65 (4), 320-37.

Till, J., Ferkins, L., & Handcock, P. (2011). Physical activity based professional

development for teachers: The importance of whole school involvement. *Health*

*Education Journal,* 70 (2), 225-35.

Vernon, M., Brewin, M., & Vernon, D. (2002). Doorstep walks: An evaluation of the

impact of low cost intervention to assist primary health care teams in promoting

physical activity. *Health Education Journal,* 61 (1), 44-51.

Possible additional resource:

Trout, J., & Graber, K.C. (2009). Perceptions of overweight students concerning their

experiences in physical education. *Journal of Teaching in Physical Education,* 28

(3), 272-92.

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| --- | --- | --- | --- | --- | --- |
| Criteria with Professional Standards Referenced | 5  Exemplary  (97 – 100%) | 4  Highly Proficient  (93 – 96%) | 3  Proficient  (83 – 92%) | 2  Approaching Proficient  (73 – 82%) | 1  Unsatisfactory  (72%  and below) |
| Introduction |  |  |  |  |  |
| Introduction to the topic and overview (In your purpose statement also introduce all subtopics)  InTASC 1c,k; 5k; 9f; 10h  NAEYC 6b  NETS-T 3a,d; 4a,c  CEC EC2S1; CC7K1; EC7K1;CC9K4;CC9S8 | Introduction is fully developed, introduces all topics, and invites the reader to read further.  5 x 2=10 points | Introduction is fully developed with all topics introduced. | Introduction is addressed well. | Introduction is addressed adequately. | Introduction is omitted. |
| Literature Review |  |  |  |  |  |
| Adequacy of Knowledge  (includes 5 peer reviewed original research articles references)  InTASC 1c,k; 5k; 9f; 10h  NAEYC 6b  NETS-T 3a,d; 4a,c  CEC EC2S1; CC7K1; EC7K1;CC9K4;CC9S8 | Literature review highlights major issues in the area.  Thorough use of a range of references to support key issues. Descriptionof important studies establishes context for the reader.  Includes more than 5 informative references.  5 x 3=15 points | Literature review addresses major issues in the area.  Thorough use of a range of references to support key issues.  Includes descriptions of important studies to provide context for the reader.  Includes 5 or more references. | Literature review may address major issues, but issues may not be supported with expert knowledge.  Good use of references, but additional references may have strengthened the paper.  Includes4 references. | Literature review does not address the major issues in the area; the level of support for the issues is not adequate.  Includes 3 references. | Literature review does not have the depth of knowledge appropriate to the upper elementary level course.  Includes less than 2 references. |
| Synthesis of Information (what did the articles collectively say about the topic? Which authors had similar and different findings?)  InTASC 1c,k; 5k; 9f; 10h  NAEYC 6b  NETS-T 3a,d; 4a,c  CEC EC2S1; CC7K1; EC7K1;CC9K4;CC9S8 | Studies covering the same topic synthesize related research.  5 x 3=15 points | Studies covering the same topic are summarized and integrated  level work. | Information is presented study-by-study rather than summarized by topic. | The literature review is a mixed set of ideas without a particular focus. | The literature review does not demonstrate upper UG |
| Practical Implications (Discuss how the findings can or will later be applied to your teaching setting)  InTASC 1c,k; 5k; 9f; 10h  NAEYC 6b  NETS-T 3a,d; 4a,c  CEC EC2S1; CC7K1; EC7K1;CC9K4;CC9S8 | Practical implications of your event details including your teaching level and in a particular setting are discussed thoroughly. Must have at least 6 topics embedded.  5 x 6=30 points | Pratical implications are discussed but not related to a particular teaching setting or topic or certain details are missing. | Pratical implications are discussed but not at a particularly level or in a particular setting and many details of your event are missing. | Practical implications are not thoroughly discussed and only a few details of the event are present | Practical implications are not discussed and no details of the event are present. |
| Conclusions  ITASC 1c,k; 5k; 9f; 10h  NAEYC 6b  NETS-T 3a,d; 4a,c  CEC EC2S1; CC7K1; EC7K1;CC9K4;CC9S8 | Major issues support and establish conclusions.  5 x 2=10 points | The major issues are summarized under conclusions. | The conclusions are not complete. | Provides opinions, but not a summary of findings. | No conclusions are included. |
| Outline Turned In | Logical, detailed outline with at least 5 original peer reviewed references written in APA format is submitted.  5 x 2=10 points | Brief outline with at least 5 original peer reviewed references written in APA format is submitted. | Brief outline with some references but not 5 original peer reviewed references written in APA format are submitted. | Brief outline with one or no references submitted. | No outline was submitted. |
| First Draft of all sections submitted with changes made integrating instructor comments from the outline | Detailed draft of all sections of the paper with appropriate content, headers, writing style, and references in APA 6.0 style. | Detailed draft of ALL sections with some errors in content covered, headings, writing style and/or refernces in APA 6.0 style. | Detailed draft of MOST sections with some errors in content covered, headings, writing style and/or refernces in APA 6.0 style. | Missing sections or paper has regular errors across content covered, headings, writing style and/or refernces in APA 6.0 style. | Incomplete (missing half of the requirements) or completely missing paper. |
| Integration of instructor comments from first draft | All comments from instructor integrated into final version. All were highlighted in yellow | Most comments from instructor integrated into final version. All were highlighted in yellow | Some comments from instructor integrated into final version. Most were highlighted in yellow | Very few comments from instructor integrated into final version. Most were highlighted in yellow | No comments from instructor integrated into final version. The changes were not highlighted |
| Writing and referencing style  Cover Page = 5 Points  Reference Page = 5 Points  10 Points Total | Cover page included, proper spelling and grammar, all references in APA 6.0 style. Paper was appropriate length (at least 5 pages)  5 X 2 = 10 points | Cover page included, few grammatical errors and misspellings, all references in APA 6.0 style. Paper was appropriate length (at least 5 pages) | Cover page included, some grammatical errors and misspellings, some errors in referencing style APA 6.0. Paper was too short for the topic (3-4 pages) | Cover page not included, many grammatical errors and misspellings, some errors in referencing style APA 6.0. Paper was too short for the topic (1-2 pages) | Cover page not included, major grammatical errors and misspellings, many errors in referencing style APA 6.0. Paper was too short for the topic (1-2 pages) |