

ARTICLE REVIEWED

Using Theory to Support Classroom Teachers as Physical Activity Promoters

Egan, C. A., & Webster, C. A. (2018). Using theory to support classroom teachers as physical activity promoters. *Journal of Physical Education, Recreation & Dance*, 89(1), 23-29.

THE PROBLEM:

More than half of young people in the United States do not achieve the recommended 60 minutes of moderate-to-vigorous physical activity (MVPA) each day. With K-12 students spending up to 45 hours at school each week, excluding time spent in extracurricular activities, the recommended levels of physical activity could easily be achieved in school with the help of classroom teachers and administrators, in conjunction with the physical education teacher.

Theories can serve as a framework for classroom physical activity implementation and may be a great way to get classroom teachers more actively involved in becoming physical activity promoters.



Research Summary:

The article discusses multiple scientific theories as they relate to physical activity implementation in the classroom. This summary will explore two of those theories: diffusion of innovations theory and self-determination theory. The diffusion of innovations theory is geared toward the adoption of a new behavior in (as it relates to this article) a school system, through the use of new ideas and practices. Essentially, the school system is aware that they need to adopt a wellness model (i.e., classroom physical activity), decides to adopt and use the wellness model, and continues to use the wellness model. The self-determination theory is based on one's motivation. Ultimately, classroom teachers should be autonomously motivated to incorporate physical activity in the classroom. The more autonomous the teacher, the more likely they are to implement physical activity in their future lessons.

Conclusion:

Scientific theories, such as the ones listed above, may be used to increase physical activity awareness among classroom teachers and help organize and carry out classroom-based physical activity. In addition to putting theory into practice, physical educators can serve as a resource to the classroom teacher on how to implement physical activity in the classroom and provide them with various ideas and strategies on how to do so.

Key Takeaway:

Scientific theories may have positive implications for classroom teachers' professional development, and physical education teachers can serve as catalysts to spark school-wide physical activity change. The more determined the teacher, the more supportive the administration, and the more confident teachers are about promoting physical activity, the more likely school-wide physical activity will occur.



ADDITIONAL RESOURCES:

- [Using the Whole School, Whole Community, Whole Child Model To Ensure Student Health and Academic Success](#)
- [Comprehensive School Physical Activity Program \(CSPAP\)](#)
- [GoNoodle](#)
- [MoveForThought](#)



SHAPE America – Society of Health and Physical Educators is the nation’s largest membership organization of health and physical education professionals. The organization sets the standard for health and physical education in the U.S., and its National Standards for K–12 Physical Education serve as the foundation for well-designed physical education programs across the country. SHAPE America is committed to 50 Million Strong, our ongoing initiative to put all children on the path to health and physical literacy through effective health and physical education programs.

