

Physical Education: Spotlight on Equity Resources

This Spotlight on Equity includes a list of considerations and resources for the purpose of providing an equity literate and socially conscious lens to the teaching and learning of physical education, as well as to recognize the historic exclusion and marginalization of groups and communities. When grade-level appropriate, educators may use these topics to critically engage students in socially relevant and inclusive physical education opportunities. Neither the enumerated considerations, nor the resources below, are a complete list, but rather a starting point from which educators can design historically and socially relevant learning opportunities in Physical Education.

Knowledge and Motor Skills Graduation Proficiencies

Demonstrate proficiency in a variety of motor skills and movement patterns.

Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Spotlight on Equity

- Perceptions of Skills and Ability
- Disability
- Social Emotional Competence
- Family Influence
- Cultural Influences

Resource	Resource Description
CASEL: Social Emotional Competencies	CASEL's SEL framework fosters knowledge, skills, and attitudes across five areas of competence and multiple key settings to establish equitable learning environments that advance students' learning and development.
Fundamental Motor Skill Proficiency is Necessary for Children's Motor Activity Inclusion	Motor development is influenced by many factors such as practice and appropriate instruction provided by teachers, even in preschool and elementary school. The goal of this paper is to discuss the misconception that maturation underlies children's motor skill development and to show that physical education, even in early years of our school system, is critical to promote proficiency and participation in later motor activities.

Contact Information:

If you have questions about this document or would like additional information, please contact:
 Susan Yesalonia, Ed.D., Student Pathways Division, at susan.yesalonia@vermont.gov.

Resource	Resource Description
Perceived Motor Competence and Self-Efficacy in Children: Competition vs. Sedentary Lifestyle	<p>The study of physical self-perception is fundamental to understanding how children perceive their movement skills, identify their level of perception of physical self-efficacy, as well as their opinion on their motor skills. An understanding of a child's self-perception can provide key information regarding appropriate feedback and planning for programs aimed at developing fundamental movement skills.</p>
Promoting physical activity in children through family-based intervention: protocol of the "Active 1 + FUN" randomized controlled trial	<p>Physically active children are likely to become active adults; thus, active lifestyles should be promoted from childhood. Parents are crucial for shaping their children's behaviors, but many lack the knowledge and skills to provide optimal support for PA. This study investigates the concept of "Active 1 + Fun".</p>
Understanding Middle School Students' Perspectives Regarding Physical Activity and Fitness	<p>This study provides insight into barriers that discourage participation and facilitators that promote physical activity of middle grades students.</p>
Inclusion in School Physical Education and Physical Activity – CDC Research Brief	<p>This brief is for state education and health leaders. It defines inclusion, identifies relevant federal policies, describes the current status of inclusion in the United States, and suggests ways to promote inclusion.</p>
Physical Activity for All	<p>Research suggests that a person's culture shapes their attitudes toward and involvement in physical activity. This article discusses attitudes, expectations, and perspectives on health considering different cultures.</p>
Children's Peer Relations and Children's Physical Activity	<p>This article discusses the impact of peers on physical activity in day care centers. Information can be applied to physical education in schools.</p>

Physical Fitness Graduation Proficiency

Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Spotlight on Equity

- Environmental Barriers
- Perspectives towards Physical Activity
- Student Motivation
- Inclusive Wellness
- Anti-gay Attitudes
- Peer Influence

Resource	Resource Description
Understanding Middle School Students' Perspectives Regarding Physical Activity and Fitness	This study provides insight into the barriers and facilitators of middle grades students participating in physical activities. Study subjects lacked physical fitness.
Environmental Barriers to Activity	This article briefly reviews research on how various settings influence activity levels, the policies that shape them, and their roles in perpetuating disparities in obesity rates.
Analysis of developmental trends in physical activity, BMI and muscles in children and adolescents with mild-to-moderate intellectual disability	The aim of this research was to identify the trends in physical activity (PA), BMI, and muscles in children and adolescents with intellectual disability. Additionally, the research focused on the level of PA of children and its correlation with BMI and muscles as well as the correlation between postural balance and children's muscles.
Student Motivation in Physical Education – The Evidence in a Nutshell	Student motivation plays an important role in the teaching and learning process in general educational settings as well as in physical education (PE). This review provides a brief and concise overview of the empirical evidence that is available regarding student motivation in PE according to its relation to physical activity, motivational factors, barriers to motivation, motivational profiles, and interventions.
Discover Inclusive School Wellness	The Comprehensive School Physical Activity Program provides the national framework for increasing physical activity in schools. To ensure youth with disabilities are included in these efforts, the goal of Part 1. Guide to Inclusive School Physical Activity Programs is to promote inclusion of children and youth with disabilities in school physical activity programs.
How anti-gay attitudes hurt teen fitness	This article discusses barriers that drive sexual minority teens away from physical education classes and team sports, which can in turn, have a negative impact on physical fitness.
We asked children why they don't get enough exercise – here's what they said	To better understand the factors that can help or hinder the physical activity levels of children today, this study was conducted to explore the barriers UK children face when it comes to being physically active.

Affective Qualities and Social Interaction Graduation Proficiency

Exhibit responsible personal and social behavior that respects and promotes success of self and others.

Spotlight on Equity

- Social Justice
- Personal and Social Responsibility
- Social Emotional Competence
- Positive Classroom Environment
- Cultural Competence

Resource	Resource Description
The A-Z of Social Justice Physical Education: Part I	This article discusses social justice in physical education and provides examples of how using a social justice education approach within physical education can be a start towards making spaces more inclusive and socially aware.
The A-Z of Social Justice Physical Education: Part II	This article (the second installment of a two-part series) is an attempt to make an important step in socially just and informed education. More specifically, it illustrates ways teachers and teacher educators can prepare for, and hopefully teach about, precarity in relation to health, physical activity, and education.
OPEN Physical Education: Personal and Social Responsibility (K-2)	This module includes activities that are designed to develop and reinforce several personal and social skills associated with responsible behavior. Safety, working independently, following directions and rules, as well as sharing space and equipment are the primary skills emphasized. However, a variety of other learning outcomes are also addressed within the module’s activities.
OPEN Physical Education: Personal and Social Responsibility (Intermediate 3–5)	This module includes activities that are designed to develop and reinforce several personal and social skills associated with responsible behavior. Being safe, cooperating, showing responsible interpersonal behavior, receiving and providing feedback, praising and accepting others, as well as following the etiquette of activity settings are the main skills emphasized. Additionally, a variety of other learning outcomes are also addressed within the module’s activities.
Social Emotional Learning in Middle and High School: Tips, Strategies and Resources for SEL Instruction	Supporting students in social and emotional development can come in a variety of forms — some educators choose to deliver explicit instruction or integrate instruction into core academic lessons. Others use extra-curricular programs, special events, and even community engagement to promote SEL. The options for social and emotional learning in middle and high school are somewhat more limited than elementary school, but quickly growing. This resource includes favorite strategies, programs, and tips for supporting SEL in middle and high school classrooms.

Resource	Resource Description
Creating a Positive Climate for Lesbian, Gay, Bisexual and Transgender Youth	<p>LGBT students and athletes often claim that physical education classes and athletic environments are where they feel least safe and least supported. This article discusses the value of inclusive learning environments that are respectful of the differences that individuals bring to class or teams and sends the message that everyone is valued. Some of the most important lessons learned through physical education are about teamwork, character building, and respect for people who are different from oneself. Individual differences, whether they are racial, religious, ability-related, or based on sexual orientation or gender identity, are part of life and sport.</p>
Physical Education: Transgender Inclusion (shapeamerica.org)	<p>The purpose of this resource is to provide K-12 physical educators and athletic leaders with information about transgender identity and the participation of transgender students in physical education and athletics; recommend inclusive policies for including transgender students in athletics and physical education; propose best practices for transgender students' use of locker rooms, bathrooms and showers, and other decisions related to ensuring an inclusive physical education and athletic experience for transgender students; and provide additional resources on transgender inclusion in physical education and athletics.</p>
Developing Cultural Competence in Elementary Physical Education	<p>The purpose of this article is to introduce a CULTURE (Cultural Unit of Learning to Understand, Respect, and Empathize) framework which uses games and activities as tools to develop cultural competence through technology. This unit was executed in elementary schools in the United States and Japan. The second aim of this article is to discuss strategies for adopting the CULTURE framework in elementary physical education settings.</p>

Additional Vermont Agency of Education Resources

[Cultural Diversity and Equity Resources \(June 2020\)](#)

[Educational Equity Webpage](#)

[Equity Literacy Resources – Fall 2019](#)

[Equity Literacy Resources – Spring 2019](#)