Incorporation of a skills-based PA curriculum in a high school health class

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Introduction: The current physical activity (PA) guidelines recommend adolescents should partake in regular, moderate to vigorous intensity PA for 60 minutes or more each day. Unfortunately, adolescents in the U.S. are not meeting these goals. According to a recent report by the Center for Disease Control, only 15.3% of students in grades 9-12 met the aerobic PA goal. With participation in PA education programs, adolescents exhibit increased PA knowledge, yet often lack changes in PA-related behaviors. Recently however, PA programs focusing on behavior modification strategies in addition to PA education elicited differences in behavior following the interventions.

Purpose: To assess anticipated PA behavior change following the incorporation of a behavior and skills-based PA curriculum into a high school health class

Methods: Eleven high school students participated in 3 PA lessons taught over 2 weeks. Each lesson was 90 minutes in length and taught by an Exercise and Movement Science graduate student. Surveys were administered 2 weeks following the final PA lesson.

Results: Six of the 11 students (55%) reported knowing less than 25% of the PA information taught during the PA lessons. Two of the 11 students (18%) reported knowing 25-50% and 3 of the 11 students (27%) reported knowing 50-75% of the PA information taught. No students reported knowing more than 75% of the PA information taught. Six of the 11 students (55%) anticipated changing their PA behaviors/habits based on the information taught in the PA lesson. Three of the 11 students (27%) anticipated no change in their PA behaviors/habits while 2 of the 11 students (18%) anticipated that they may consider changing PA behaviors/habits based on the information taught.

Discussion: Despite the small sample size, the results suggest that PA education programs which include a skills-based component may positively influence the PA-related behaviors of high school students.