



Academic Physical  
Education:  
Enhancing Respect  
for Programs

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# Franklin Henry (1964)

## Physical Education: An Academic Discipline

- Conant: American High School Today, PE Programs Lacking
- Subdisciplines (Kinesiology)
  - Exercise Physiology
  - Biomechanics
  - Exercise and Sport Psychology
  - Motor Learning, Development, and Control
  - Sport Pedagogy
  - Exercise and Sport Sociology
- National Research Council Recognition
  - National Academy of Kinesiology Recognition

Henry, F. M. (1964). Physical education: An academic discipline. *Journal of Health, Physical Education, Recreation*, 35(7), 32–33, 69.



# No Child Left Behind (2001)

- Physical Education not included as “core subject”
- Health Education not included as a “core subject”
- 2015 efforts failed (continue).



# Physical Literacy

- Origins: Educated or Cultured
- Inclusion with other literacies
  - Reading and Writing
  - Numeric
  - Computer and Technical
  - Health
  - Physical
- Academic Recognition
- Physically Educated Person is now Physically Literate Person

Corbin, C. B. (2016). Implications of Physical Literacy for Research and Practice: A Commentary, RQES, 87, 1, 14-27.



# Physical Education: An Academic Subject (2015)

- Required
- Standards
- Course of Study
- Textbooks/Instructional Resources
- Student Assessment
- Grades
- Teacher Preparation Program Accreditation
- Teacher Certification

<https://www.shapeamerica.org/advocacy/upload/Physical-Education-Is-an-Academic-Subject-2.pdf>



# The “PE Effect”

**KNOWLEDGE**



**MOTIVATION**



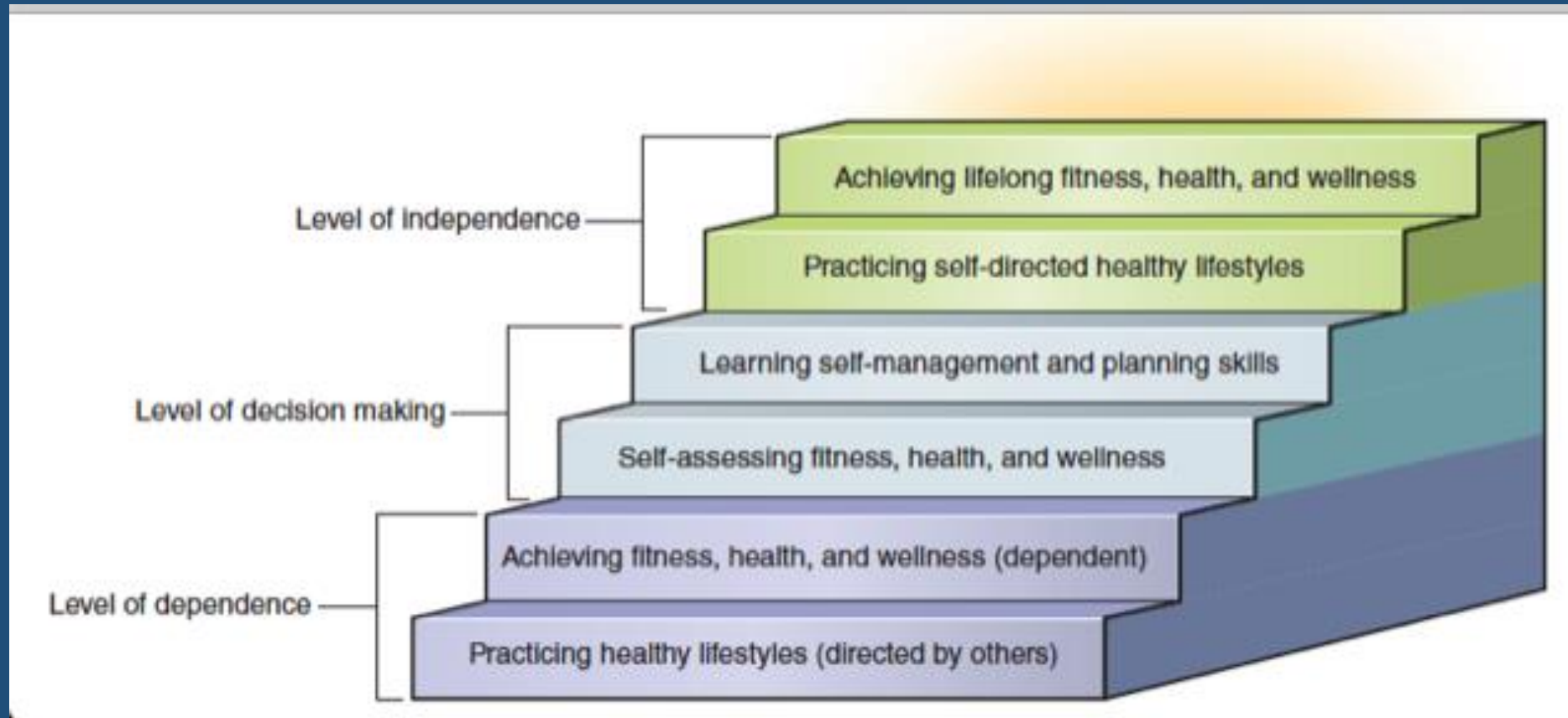
**PHYSICAL ACTIVITY**

Green, K. (2014). Mission impossible? Reflecting upon the relationship between physical education, youth sport and lifelong participation. *Sport, Education and Society*, 19, 357–375.

Wang, Y., & Chen, A. (2019). Two pathways underlying the effects of physical education on out-of-school physical activity. *RQES*, Advance online publication. doi:10.1080/02701367.2019.1656325



# Higher Order Learning: Stairway to Lifetime Fitness and Wellness



Corbin, C. B. et al., (2021). Fitness for Life (7<sup>th</sup> ed.). Champaign, IL: Human Kinetics.



# Peak Principles

**Purpose:** Students attack challenges they know to be important; that make their world better.

**Essentials:** Students acquire the skill sets and mind sets needed in an increasingly innovative world.

**Agency:** Students own their learning, becoming self-directed, intrinsically motivated adults.

**Knowledge:** What students learn is deep and retained, enabling them to create, to teach each other.

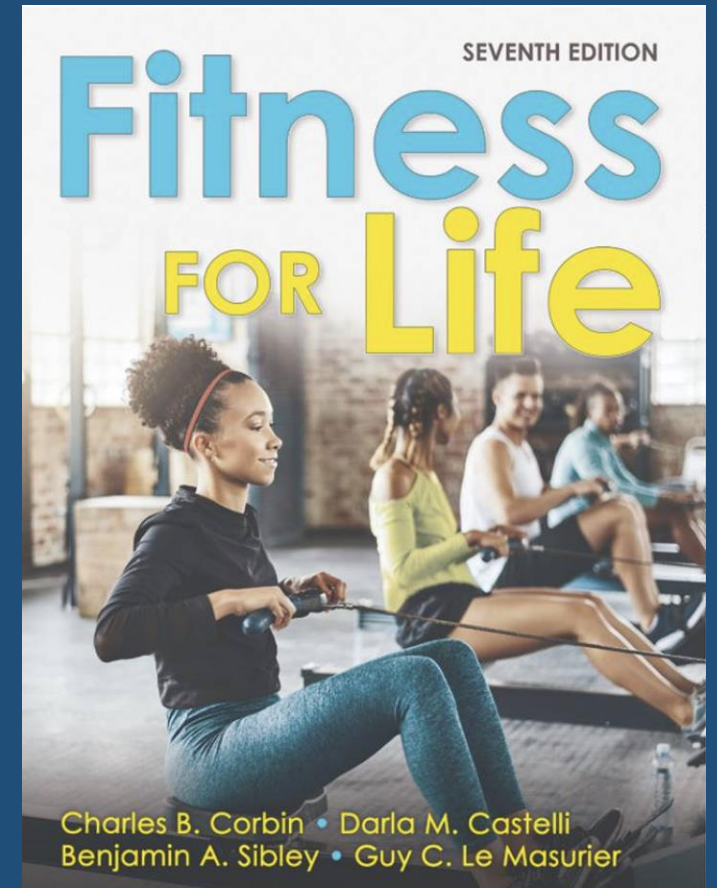
Dintersmith, T. (2018). What Schools Could Be. Princeton, NJ: Princeton University Press.





# Conceptual Physical Education

- Meets All Criteria
  - Standards-based
  - Course of Study
  - Textbook and Resources (worksheets, videos)
  - Student Assessment System
- Meets PEAK principles
- Higher Order Learning (self-management skills)
- Evidenced-based
- Fitness for Life Example



# The Evidence: Project Active Teen

- Students took CPE/FE Program as Freshmen (Fitness for Life)
- Followed for over 20 years
- Studied 2 to 3 years after class (as juniors and seniors)
- Studied 2 to 3 years after graduation
- Studied 20+ years after graduation
- In all studies CPE/FE students were more active and less sedentary than students taking traditional physical education
- All significant differences favored CPE/FE

Dale, D. et al., (1998). Can CPE promote physically active lifestyles? *Pediatric Sports Medicine*, 10,2, 97-109.

Dale , D. & Corbin, C. B. (2000). PA of graduates following CPE. *RQES*, 71, 1, 61-68.

Kulinna, P. et al., (2018). Effectiveness of CPE: 20-year study. *Journal of PA and Health*, 15, 927-932.



# The Evidence: 20-year Follow-up

- More active
- Less likely to be in active (fail to meet any national activity guidelines)
- 56% remember class content
- 50% still use the information
- 47% found the class useful after graduation
- 97% consider themselves to be well informed about fitness & activity

Kulinna, P. et al., (2018). Effectiveness of CPE: 20-year study. *Journal of PA and Health*, 15, 927-932.

## Science for Healthy Living: Similar results for middle school

Wang, Y., & Chen, A. (2019a). Effects of a concept-based physical education middle-school students' knowledge, motivation, and out-of-school physical activity. *Journal of Teaching in Physical Education*. Advance online publication. doi:10.1123/jtpe.2019-0067



# Options for the Physical Education Advancement



# Honors/Advanced Placement

- Honors Classes
- Advanced Placement Classes
  - 38 subject areas currently being offered

There is work to be done if we are to increase respect for what we do. We all know that our content can be exceptionally rigorous and just as important to student success as other academic content areas. Advanced placement classes can also provide opportunities for students who have a passion for our subject matter to challenge themselves.

Irwin, C. C., Doig, S. R., & Corbin, C. B. (2017). Advanced Placement Physical Education: An Opportunity to Act. 88, 7, 7-9.



# Academic Requirements and Electives

- Conceptual Physical Education (e.g., Fitness for Life)
- Advanced CPE
  - San Francisco Unified School District
- Introduction to Kinesiology



# Benefits

- Teacher Recognition
- Administrative Support
- Parental Support
- Community Support
- Student Support
- Medical and Public Health Support



Now is a Franklin Henry moment!

