

EVALUATING THE ACTIVE SCHOOL FLAG



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“The Active School Flag (ASF) ...

strive to

Over 1'000 Schools have achieved the flag to date

... gradually

... process aims to get more

schools, more active, more often”

Phase 1

Evaluating Implementation of ASF from **the school's perspective**

- Factors of **engagement**, perceived **challenges**, perceived **benefits**



Data Collection



248



24



Motivational Factors

An interplay between intrinsic and extrinsic motivational factors prompted engagement





Motivational Factors

We wanted to strengthen our PE programme



We wanted to find ways to get our pupils more active throughout the school day



We wanted to promote our school within the community



To improve the health of the children
Obesity, Poor FMS, physical inactivity



Why are so many : run, jump or catch

Schools are being asked to educate c

© Tue, Nov 28, 2017, 00:00

Michelle McBride



Children playing at Gurraneasig national school i

 Eoin Fitzpatrick, a primary scl
deterioration in children's phy

Almost a third of Irish children are now overweight – study

Irish boys rank 98th in the obesity charts and girls rank 78th out of 200 countries


© Wed, Oct 11, 2017, 08:12

Updated: Wed, Oct 11, 2017, 15:56

Ciarán D'Arcy



Much of the increase in recent years has taken place in developing countries. File photograph: Bryan O'Brien/The Irish Times

 Almost a third of Irish children are now overweight and the country ranks
58th out of 200 countries for its proportion of overweight youths, new data

Perceived Benefits

A litany of perceived benefits from improvements in **physical activity to physical fitness to behaviour, punctuality, confidence and academic achievement**



Challenges

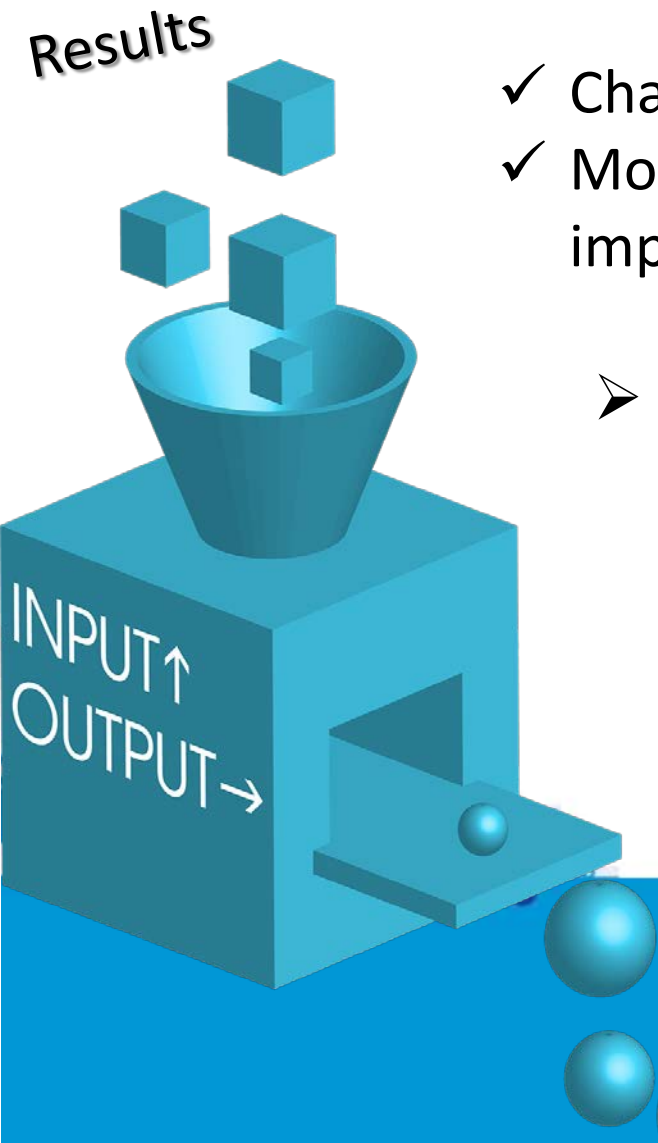
The paperwork associated with the ASF was a deterrent



The amount of time required by the ASF was a deterrent



Results as inputs



- ✓ Changes made to the amount of paper work involved in the process
- ✓ Motivational factors used to increase engagement and prompt implementation
- Highlighting issues such as poor FMS in children (motivational factor) and components of the ASF that provide a solution, e.g. structured PE

Phase 2

Evaluating ASF implementation from the children's perspective



Evaluating ASF Implementation

- Pair matched DEIS schools – 3 schools implementing ASF, 3 not engaged with the process

Schools [Paired]	Accelerometers	Pupil Questionnaires	Focus Groups	Teacher Questionnaires
Experimental School 1	59	68	6	17
Control School 1	40	47	6	14
Experimental School 2	48	53	6	30
Control School 2	41	47	6	26
Experimental School 3	36	36	6	11
Control School 3	50	51	6	18
TOTAL	274 (143 + 131)	302 (157 + 145)	36	136

PA – Preliminary Results

- At baseline, new ASF schools had low levels of PA (lower than the control schools)
- We want to identify if there have been significant improvements in PA for the ASF schools
- Compare the percentage improvement over the course of the year to the control schools

Behaviour – Preliminary

Significant Improvements in Behaviour for ASF
Schools



Attitudes and Wellb...

Significant increase in positive Attitudes and confidence ASF Schools



Focus Group Results

3 key themes account for positive and negative attitudes towards School, PE and PA in DEIS Primary children.

1) Choice 2) Challenge 3) Value



“The Active School Flag (ASF) is awarded to schools that strive to achieve a physically educated and physically active school community. The process aims to get more schools, more active, more often”



ASF a Physical Literacy Programme

*Acceptable to the International Physical Literacy Association (IPLA): “Physical Literacy can be described as the **motivation, confidence, physical competence, knowledge and understanding**, to value and take responsibility for engagement in **physical activities for life.**” (IPLA, 2017)*



Thank you for your attention

