

HEALTHY BODIES AND STRONG MINDS

Hawaii Health and Physical Education Workshop

December 5, 2014



Evaluation Report

2014-2015 SY

Submitted in January 2015
by the Healthy Hawaii Initiative Evaluation Team

HAWAI‘I WORKSHOP SUMMARY

Course Objectives

The *Hawaii Healthy Bodies and Strong Minds District Workshop* was held on Friday, December 5, 2014 at Kealahou High School. The workshop was offered to health education and physical education (PE) teachers on the Big Island.

The workshop was a collaborative effort led by the Healthy Hawaii Initiative district and state health and physical education resource teachers. The instructors included Patrick Kim (West Hawaii District), Yvette Ikari (Central District), Denise Darval-Chang (Honolulu District), Curt Okimoto (Windward District), Rob Hesla (Leeward District), Michelle Baysa (Maui District), Cathy Kahoonohano (State Health Education Resource Teacher), and Jennifer Ryan (Hawaii Department of Health).

The *Healthy Bodies and Strong Minds Workshop* included a General Session and four Breakout Sessions that provided expertise and best practices on the following topics: physical fitness assessment, elementary fitness meets, the PE fair, innovative physical fitness activities, technology integration, staff pedometer challenges, and standards-based health education. Elementary and secondary teachers attended separate sessions to allow the instructors to adequately tailor the content and instruction for workshop participants. The following workshop goals were aligned with the Hawaii Department of Education’s Strategic Plan:

- To strengthen delivery of standards-based health education by increasing knowledge of and familiarity with approved curricula resources and Hawaii Youth Risk Behavior Survey (YRBS) data.
- To develop skills to integrate technology into health education and physical education classes.
- To learn to implement standardized fitness tests and collect data to inform instruction.
- To connect PE instruction with student participation in the PE Fair, Fitness Meets, and the teacher Student Learning Objective (SLO) process.
- To facilitate school compliance with the Wellness Guidelines.

Workshop Participants

Participant background information was obtained from sign-in sheets and registration forms. Of the 25 participants that attended the workshop, 22 participants completed the post-workshop survey for a response rate of 88.0%. The numbers and percentages generated for this report are based on the total number of workshop participants who responded to each question.

With the workshop taking place in Kona, almost all of the workshop participants worked in West Hawaii (n=21) (Table 1). Three participants were unaffiliated with a specific school or district.

Table 1: What District and Complex do you teach/work in? (n=22)

East Hawaii (1)	West Hawaii (21)
Waiakea (1)	Honokaa (13)
Hilo (0)	Kealakehe (4)
Kau (0)	Konawaena (2)
Keaau (0)	Kohala (2)
Laupahoehoe (0)	
Pahoa (0)	

* School complexes that did not include any workshop participants were shaded in light blue.

On the evaluation form, participants were asked to list their current position(s). Participants could indicate multiple positions if applicable. As displayed in Table 2, the two largest groups of participants were physical education teachers (n=11) and classroom teachers (n=10). Participants were also asked to state how long they had been teaching PE and/or health education. Approximately half of the teachers reported teaching PE and/or HE for *11 years or more* (n=11, 52.4%) (Table 3). Most participants were currently teaching at the *elementary level* (n=10, 45.5%) (Table 4).

**Table 2. Position with current employer
(Responses=28; Respondents =21)**

	n
PE teacher	11
Classroom teacher	10
Health teacher	3
Resource teacher	1
Administrator	1
Other	2
TOTAL responses	28

Table 3. How long have you taught physical education and/or health education? (n=21)

	n	%
11 years or more	11	52.4
6-10 years	5	23.9
1-5 years	3	14.3
Less than 1 year	1	4.7
Do not teach HE and/or PE	1	4.7
TOTAL responses	21	100

Table 4. Grade level (n=22)

	n	%
Elementary	10	45.5
Middle	4	18.2
High	6	27.3
Multiple	2	9.0
TOTAL responses	22	100

BREAKOUT SESSION EVALUATION

Participants were asked to rate their level of agreement on the General Session and the four Breakout Sessions using a 5-point scale, where 1 equals “Strongly Disagree” and 5 equals “Strongly Agree”. Four statements were used to evaluate each session: (a) *The session improved my understanding of the topic*; (b) *I feel confident using this information*; (c) *I plan to apply the information I learned right away*; and (d) *This session will be useful and relevant to my position*. Responses were summarized by totaling the number of individuals that indicated either *Agree* (4) or *Strongly Agree* (5) for each statement. As displayed in Tables 5 to 9, the majority of participants positively rated each session. “Innovative Physical Fitness Activities” received the highest scores overall, followed closely by the “General Session” and the “Staff Pedometer Challenge”.

Table 5. General Session: Physical Fitness Assessment, Fitness Meet, and PE Fair (n=22)

	Agree or Strongly Agree	
	n	%
a. This session improved my understanding of the topics	22	100.0
b. I feel confident using this information	20	90.9
c. I plan to apply the information I learned right away	20	90.9
d. This session will be useful and relevant to my position	21	95.5

Table 6. Innovative Physical Fitness Activities (n=22)

	Agree or Strongly Agree	
	n	%
a. This session improved my understanding of the topics	22	100.0
b. I feel confident using this information	22	100.0
c. I plan to apply the information I learned right away	19	86.4
d. This session will be useful and relevant to my position	22	100.0

Table 7. Technology Integration (n=22)

	Agree or Strongly Agree	
	n	%
a. This session improved my understanding of the topics	22	100.0
b. I feel confident using this information	18	81.8
c. I plan to apply the information I learned right away	20	90.9
d. This session will be useful and relevant to my position	21	95.5

Table 8. Staff Pedometer Challenge (n=22)

	Agree or Strongly Agree	
	n	%
a. This session improved my understanding of the topics	22	100.0
b. I feel confident using this information	21	95.4
c. I plan to apply the information I learned right away	19	86.4
d. This session will be useful and relevant to my position	21	95.4

Table 9. Standards-Based Health Education (n=22)

	Agree or Strongly Agree	
	n	%
a. This session improved my understanding of the topics	20	90.9
b. I feel confident using this information	20	90.9
c. I plan to apply the information I learned right away	19	86.4
d. This session will be useful and relevant to my position	18	81.8

POST WORKSHOP EVALUATION

Overall Workshop Evaluation

At the conclusion of the workshop, participants were asked to provide feedback on the content and materials presented that day. On a 5-point scale, 85% or more of the respondents *Agreed* (4) or *Strongly Agreed* (5) that the workshop improved their understanding of the following six topics: standardized fitness tests, PE instruction, standards-based health education, YRBS data, integrating technology, and encouraging school environments to meet the Wellness Guidelines (Table 10). The number and percent of individuals that *Agreed* or *Strongly Agreed* with each statement have been combined and summarized below in Tables 10 and 11.

Table 10. As a result of this workshop, my understanding and knowledge has increased in:

	Agree or Strongly Agree	
	n	%
a. Implementing standardized fitness tests and collecting data to inform instruction (n=19)	18	94.7
b. Connecting PE instruction with student participation in the PE Fair, Fitness Meets, and teacher SLO process (n=20)	19	95.0
c. Delivery of standards-based health education by increasing my knowledge & familiarity with approved curricula resources (n=20)	20	100.0
d. Delivery of standards-based health education by increasing my knowledge & familiarity with Hawaii YRBS data (n=20)	17	85.0
e. Developing skills to integrate technology into Health Education and Physical Education classes (n=20)	19	95.0
f. Encouraging school environments to meet the Wellness Guidelines (n=20)	20	100.0

All participants indicated that the workshop was appropriate to their level of knowledge and experience, and they also agreed that the workshop helped support the Department of Education's vision (Table 11). Additionally, over 95% of respondents reported that they plan to utilize the content and information presented during the workshop to support their standards-based instruction.

Table 11. General workshop evaluation (n=21)

	Agree or Strongly Agree	
	n	%
a. This workshop was suitable to my level of knowledge and experience	21	100.0
b. The content and information presented will be utilized to support my standards-based instruction	20	95.2
c. The workshop helped support Hawaii's DOE vision: " <i>Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society</i> "	21	100.0

The survey concluded with two open-ended questions. The responses to these questions were categorized by theme to provide a method for organizing the data. Participants were asked to list two specific actions that they intended to apply at their school or in their classroom as a result of the workshop. As shown in Table 12, the action items were divided into seven themes, with the top three most frequently mentioned topics relating to the *Pedometer Challenge* (n=10), Physical Education and Physical Activity (n=7), and Technology (n=7).

Table 12. Please list at least two specific actions that you intend to apply to your school or classroom as a result of this workshop (Respondents=20, Responses= 38)

Pedometer Challenge (10)
<ul style="list-style-type: none"> • Pedometer challenge (6) • Begin pedometer challenge with my grade level or at least other teacher • I will put my pedometer on • Pedometer challenge! Loved that idea • Walk challenge within grade level? Start small
Physical Education and Physical Activity (7)
<ul style="list-style-type: none"> • Swat ball (3) • Huli chicken • New games • Skillastics - thought it was so clever! Great resource in the classroom • Stack cups
Technology (7)
<ul style="list-style-type: none"> • Apps for iPad • Google docs data • Healthteacher.com • Incorporate technology into my class • Integration of technology with PE • Small games with HR monitors • Technology integration
Application of New Content (5)
<ul style="list-style-type: none"> • I will do physical activities learned in general session • Make health and PE and priority and integrate • Use some of the fitness activities for PE • Use the activities we were taught today • Use the activities with the kids to get them fit
PE Fair and Fitness Testing (5)
<ul style="list-style-type: none"> • PE Fair (2) • Contact RT for equipment/fitnessgram • Fitness assessments • Use Fitnessgram testing
Wellness (3)
<ul style="list-style-type: none"> • Wellness committee (2) • Introduce wellness committee at my school
Other (1)
<ul style="list-style-type: none"> • Reflection on physical activity and self-improvement

Respondents were also asked to name two topics that they would like to learn more about during future health and PE workshops. As shown in Table 13, the workshop topics were divided into six themes. Many participants were interested in learning about *Physical Education and Physical Activity* (n=11), *Health, Nutrition and Wellness* (n=10), and *Technology* (n=8).

Table 13. Please list 2 professional development topics you are interested in learning more about in future workshops (Respondents=19; Responses=37)

Physical Education and Physical Activity (11)
<ul style="list-style-type: none"> • CrossFit • Educational kinesiology or brain gym • Games for PE • Help with starting PE contest among area schools • Learn more PE activities to implement • More ways to integrate physical education with other subjects • New games and activities • PE fair info • Rainy day activities • Sports with minimal equipment • Topic of interest are brain breaks
Health, Nutrition and Wellness (10)
<ul style="list-style-type: none"> • Emotional health • Games for health • Health and food/diet/nutrition/preparing meals • Health fair info • Health lessons • Healthy lifestyle • Nutrition and wellness activities • Nutrition/snack policy in schools • PD credit - health class • Wellness program
Technology (8)
<ul style="list-style-type: none"> • Apps • Building technology into class • Google doc PD class • Google docs • Google drive with PE • Ideas like: Google doc, healthteacher, etc. • How to use Google drive in PE • Technology
Other (3)
<ul style="list-style-type: none"> • Parent night • Professional share out time • Ways to address administrators
SLOs and Evaluation (3)
<ul style="list-style-type: none"> • Incorporating into SLO • SLO • Using PE for SLO
Innovative Physical Activity (2)
<ul style="list-style-type: none"> • More innovative games • More innovative physical fitness activities

CONCLUSION

Overall, the majority of workshop participants provided positive feedback about the *Healthy Bodies and Strong Minds Workshop*. After the completion of the workshop, most participants felt that their understanding and delivery of standards-based health and physical education had improved, and they also indicated that they intended to use this workshop information to inform their instruction. Although not everyone planned to apply the workshop information immediately in their classroom, most participants stated that the workshop content will be useful and relevant to their position.

For future workshops, the three most frequently requested topics for professional development include: *Physical Education and Physical Activity* (e.g., brain gym; integrating PE with other subjects), *Health, Nutrition, and Wellness* (e.g., how to live a healthier lifestyle; wellness and nutrition activities), and *Technology* (e.g., use of Google drive; building technology into the class).

