

HEALTH-BASED PHYSICAL EDUCATION

A FRAMEWORK FOR PROMOTING ACTIVE LIFESTYLES IN CHILDREN AND YOUNG PEOPLE

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Part 1: Introducing a new pedagogical model for Health-Based Physical Education

On 11th and 18th May 2020, we delivered two webinars for the Association for Physical Education (afPE) focused on a Health-Based Physical Education (HBPE) pedagogical model. These webinars are available to view in the members' area of the afPE website and are outlined in the following two articles (part 1 and 2). HBPE is one framework that can support physical educators to promote young people's positive physical activity attitudes and behaviours. In part 1, we present a rationale for new 'PE-for-health pedagogies' (Armour & Harris, 2013) – new ways of teaching about physical activity. We subsequently justify the foundations of HBPE, including the model's major theme and goals, and the underlying theories and important assumptions for practitioners. In part 2, we provide a range of practical examples and identify key considerations to illustrate how HBPE can be effectively applied to help promote positive physical activity behaviour.

INTRODUCTION

The first article has two aims. Firstly, to generate a rationale for new 'PE-for-health pedagogies' in physical education. Secondly, to justify and explain some of the foundations of the HBPE pedagogical model framework; specifically, the major theme, learning goals, assumptions and theories that make up the HBPE framework. Readers would benefit from reviewing the original HBPE pedagogical model advocacy paper (Haerens *et al.*, 2011), which laid some of the groundwork for the model's subsequent development (Bowler, 2019).

WHY DO WE NEED NEW 'PE-FOR-HEALTH PEDAGOGIES'?

We focus on three key reasons why we need more practitioners to consider new 'PE-for-health pedagogies': the tremendous power of physical activity, common approaches to teaching health-related learning in PE, and the growing use of pedagogical models.

a) PHYSICAL ACTIVITY IS A RESOURCE FOR LIFE – YET THE WORLD HAS STOPPED MOVING

Whilst the evidence on the benefits of physical activity are without question, research indicates that most people are not active enough to achieve these potential benefits. A recent Active Lives Survey (Sport England, 2019) revealed that less than half of children and young people in the UK are meeting the physical activity recommendations of an average of at least 60 minutes per day across the week (Chief Medical Officers, 2019). In a nutshell, and to re-use a powerful phrase from Nike (2012), "the world has stopped moving". A wealth of literature cites the potential physical, social, psychological, personal, educational and even financial advantages of regular physical activity, which we argue is a truly fabulous resource for life! The Chief Medical Officer went as far as suggesting that if there was a medication that had similar effects to physical activity it would be regarded as a "wonder drug" (2010, p.21).

b) APPROACHES TO TEACHING PHYSICAL ACTIVITY AND HEALTH HAVE GENERALLY NOT BEEN EFFECTIVE

Despite calls within the profession for a focus on PE developing healthy active

lifestyles, we have arguably not been able to achieve this goal effectively. However, whilst PE alone cannot create an active society (PE has a direct influence over around only 2 per cent of a young person's waking life (Fox *et al.*, 2004)), we would argue that it hasn't always done what is best in the name of physical activity. Perhaps the subject has too many goals? Perhaps attention has been focused in the wrong direction? Perhaps some approaches have been misguided, in the name of physical activity? Just one example of the latter is the common use of ad hoc fitness testing and a focus on methods of training for sport performance in health-related PE (Alfrey & Gard, 2014; Harris & Leggett, 2015). Notwithstanding their 'potential' educational benefit, we question what experiencing fitness testing and methods of training does for physical activity promotion in children and young people? These questions have been long-argued, along with calls for more aligned approaches that will effectively lead to physical activity promotion (Harris & Cale, 2018). Whilst some approaches have perhaps not hit the mark in activating healthy, active lifestyles, a number of successful initiatives across the world *have* been able to make sustained changes to young people's physical activity behaviours, and a number of these are drawn upon in this pedagogical model. To summarise, we know that the subject has multiple aspirations (Bowler *et al.*, 2020), we know from the points above that some approaches are misdirected in terms of physical activity promotion, and we know that a significant number of teachers are poorly prepared, through both their ITT



and CPD to teach health-related learning in schools (Alfrey *et al.*, 2012). These reasons warrant new 'PE-for-health pedagogies' and an evidence-informed framework to help practitioners to effectively teach health-related learning in PE.

c) MODELS-BASED PRACTICE IN PHYSICAL EDUCATION

In addition to the first two points, a growing area of research in PE is in the area of 'models-based practice' or 'pedagogical models', such as the use of Sport Education, Cooperative Learning and Teaching Games for Understanding. Whilst not without limitations, pedagogical models provide an alternative approach to curriculum design that move away from a multi-activity approach that aspires to achieve broad aims with a few dominant teaching strategies. Rather, pedagogical models provide a flexible, evidence-informed framework that can be used to design local curricula to achieve specific outcomes associated with each model.

These three reasons (a, b and c) provide a justification for new 'PE-for-health pedagogies'. As such, we respectfully urge readers to consider their approaches to teaching health-related learning and, if the assumptions of the model later align with your own beliefs, to consider the use of HBPE in your future practice. We also suggest, in line with Fernandez-Rio (2016, p.5), that, in the future, HBPE might even be considered as "the pivotal pedagogical model for physical education, because all the others should try to support this one's basic goal". The remainder of the article explores the key foundations of the HBPE pedagogical model.

MAJOR THEME – VALUING A PHYSICALLY ACTIVE LIFE

The major theme, or aspiration, of HBPE draws on a significant evidence-base for the benefits of teaching for valuing – helping individuals to see the intrinsic benefits of physical activity and securing meaningful experiences through their PE journey. HBPE is the first pedagogical model with valuing physical activity as its explicit aspiration. Siedentop (1996) depicts valuing with three important qualities: 1) participation: people value physical activity when they organise their life so they can be regularly active; 2) literate: they are knowledgeable participants in their chosen activities; and 3) critical: they understand barriers to participation and work to overcome these for themselves and others.

Figure 1: HBPE learning goals

Students who 'value a physically active life' will:

1. Lead an active lifestyle through regular participation in meaningful physical activity (**habitual mover**)
2. Demonstrate a positive attitude and perceived competence in chosen physical activities through high levels of effort and individual challenge (**motivated mover**)
3. Explain how and where to engage in interested physical activities, the effects of an active lifestyle and how to participate safely and effectively to achieve their personal goals (**informed mover**)
4. Evaluate socio-cultural barriers to physical activity involvement and become activists (movement promoters) to positively affect their own and others physical activity environment (**critical mover**)

These three qualities are of real importance to teachers, given that most children and young people sustain physical activity for intrinsic reasons, such as personal meaningfulness, challenge and joy, rather than for extrinsic motives such as health, disease prevention or weight loss (Teixeira *et al.*, 2012). To this end, we have drawn on research from Kretchmar (2006) and Beni and colleagues (2017) who suggest five qualities for the creation of meaningful experiences in PE: (1) social interaction, (2) fun/delight, (3) challenge, (4) motor competence, and (5) personally relevant learning. As a result of the broader consideration of meaningful participation, a fuller exploration of the major theme for HBPE is:

“Valuing a physically active life, so that students learn to value and practise physical activity for their health and wellbeing, joy, social interaction, challenge, competence and personally relevant learning experiences.”

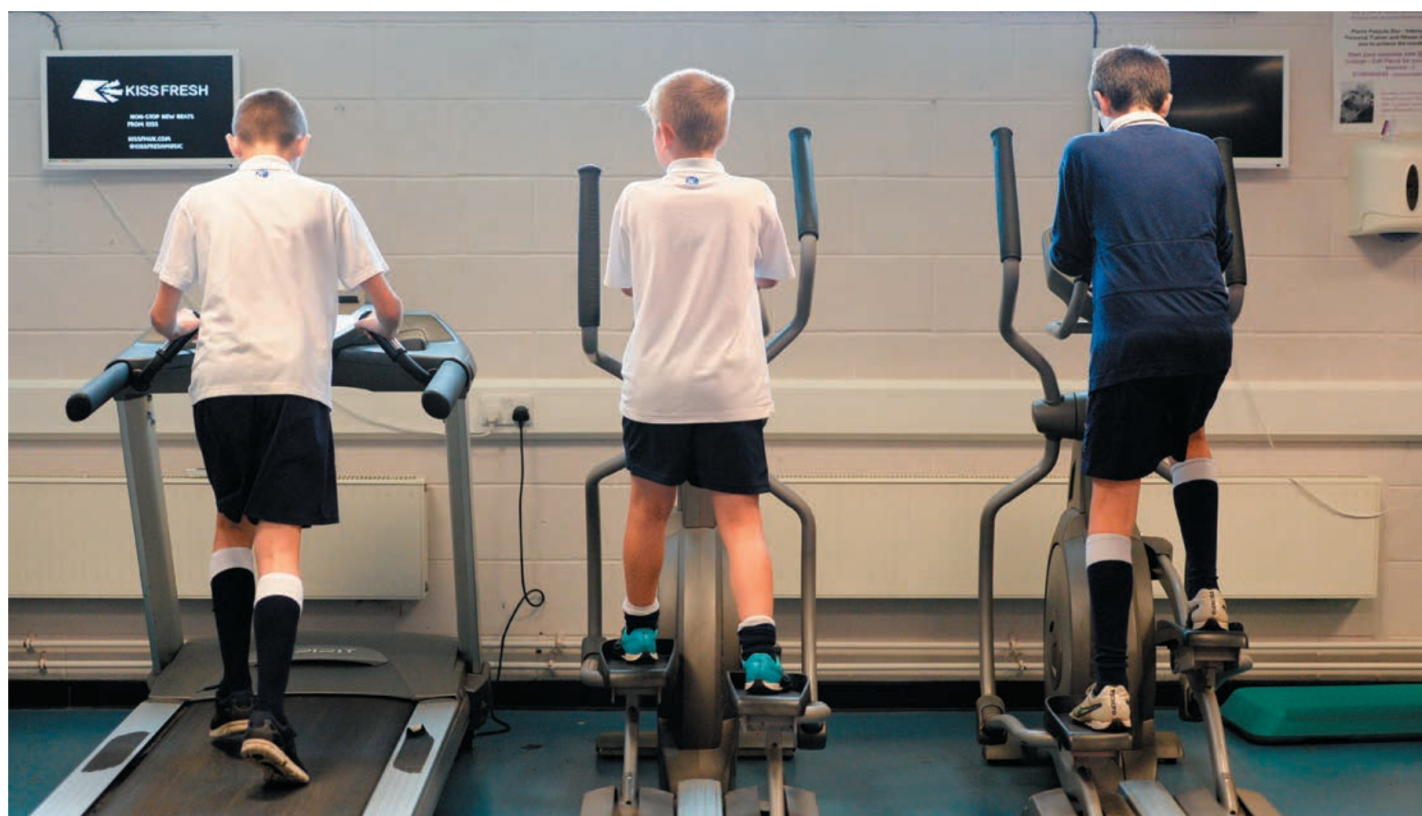
(Bowler, 2019, p.212)

LEARNING GOALS

To achieve the major theme of valuing a physically active life, we have developed four learning goals that aspire to develop habitual, informed, motivated and critical movers. These are presented in Figure 1. The four movers should guide the design and delivery of HBPE and are considered further in part 2.

UNDERLYING THEORIES

In designing HBPE, we have drawn from the strong evidence associated with behaviour change for intrinsic motivation and physical activity participation. For this article, we highlight three major theoretical frameworks, although this is not to say that other theories should not be considered in achieving the major theme and learning goals.



SELF-DETERMINATION THEORY

Self-Determination Theory (SDT) is one of the most well-known theories of motivation and supports a holistic understanding of what drives individuals' motives. In a simplified view of SDT, three key needs are required for self-determined (intrinsic) motivation: the needs for autonomy, competence and relatedness (or belonging). If children and young people perceive these needs in their PE and physical activity settings, they can develop more intrinsic participation motives. The need for autonomy is fulfilled when individuals perceive they have a degree of control over their behaviour, such as choice and ownership to make decisions. Competence concerns our achievements, knowledge and skills; people need to build their perceived competence and develop mastery over tasks that are important to them. Thirdly, relatedness involves feelings of belonging or connectedness and being respected by significant others such as a teacher and peers (Ryan & Deci, 2017). Applying these three needs in practice is considered in part 2.

Whilst SDT provides an excellent framework to optimise intrinsic motivation, it is primarily concerned with changing behaviours within individuals and places less focus on the broader factors affecting physical activity. These broader determinants are crucial in establishing the factors affecting physical (in)activity participation and are aligned with the second and third underlying theories of

HBPE – the Social Ecological Model of Health and Correlates of Physical Activity. These two additional frameworks support physical educators to think beyond the PE lesson to achieve more effective physical activity behaviour change in their students.

SOCIAL ECOLOGICAL MODEL OF HEALTH

The Social Ecological Model identifies five determinants or levels of health behaviour (McLeroy *et al.*, 1988). *Intrapersonal* determinants highlight that an individual's knowledge, beliefs and experiences will influence their behaviours. *Interpersonal* determinants emphasise the influence of friends, family and wider social networks. *Organisational* determinants consider the

cultures and regulations within institutions such as schools and workplaces.

Community determinants include relationships among individuals, groups and organisations within a designated geographical area, such as a village, town or city. Finally, *policy* determinants emphasise the influence of local and national policies and laws that govern health behaviours.

The Social Ecological Model emphasises that if we really want to change physical activity behaviours, we must work at multiple levels to do so. The importance of the multi-level nature of this model is borne out in school-based interventions which consistently indicate that multi-component strategies are most promising

Table 1: Correlates of physical activity (Adapted from: Bauman *et al.*, 2012; Biddle *et al.*, 2015; Sallis *et al.*, 2000; Van der Horst *et al.*, 2007)

Demographic/ individual	Psychological	Behavioural	Social	Environmental
Females Older children Adolescents	Self-efficacy Perceived competence Behavioural control Body image Task goal orientation	Immediately before/after school Weekends School-community partnerships	Parents Family Teachers Peers (adolescents)	School PA policy Opportunities to be active Access/proximity to activities, facilities and equipment

Figure 2: HBPE assumptions about learning and teaching

- Assumption 1:** Prioritise a physical activity for life (rather than a fitness, sport or performance) approach (although exercise and/or fitness may form part of some programmes).
- Assumption 2:** Changes in physical activity behaviour require extended periods of learning in multiple learning domains (affective, cognitive, physical and social). The affective domain will take highest priority, although this will be supported by the physical, cognitive and social domains.
- Assumption 3:** What is learnt in HBPE must be meaningful and draw from and be transferable into young people's leisure time.
- Assumption 4:** Approaches must support all students' perceptions of autonomy, competence and relatedness to develop their intrinsic motivation for physical activity.
- Assumption 5:** HBPE should draw on multiple school, family and community strategies.

in physical activity participation. For example, Kriemler *et al.* (2011) identified that effective changes to the PE curriculum, as well as wider educational (cross-curricular) and environmental (social and built environment) changes, are most effective in achieving changes in children and young people's physical activity behaviours. Furthermore, Biddle *et al.* (2015) suggest specific school and family strategies are typically much more effective than either of these in isolation. We encourage physical educators to consider these findings in terms of their broader work on physical activity promotion.

CORRELATES OF PHYSICAL ACTIVITY

The study of correlates is crucial to effectively target specific variables which are most likely to affect individuals' physical activity behaviours (Biddle *et al.*, 2015). These variables, as with the Social Ecological Model, present multiple levels of influence on physical activity behaviour. An awareness of the correlates will enable teachers to: 1) identify specific variables which cannot be changed or modified (e.g. age) to target populations who have typically lower levels of physical activity, and 2) identify variables that can be changed (e.g. perceived competence). Table 1 (on the previous page) summarises a number of known correlates of physical activity for young people. The correlates emphasise those who are typically the least active (females and older adolescents) as well as other factors, both within individuals (such as self-efficacy or body image) and the wider social environment (access to physical activity, the support of others to be active and the implementation of an effective

school physical activity policy). An understanding of the correlates is crucial to the promotion of physical activity and is used as a basis for identifying a range of teaching and learning strategies in part 2.

ASSUMPTIONS ABOUT LEARNING AND TEACHING

The HBPE pedagogical model outlines five assumptions about learning and teaching (Figure 2) to enable young people to value a physically active life. If a teacher understands and has a belief system in line with the assumptions, they will be more likely to implement it successfully and achieve the intended learning outcomes (Metzler, 2011). In this way, the assumptions serve as an important guide to practitioners in the design and implementation of their HBPE programmes.

CONCLUSION

In this article, we have provided a rationale for new approaches to teaching health-related learning in PE and presented the key foundations of the HBPE pedagogical model. We have shared the major theme of valuing a physically active life, along with four movers which depict the learning goals. HBPE draws on theoretical frameworks to justify the importance of teaching for valuing and intrinsic motivation, as well as generating practitioners' awareness of the multiple levels of determinants which can affect their students' physical activity. Finally, to enable transparency in the implementation of the pedagogical model, we presented the assumptions about learning and teaching. ■

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Part 2: Health-Based Physical Education in practice

Building on part 1, where we introduced a new pedagogical model for Health-Based Physical Education (HBPE), the primary aim of this article is to illustrate how the model may be implemented in the PE curriculum to help support all children and young people to develop positive physical activity behaviours. Specifically, we consider the model's critical features for teaching and learning, followed by some key planning considerations, including learning intentions, assessment strategies and how the model can potentially be modified to reflect specific contexts during implementation.

CRITICAL FEATURES

According to Metzler (2011), to ensure the effective implementation of a pedagogical model, specific critical features for teacher and student behaviour must be designed. The critical features indicate the patterns of expected teacher and student behaviour and maximise the potential of a model's learning goals being achieved. Thus, critical features should be observed during the teaching and learning process. The critical features for HBPE (Table 1) highlight the most important elements of the model

from our perspective, in order to support teachers to focus on the major theme of valuing a physically active life and the key learning goals, i.e. developing habitual, motivated, informed and critical movers. It is important to note, however, that not all of the critical features are expected to be observed in every single lesson, but rather should be viewed holistically over the course of employing the HBPE model in the curriculum. Drawing on key words and phrases from each of the critical features, namely *promotes*, *informed movers*, *needs-supportive* and *critical movers*, we created the acronym PINC as a guide for practitioners.

TEACHER PROMOTES MEANINGFUL PHYSICAL ACTIVITY

When employing the HBPE model, it is recommended that teachers act as positive role models, demonstrating a real passion and energy for physical activity. Specifically, students should be taught how to identify and meet personal targets in relation to being active. Secondly, in line with the Association for Physical Education's (afPE) recently revised Health Position Paper (Harris, 2020), which recommends that students should be active for 50-80 per

cent of the available lesson time, it is expected that teachers will adopt *active pedagogies* (Harris & Cale, 2018), where learning is embedded through meaningful movement contexts. It is important to stress that the pursuit of high intensity physical activity levels should not be at the expense of educating students with the necessary attitudes, knowledge and skills to lead active lifestyles. Indeed, Quarmby *et al.* (2018) caution that prioritising time spent on high intensity activity during lessons may negatively impact on students' enjoyment and their subsequent motivation to be physically active. Clearly, if PE is to be effective in promoting life-long physical activity, children and young people must be motivated and taught how to be active out of class, especially as many schools in England have reduced the curriculum time available for PE (Youth Sport Trust, 2018). This worrying trend leads us to argue that, during the teaching of HBPE, there must be a strong commitment to provide students with out-of-class learning activities or activity challenges. Examples of these activity challenges could involve encouraging students to attend extra-curricular clubs, being active with a friend or family member, doing housework, actively commuting to school and keeping an activity diary.

TEACHER SUPPORTS STUDENTS TO BE INFORMED MOVERS

The second critical feature for HBPE involves teachers supporting students to be informed movers, which involves developing their knowledge about how, why and where to be physically active. Again,

Table 1: HBPE critical features

P	Teacher promotes meaningful physical activity
I	Teacher supports students to be informed movers
N	Teacher creates a needs-supportive learning environment
C	Teacher encourages students to become critical movers

this critical feature can be highlighted in a number of ways, such as teachers discussing both the current physical activity guidelines for children and young people and subsequent levels of activity. For example, the UK guidelines for Children and Young People (aged 5 to 18 years) published by the Chief Medical Officers (2019) recommend that:

1. Children and young people should engage in moderate-to-vigorous-intensity physical activity for an average of at least 60 minutes per day across the week.
2. Children and young people should engage in a variety of types and intensities of physical activity across the week to develop movement skills, muscular fitness and bone strength.
3. Children and young people should aim to minimise the amount of time spent being sedentary, and when physically possible should break up long periods of not moving with at least light physical activity.

Students should also gain knowledge of how to participate safely and effectively in different physical activity pursuits, which could include the development of muscular strength, and need to know some of the risks associated with physical activity engagement, such as burnout and overuse injuries. Furthermore, it is important that students learn the health benefits of engaging in an active lifestyle, and we argue there should be a particular emphasis on the short-term social and affective benefits. Finally, teachers must help students to identify where there are opportunities to be physically active in their local community to support out-of-class participation.

TEACHER CREATES A NEEDS-SUPPORTIVE LEARNING ENVIRONMENT

In part 1, we discussed Self-Determination Theory, which proposes that an individual will develop more autonomous forms of motivation when their needs for autonomy, competence and relatedness are satisfied (Ryan & Deci, 2017). Drawing on research evidence (Standage & Ryan, 2012; Ntoumanis, 2012), we propose a number of strategies to help create a needs-supportive environment when employing the HBPE model. These include offering choice in response to the needs and interests of

students in order to foster autonomy support. Specific examples could involve consulting students on the content of HBPE programmes and encouraging them to engage in activities of interest out of class. There should be a focus on empowering students to manage their own learning and developing our role as facilitators or promoters of active lifestyles. It is envisaged that support for competence will be generated when teachers plan activities that optimally challenge all students and provide constructive, personalised feedback that develops self-confidence and perceptions of self-competence. To promote relatedness support, or a sense of belonging, we should encourage students to support their peers sensitively through the creation of a collaborative learning environment. This may involve teaching students how to provide positive feedback and treating each other with empathy and respect.

TEACHER ENCOURAGES STUDENTS TO BECOME CRITICAL MOVERS

The fourth critical feature for HBPE expects teachers to support their students to become critical movers. This may involve setting movement promoter challenges, where students are encouraged to help others, such as family and friends, to participate in physical activity. For example, students could be set an out-of-class challenge to discuss or demonstrate their learning to a family member. It is also important for students to be taught the most common barriers to participation in physical activity and consider how these barriers may be overcome. Sport England (2019) recently highlighted that there are significant inequalities in the areas of disability, family affluence and gender. Specifically, children and young people with a disability or long-term health condition are less likely to be as active as their non-disabled peers, those from low income families are the least likely to be active, and boys are more likely to be active than girls. However, there are multiple barriers to participation which we encourage teachers to discuss with their students, along with any strategies for reducing these.

Figure 1: HBPE learning intentions

- Demonstrate a positive attitude to physical activity through regular participation and effort within and beyond the school.
- Monitor and make progress against personal activity goals.
- Explain the physical activity guidelines and current levels for children and young people.
- Identify how and where to participate in interested physical activities in the local community.
- Recognise common barriers to physical activity participation and how to overcome them.
- Support and encourage others to lead an active lifestyle.

KEY PLANNING CONSIDERATIONS

In the next part of this article, we consider some key questions in relation to planning HBPE curricula and implementing the model in practice. It is important to clarify that we have framed HBPE as a pedagogical model to be taught as an explicit area of the curriculum for sustained periods of time (such as a term) and be revisited and built on throughout a young person's PE journey. In a models-based curriculum, HBPE might be used with other pedagogical models that have other goals. However, we also believe that the HBPE model could inform PE curriculum planning across all phases of education, as it aligns very closely with both the key aims of the National Curriculum in England (DfE, 2013) and the concept of physical literacy, as defined by the International Physical Literacy Association (2017). Indeed, if physical literacy is adopted as the key goal for PE curricula, we propose that the HBPE model could, and should, be a central vehicle to help achieve this.

LEARNING INTENTIONS

When planning learning intentions, or outcomes, for HBPE curricula, it is important to begin by working back from both the major theme and the key learning goals of the model. Thus, the focus of learning must be about teaching students to value and lead active lifestyles, rather than an emphasis on developing fitness and training for sport performance (see part 1). Figure 1 provides some examples of suitable learning intentions for HBPE programmes.

ASSESSING STUDENTS' LEARNING

The second key planning question concerns how to assess students' progress across the multiple learning domains in PE. As valuing a physically active life is the major theme of the HBPE model, we advocate, along with Haerens *et al.* (2011), that teachers prioritise the affective domain when planning curricula. Consequently, teachers may decide to focus assessment on students' social and personal behaviours, such as their motivation, commitment and enthusiasm for physical activity which could

potentially be assessed through attitudinal scales, participation surveys or journals. McKenzie *et al.* (2018), however, warn that characteristics such as attitudes, emotions and feelings often associated with the affective domain present conceptual issues and are difficult to assess in PE.

Together with the affective domain, teachers should also provide opportunities for assessing learning through the cognitive, physical and social domains. To assess the cognitive domain, we might specifically question our students on their understanding of the benefits of an active lifestyle and how to participate safely and effectively in different activities. Furthermore, we could assess their self-reflective skills, peer-feedback and engagement with home-learning tasks, such as researching local opportunities for physical activity. In terms of assessing learning in the physical domain, we may employ activity diaries for students to record their own participation in physical activity, both during and out of class. Whilst the social domain was not originally included in the vision for HBPE proposed by Haerens *et al.* (2011), we argue that there must be an important emphasis placed on developing students' social skills during HBPE programmes. Together with supporting students' psychological need for relatedness, or their sense of belonging, we believe that positive interactions with their peers can build confidence and motivate them to be active. This may be observed in class through students working well as activity buddies and out of class when supporting friends or family members to be active.

CONTEXTUAL REQUIREMENTS AND MODIFICATIONS

The contextual requirements for HBPE are crucial for alignment with the major theme, the four learning goals and the assumptions for learning and teaching. These requirements include students' needs, teachers' own knowledge of the HBPE model, lesson content, duration of units and facilities, equipment and resources. We believe that, when planning HBPE curricula, there should be a strong emphasis on lifestyle activities that promote health and wellbeing. These could include activities such as walking, running, cycling, skipping and swimming, which are often informal or unstructured recreational pursuits, as opposed to organised sport. During our PhD research, the schools we worked with selected running games, boxercise, skipping and student-designed circuits as some of the activities for their HBPE units (see Bowler, 2019 and Sammon, 2019 for more details). There will always be a dilemma in choosing activities, but a balance is important, which will depend on what other activities you include in your PE curriculum. If planning a

focused HBPE unit, for example, we strongly recommend that this is for a minimum of 12 weeks to allow sufficient time for knowledge and skills to be embedded. This is in line with inclusion criteria for school-based physical activity interventions requiring a minimum of 12 weeks (Dobbins *et al.*, 2013) and pedagogical calls for longer units in PE (Kirk, 2010) to develop deeper learning and higher levels of competence.

We are fully aware, however, that it may not always be possible to implement the HBPE model as it was designed 'on paper'. Therefore, HBPE has space for what Professor David Kirk has termed "local adaptation" (Kirk, 2013) and teacher "manoeuvre" (Kirk *et al.*, 2018). For example, modifications could be made in a number of ways, including the specific teacher and student roles, learning activities, assessment strategies, subject content and time allocated for HBPE in the curriculum. Any modifications should be systematically planned and there should be no adaptations to the model's foundations, i.e. the major theme, the learning goals, the assumptions and the underlying theories, as explained in part 1. Furthermore, the critical features, which we discussed earlier, are important in order to remain true to the HBPE model's underpinning principles.

CONCLUSION

In this article, we have discussed the HBPE model's four critical features for teaching and learning to maximise the potential for the learning goals to be achieved. Specifically, these critical features request that teachers promote meaningful physical activity, support students to be informed movers, create a needs-supportive learning environment and encourage students to become critical movers (remember think PINC!). We have also considered some key questions when planning HBPE curricula in relation to suitable learning intentions and assessing students' progress, together with some of the contextual requirements and modifications that can legitimately be made to the HBPE model.

Following the two webinars, there was some really useful Twitter discussion, which can be discovered using #HBPEwebinar1 and #HBPEwebinar2. Consequently, we have created a HBPE network to help inform practitioners' use of the model. Ultimately, we plan to share case studies of good practice, with a view to establishing HBPE as a key pedagogical model for PE, supporting all children and young people to value a physically active life. If you are interested in being involved in this exciting network, please contact us. Finally, we pose a number of key questions for practitioners to consider:

1. How important is the promotion of healthy, active lifestyles for all students in your PE department's aims and curriculum?
2. How does your current approach to health-related learning align with the theme of valuing a physically active life?
3. How might the HBPE pedagogical model support your future practice? ■

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