

Impact of Quality Physical Education



“Some people think P.E. is a place to exercise, when in fact, it’s a place to learn.”

- John Todorovich, president of the Florida Physical Education Association

Economic Impact

“It is estimated that the nation spends \$147 billion annually on obesity, a cost that rivals smoking.”

Source: Study by RTI International, the Agency for Healthy Research and Quality and the U.S. Centers for Disease Control and Prevention, published on the Health Affairs Web site, July 2009

“The cost of obesity for an individual over the course of adult life (starting at age 18) = \$549,907.35.

Without significant intervention, 90% of individuals who are obese at 18 will remain so throughout their adult lives.”

Source: 2009 Study by Wellspring, www.wellspringcamps.com/childhoodobesity_cost/

The EPEC Physically Educated Person

Motivated to be physically active



Safety equipped



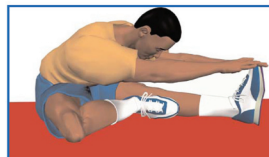
Skilled in health-enhancing physical activities



Prepared for citizenship



Physically conditioned for life’s demands



Public Health Impact

“Quality –Adjusted Life Years (QALYs) lost to obesity are equal to, or greater than, those lost because of smoking.”

Source: American Journal of Preventive Medicine, January 2010

“Obesity is a major risk factor linked to increased cardiovascular disease (CVD), certain types of cancer, type 2 diabetes, and early death.”

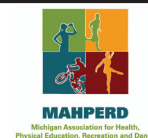
Source: American Cancer Society, American Diabetes Association and American Heart Association, Facts, Learning for Life

“School-based physical education plays a key role in curbing obesity and improving fitness among adolescents from low-income communities. Clearly, physical education in schools is an underutilized tool in our efforts to reduce pediatric obesity.”

Source: Archives of Pediatrics & Adolescent Medicine, November 2009



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Educational Impact

“Obese children miss four times as much school as normal-weight children. They often suffer from depression, anxiety disorders, poor self-esteem, and bullying from their peers.”

Source: State Education Standard, National Association of State Boards of Education, December 2004

“Physically active and fit children tend to have better academic achievement.

More time in physical education and other school-based physical activity does not adversely affect academic performance.”

Source: Active Education, Physical Education, Physical Activity and Academic Performance Research Brief, Summer 2009

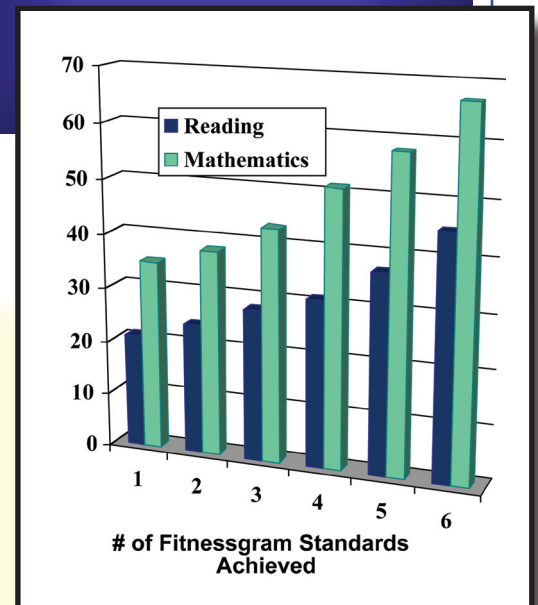
“Promoting fitness by increasing opportunities for physical activity during P.E., recess and out of school time may support academic achievement.”

Source: Journal of School Health, American School Health Association, January 2009, Vol. 79, No. 1

“School systems should require daily physical education for students allowing 150 minutes per week for elementary schools and 225 minutes per week for secondary schools.”

Source: The Surgeon General's Vision for a Healthy and Fit Nation 2010

“Students who are physically active and fit are likely to have stronger academic performance.”



Source:
California Department of Education.
Academic Achievement and
Physical Fitness,
California STAR Testing Program, 2002

“Students whose time in PE or school-based physical activity was increased, maintained or improved their grades and scores on standardized achievement tests, even though they received less classroom instructional time than students in control groups.”



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