INTRODUCTION

Purpose

- A locally funded study
- Focused on high school classroom teachers’ PA integration
- CSPAPs support students’ physical activity throughout the school day and academic year (CDC, 2013).

METHODS

- Eight teachers requested desk cycles for their classrooms
- Students were invited to use the cycles and share their perceptions over three months.
- Students leaders in each classroom were in charge of keeping track of their activity data using logs provided by teachers.
- Cycle participants logged: (a) total minutes on the bikes, (b) total distance, and (c) reasons for using the bikes.
- Interviews were also conducted to learn about students’ perceptions related to desk cycle use.

ANALYSIS/RESULTS

Quantitative Data Analysis

- At least 28 students from the eight classes used the desk cycles daily
- An upward trend throughout the week (less use on Mondays & highest volume on Thursdays)
- 73 students reported their distances with an average of 5.04 miles (Excluded over 20 miles)

Ecological model (Bronfenbrenner & Morris, 1998)

- Ecological model indicates that the classroom environment can be a determinant of health. Supporting PA environment for classrooms in organizational level is an effective strategy to promote students’ PA in interpersonal and individual levels.

Qualitative Data Analysis

- The top three reasons: (a) fun, (b) exercise, and (c) to stay alert/focus.
- Two themes emerged from the student interviews: (a) students enjoyed cycling and keeping track of their physical activity in class and (b) students were able to maintain focus for a longer period of time if they cycled.

References