Technical Tools for Health Promotion:
Incorporating New Technology and Education to Enhance
Physical Education in the Global Community

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"I have neither given nor received unauthorized assistance while preparing this assignment and I have written the code myself."

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New technologies are changing the ways in which we learn and are impacting education on a global scale. Technological advances are increasing communication within educational communities (Goodrick, 2002, p. 4). Such advances are aiding in the dissemination of information, creating greater opportunities for multisensory learning and global interaction for the promotion of learning. To prepare today's students to be the global leaders of tomorrow, new educational technologies must consistently be incorporated to ensure that schools stay on the cutting edge (Hammons, 2009).

Unfortunately, educational institutions have been unsuccessful in maintaining such a position and physical education departments have been even further behind the curve, creating health disparities and an enormous learning deficit that has deepened further with the widening of the digital divide (United Nations Educational, Scientific and Cultural Organization, Institute for Statistics, 2009, p. 7). The result is an ultimatum for global educational institutions and local community education systems that must be addressed now to prevent an impending global health crisis (Organization for Economic Co-operation and Development (2009), *Health Working Papers: The Obesity Epidemic: Analysis of Past and Projected Future Trends in Selected OECD Countries*, p.42). With the prudent and collaborative efforts of stakeholders, the incorporation of new technology in physical education will yield positive gains for the future of global health.

Physical Education and the Current State of Global Health

In the current state of global health, unprecedented surges in the rates of obesity, overweight, and lack of cardio-vascular fitness have created international concern (Organization for Economic Co-operation and Development (2009), *Health Working Papers: The Obesity Epidemic: Analysis of Past and Projected Future Trends in Selected OECD Countries*, p. 42). Although overweight and obesity were at one time considered to be a problem in high-income countries, there has been a growing trend of cases in low- and middle-income countries, especially in urban settings (World Health Organization, 2006, *Obesity and Overweight)*. A 2005 report by the World Health Organization indicated among adults worldwide there were 1.6 billion adults overweight and a minimum of 400 million obese, meaning that on a global scale, one third of adults were overweight and one tenth of adults were obese (2006, *Obesity and Overweight)*. Furthermore, projections for 2015 indicate the likelihood of 2.3 billion adults overweight and more than 700 million obese (World Health Organization, 2006, *Obesity and Overweight*). Due in great part to sedentary lifestyles, such health conditions are also the result of individual attitudes and environmental influences (Organization for Economic Co-operation and Development (2009), *Health Working Papers: The Obesity Epidemic: Analysis of Past and Projected Future Trends in Selected OECD Countries*, p.42-3).

Today's physical activity disparities increase with student ages. The global population of overweight children under the age of 5 is projected to reach 20 million (World Health Organization, 2006, *Obesity and Overweight*). "[United States] data indicate that as many

as 20 to 50% of teens get insufficient physical activity and 6 to 12% do not perform any moderate or vigorous activity," (The President's Council on Physical Fitness and Sports Research Digest, June 2004, Summary section, paragraph 2). Evidence of a global health crisis is clear (Organization for Economic Co-operation and Development (2009), *Health Working Papers: The Obesity Epidemic: Analysis of Past and Projected Future Trends in Selected OECD Countries*, p.42). Without successful intervention efforts to address risk factors for continued growth of this epidemic, this astounding data paints a frightening picture of the future status of global health (Organization for Economic Co-operation and Development (2009), *Health Working Papers: The Obesity Epidemic: Analysis of Past and Projected Future Trends in Selected OECD Countries*, p.43).

Overweight and obesity, as well as other lifestyle-related conditions, are serious cumulative risk factors, contributing to cardiovascular disease, diabetes, arthritis, some cancers, and numerous other health disorders that result in long-term suffering, premature death and considerable disability (Organization for Economic Co-operation and Development (2009), *Health Working Papers: The Obesity Epidemic: Analysis of Past and Projected Future Trends in Selected OECD Countries*, p.42-3), The health risks associated with a lack of cardio-vascular fitness is of analogous concern, even in cases of normal body weight (World Health Organization, 2006, *Obesity, What are the health consequences of being overweight?)*. Additionally, lack of musculoskeletal fitness is likely to precipitate fragility and the reduced ability to perform daily activities in adults of senior ages (Organization for Economic Co-operation and Development (2009), *Health Working Papers: The Obesity Epidemic: Analysis of Past and Projected Future Trends in Selected OECD Countries*, p.42). Furthermore, burdens of such health conditions are often felt not only by those diagnosed with the disorders, but are often shared by family members, loved ones, health care systems, and communities (World Health Organization, 2006, *Obesity, What are the health consequences of being overweight?)*.

Fortunately a positive correlation exists between information availability and the reduction of sedentary lifestyles and associated health risks through the development of individual habits and healthy lifestyles (Organization for Economic Co-operation and Development (2009), *Health Working Papers: The Obesity Epidemic: Analysis of Past and Projected Future Trends in Selected OECD Countries*, p.43). Physical education has long been acknowledged for its vital role in improving public health by promoting the formation of healthful habits early in life and the continuation of such habits into adulthood (United Nations, 2005. *International Year of Sport and Physical Education 2005, Executive Summary section*). Overweight and obesity are generally preventable and fitness is promoted through proper nutrition and physical activity habits that can be taught through physical education (World Health Organization, 2006, *Obesity, What are the health consequences of being overweight?)*. Quality physical education programs are crucial to the development of motor skills, physical fitness, critical thinking skills, cooperative competences, and the understanding and implementation of concepts that promote lifetime wellness (National Association for Sport and Physical Education, 2001, p. 1).

The Current State of Physical Education

As stated by the Organization for Economic Co-operation and Development, "good health is necessary for individuals to flourish as citizens, family members, workers and consumers. Improving health is a key concern of [societies], as it can contribute to higher economic growth and improved welfare" (2009, *Health section)*. Physical education has long been noted for its crucial role in improving public health through the universal language of sport, thus contributing to peace and wellness (United Nations, 2005. *International Year of Sport and Physical Education 2005, Executive Summary section*). It is an essential component in the support of holistic education as it directly contributes to the development of mind and body, increases academic motivation and health literacy, enhances cooperative competencies, and promotes lifelong wellness (National Association for Sport and Physical Education, 2001, p. 1). This formation of healthful habits early in life is often leads to the continuation of such habits into adulthood (International Council for Health, Physical Education, Recreation, Sport, and Dance, 2009, *International Standards for Physical Education and Health in School Children)*.

Four decades ago, the United Nations recognized the practice of physical education as a fundamental right for all and an essential element in the overall educational system (United Nations Educational, Scientific and Cultural Organization, 1978). Unfortunately, in recent decades, changing educational and profession teaching standards, budget limitations, and lack of appropriate equipment and facilities have contributed to the global decline of physical education and the increasing prominence of new challenges in global health and physical education (Gerber, 2006, p.1). Historically-based perspectives of poor teaching practices in physical education are also to blame for its decline, including an overemphasis on competitive sports in Western nations and military-style training in the East (Jeffreys, Steve, Dec 2009. *The Road Ahead: Changing Physical Education and School Sports*). Overall, physical education has fallen behind the curve compared to other curriculum areas (Gerber, 2006, p. 1). According to the International Council for Health, Physical Education, Recreation, Sport, and Dance,

> *It is generally accepted, and scientifically demonstrated, that physical activity is an important aspect of human life, and physical education is an integral part of the formal education process. Importance and status of physical education in schools throughout the world is increasingly being challenged, manifesting itself in a reduction of dedicated time, infringement by other subjects and activities, and interference on the quality of physical education curricula.*
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> *This serious dilemma has and will continue to erode the physical well-being and health of children/adolescents, resulting in inadequate levels of physical fitness to engage in life's functions, increasing incidences of obesity, unnecessary illnesses, and premature deaths.*
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> *In turn, erosion of the physical well-being and health of children/adolescents results in erosion of a nation's health, and thus, our world's health. (2000)*

There is an imminent need for effective teaching practices and increased time in physical education that promotes the building of lifelong physical activity and healthy lifestyles (Trust for America's Health, 2008. *Combating the Epidemic*, p. 2). Daily classes of 30 to 60 minutes of focused instruction and physical activity are often not enough to meet the physical activity needs of young developing bodies and promote the achievement of current health goals (Jeffreys, Steve, Dec 2009. *The Road Ahead: Changing Physical Education and School Sports*). It is important that we address health objectives by not only providing more physical education opportunities, but more effective physical education on a global scale (Trust for America's Health, 2006, *F is for Fat: How Obesity Policies Are Failing in America)*. A movement toward less competitive and more fun and fitness-oriented activities is now underway (Jeffreys, Steve, Dec 2009. *The Road Ahead: Changing Physical Education and School Sports*). As physical education faces a worldwide paradigm shift and as new technologies infiltrate the lifestyles of global citizens, it is important that physical education practices incorporate technologies to achieve public health goals.

Available Scholarship on the Incorporation of New Technology and Education to Enhance Physical Education in the Global Community

Disparities in available scholarship on the incorporation of new technology and education in physical education are widespread. Although ample web-based research is available on global health, education, and information and communication technology, specific research on physical education programs and the use of educational technology in physical education is scant and unbalanced in the international spectrum. Due to the unfortunate decline in focus on physical education, positive perspectives necessary to support funding efforts and initiatives in physical education are also lacking (Jeffreys, Steve, Dec 2009. *The Road Ahead: Changing Physical Education and School Sports*). Many people do not perceive physical education to be an appropriate place for educational technology. To aid in greater advocacy efforts and understanding, there is a significant need for increased publicity of news and data in the area of physical education and preventative health care.

This lack of organized and available web-based scholarship is further evidence of the wide-ranged effects of global inequity and the digital divide (Goodrick, 2002, p. 12). Much information may be gleaned on the state of physical education in first world countries, such as the United States and Japan, but it is difficult to access information on remote and underdeveloped areas and third-world countries. The difficulty of accessing information about such communities could also contribute to the continuation of poor physical education programs and continued health and education disparities in those areas. Lack of information often translates into lack of recognition for preventative health care, limitations on economic growth, and a lack of positive progress toward global health goals (Goodrick, 2002, p. 12).

Current Trends in the Integration of Educational Technology

Education systems have a history of slow development compared to other social institutions (Hammons, 2009). According to Janice Cheng of Think Global School, "while we live in a global society, many schools today have failed to provide the set of experiences and tools for young people to excel in our globalized, interdependent world" (*Education Without Walls*, 2009). Although behind the curve of the progress as compared to social norms established through the adoption of new communication technology, today's educational technology and communication programs are rapidly developing on a worldwide scale (Understanding the Digital Divide, 2001, p. 4). SmartBoards, school and teacher websites, wikis, and increased use of interactive technology in learning are commonplace in many schools. Although the diffusion of educational technology is often determined by the spread of education and literacy, some argue that education itself can be promoted through the increased implementation of technology and communication (Haddad and Draxler, 2002). According to Haddad and Draxler, evidence supports further increases the varied use of educational technology and communication tools as they have the potential to contribute to aid in the efficiency and effectiveness of the learning process: "expanding access, promoting efficiency, improving the quality of learning, enhancing the quality of teaching, and improving management systems" (2002).

Despite such benefits of use, spotty implementation of educational technology has resulted in a global digital divide. This divide is evident by the differentiation between individuals, households, businesses, and geographic areas at different socio-economic levels as it relates both to abilities to access information and communication technologies (ICTs) and to Internet use for various activities (Goodrick, 2002, p. 12). Because the biggest contributing factor in the divide is poverty, technological improvements are often appropriated through grants for the promotion of education and public health rather than through budgeted funding (Goodrick, 2002, p. 12). Because monies are often not available for technology maintenance, new technologies are often not fully utilized after being provided for educational programs. Due to mere pockets of technology-infused instruction, schools often fail to promote technology adoption and application that is needed to support lifelong learning. The digital divide reflects the differentiation between and within communities and nations throughout the globe (Understanding the Digital Divide, 2001, p. 4). It is plainly evident in the global integration of technology and education.

Technology is rapidly evolving but the costs of maintaining up-to-date technology is often beyond the accommodations of education system budget allocations (United Nations Educational, Scientific and Cultural Organization, Institute for Statistics, 2009, p. 7). In communities of wealth, educational technology has been used for more than two decades, while in impoverished and remote areas adoption and implementation has only recently begun (United Nations Educational, Scientific and Cultural Organization, Institute for Statistics, 2009, p.17). Developing countries have made staggering increases in their share of global Internet users and mobile web access (Goodrick, 2002, p. 12). According to the Survey of Information and Communication Technology (ICT) and Education in Africa, ICT use in education is at a particularly dynamic stage in Africa, but

"the costs of connectivity remain unaffordable for most education institutions. Furthermore, there are huge gaps between urban and rural areas in terms of access to ICT infrastructure" (Farrell and Isaacs, 2007, p. 9). Electricity supply and connectivity continue to be major limiting factors (Farrell and Isaacs, 2007, p. 9). Digital literacy and technology access are challenges confronting all countries. Educational inequities underlie the various rates of penetration and web usage (Gahtak, 2007, *Brief Note on ICTs, Education, Development, and ICTs section)*.

In addition to fiscal limitations to support educational technology, data-based support is also lacking. A 2005 study conducted by the World Bank's Information for Development Program revealed that, despite decades of substantial investments and increased use of educational technology in countries associated with the Organization for Economic Co-operation and Development, data to support implementation of information and communication technology was limited, elusive, and controversial (United Nations Educational, Scientific and Cultural Organization, Institute for Statistics 2009, p.16). The 2005 report noted inconsistencies in knowledge gains and emphasized the need for international standards, procedures, and values for accurate measurement of the benefits of educational technology (United Nations Educational, Scientific and Cultural Organization, Institute for Statistics 2009, p.16). Also, according to Farrell and Isaacs, this hinders policymakers in "making informed decisions or in demonstrating greater commitment to integrating [information and communication technology] into their education systems," (2007).

Situations in which there are lacking financial resources, government initiatives, and research-based support exist around the globe. Although such situations vary greatly, developments in education and technology are worldwide and depend upon government, education, information and communication policies, in addition to other factors (Goodrick, 2002, p. 12). Some countries suffer from such substantial internal conflict and political unrest that technological development is greatly hindered (Farrell and Isaacs, 2007, p 1). Poverty is the most common limiting factor in the adoption of new technologies in many communities (Goodrick, 2002, p. 12). Fiscal means and government stability and support are crucial to the implementation of technological advances.

Despite challenges, there is a continued trend of increasing implementation of educational technology and recent data suggests a positive connection between information and communication technology and learning outcomes (Farrell and Isaacs, 2007, pp. 9-10). In Africa, for example, wireless networks and public-private partnerships are becoming much more common (Goodrick, 2002, p. 12). E-recycling and refurbishment is also helping to providing hardware supplies for educational use that would otherwise be unaffordable (Farrell and Isaacs, 2007, pp. 9-10). In addition, most African countries are moving from the introduction of small-scale educational technology projects to broad-based national policy development aimed at supporting the systemic implementation and maintenance of higher standards in educational technology and communication (Farrell and Isaacs, 2007, p 1). Such new policies not only help to close global technological gaps, but also provide the necessary groundwork

for donor involvement and partnerships (Farrell and Isaacs, 2007, p. 1). Although there is an overwhelming need to address technological inadequacies, there is new promise for the enhancement of education through continued progress toward global implementation of technology and communication in the field (Farrell and Isaacs, 2007, p. 1).

Addressing the Current Crisis in Physical Education and Health Through the Effective Global Integration of New Technologies

Just as technological abilities and educational goals constantly evolve, so solutions must evolve as well. Based on the current technologies and international needs for physical education and health, I have identified the following three solutions that I believe will help to address the current global health crisis. Each of the following potential solutions should be considered with care given to potential problems associated with them. As with integrating almost any new technology or teaching method, these potential solutions should be regularly evaluated and modified to accommodate the adoption of technology updates and the changes in international goals for physical education and public health.

Solution One: Use Technology to Increase Collaboration Within the Global Community to Reach Physical Education and Global Health Goals

Article 11 of the United Nation's International Charter of Physical Education and Sport states that "International co-operation is a prerequisite for the universal and well-balanced promotion of physical education and sport" (1978). This international priority, recognized decades ago by the United Nations, still holds true today. Cooperative efforts often present challenges, but can contribute to progress through the broadening of ideas and sharing of resources. Coordinated campaigns also present greater opportunities for communication and marketing of ideas necessary to support the achievement of common goals. As stated years ago, we must utilize international cooperation and mutual interests in the universal language of physical education to promote global health. (United Nations Educational, Scientific and Cultural Organization, 1978).

Unfortunately, it is apparent that there is a great deficit in the level of international and community-based collaboration and unified efforts to promote physical education. The structure of programs, fiscal means, perspectives, and level of emphasis on physical education vary widely throughout the global community. Aside from the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the International Council for Health, Physical Education, Recreation, Sport, and Dance (ICHPER•SD), I only found notably active physical education advocacy organizations in the United States, Canada, the United Kingdom, and New Zealand. By far, the most active organization appears to be the American Alliance for Health, Physical Education, Recreation and Dance (AAHPHERD), which is based in the United States (American

Alliance for Health, Physical Education, Recreation and Dance, 2009). AAHPHERD has set an example for other advocacy organizations by its activity as a professional network as well as its web presence, as it features current information on its website and utilizes social media sites such as Facebook and Twitter to further connect with community members (American Alliance for Health, Physical Education, Recreation and Dance, 2009). With only a few comparable organizations, this underscores a truly outstanding need for greater international, national, and community-based collaborative efforts.

Technology could be greatly utilized to increase international communication and collaboration in an effort to work to this end. With digital technology, social networking tools should be utilized to promote such collaboration. Digital resources and teaching tools could be shared in ways that are more efficient and cost-effective than in the past. There is great potential for the development of an international movement to promote physical education and healthy lifestyles around the globe. Specifically, the following strands of the International Charter of Physical Education and Sport could be addressed through increased global integration of new technology.

> *11.1. It is essential that States and those international and regional intergovernmental and non-governmental organizations in which interested countries are represented and which are responsible for physical education and sport give physical education and sport greater prominence in international bilateral and multilateral co-operation.*
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> *11.3. Through co-operation and the pursuit of mutual interests in the universal language of physical education and sport, all peoples will contribute to the preservation of lasting peace, mutual respect and friendship and will thus create a propitious climate for solving international problems. Close collaboration between all interested national and international governmental and non-governmental agencies, based on respect for the specific competence of each, will necessarily encourage the development of physical education and sport throughout the world (International Council for Health, Physical Education, Recreation, Sport, and Dance, 2000).*

Too often, technological advancements are expected to be utilized by teachers with little training, resulting in partially implemented tools, partially reached educational goals, and apprehensiveness among staff and students. To combat feelings of discomfort and promote the effectiveness of physical education technology, technology administration departments should be developed to support physical educators and community leaders that are involved in making decisions regarding the implementation of educational technology. These departments should be utilized to aid teachers in developing and sharing best practices for using new software and provide strategies for implementing best practices and successful technological improvements within education systems. Such efforts would serve to increase the level of comfort and decrease apprehensiveness among educators and stakeholders, thus promoting the effectiveness of new technology adoption and implementation.

In addition to the utilization of new technology to increase collaboration between global leaders to reach international physical education goals, new technology should be used to increase awareness of global health priorities among citizens within the global community. If physical activity and global health goals are to be reached, there is a critical need to generate awareness and support for the goals among all people involved in the promotion of physical activity (President's Council on Physical Fitness and Sports, 2004, Summary section, paragraph 4). This includes the vast majority of adults within the global community, but is not limited to teachers, coaches, parents, and others who work with children (President's Council on Physical Fitness and Sports, 2004, Summary section, paragraph 3). Involved adults need to be aware of the unique guidelines for children and adolescents and take steps necessary to encourage youth to meet these guidelines especially if our aim is to accommodate the need for multiple sessions of physical activity each day and to reduce help long periods of inactivity (President's Council on Physical Fitness and Sports (2004), Summary section, paragraph 3).

Solution Two: Use Technology to Spur an International Movement to Improve Learning and Perspectives on Physical Education by Empowering Students Develop Healthy Lifestyles

Schools should be the primary source of physical education (International Council for Health, Physical Education, Recreation, Sport, and Dance, 2000, Global Mission). But to promote the development of healthy and active lifestyle development, physical education must extend beyond the school setting (Trust for America's Health, *Combating the Epidemic*, p. 2). Students must be empowered to improve the health of their lifestyles and the lifestyles of others within the global community (Intel Education Initiative (2009). *India Success Stories: Leading a Community Toward Change*).

Students need to be active outside of physical education classes and should be provided with opportunities to be physically active before, during, and after school (Jeffreys, Steve, Dec 2009. *The Road Ahead: Changing Physical Education and School Sports*). With the current and future integration of web-based technology into the daily lives of students around the globe, physical education should be extended outside the school day through technology, allowing students to customize their activities and educational experiences and incorporate those ideas into the building of active lifestyles. Such extensions of physical education from the school setting should yield increases in student engagement. Through increased use of web-based technology and social media, foster stronger relationships between teachers and students. If properly orchestrated, physical education could become more student-centered, interactive, and meaningful.

"Students need to know how to define, access, manage, integrate, evaluate, create, and communicate information effectively" (Beers, 2005). Although it is often challenging to teach students to apply advanced critical-thinking skills for filtering and monitoring information on their own, schools should endeavor to teach students to be health literate and technologically savvy, while empowering them to develop lifetime wellness by teaching them to navigate technology-based tools for learning and measuring physical

activity. Health and fitness-oriented websites and social networks should be employed as key resources for sharing valuable information and opportunities for physical activity and wellness promotion. In doing so, students and adult community members could be empowered to join grass-roots efforts to promote healthy lifestyles and physical activity within their communities (Intel Education Initiative (2009). *India Success Stories: Leading a Community Toward Change*).

To this end, care must be given to narrow rather than widen the digital divide. If support is not given to students in economically disadvantaged schools, homes, and communities, technological integration may do as much harm as good (Balaji, 2002). Students and even whole education systems could be digitally doomed; however, with the right focus and additional support from businesses and community leaders, a powerful movement for the support of physical education and improvement of global health could develop.

Solution Three: Begin to Conquer the Digital Divide and Global Health and Physical Education Disparities through the global implementation of Simple Technology-Based Solutions

To maximize the rewards of using new technology, only research-based educational technology tools should be utilized. Because financial limitations and differing capabilities in technological infrastructure largely impact the incorporation of educational technology, money spent on educational technology needs to be backed by adequate research supporting its effectiveness (United Nations Educational, Scientific and Cultural Organization, Institute for Statistics 2009, p.17).

Again, the spotty implementation of new technology is especially prominent physical education. The lack of new technology and online resources, makes health and physical education information in impoverished or remote areas not only difficult to access but can also contribute to the furthering of poor physical education programs and the continued health disparities in areas with few technological resources. The global digital divide is vast, especially in regard to complex technologies, such as exergaming systems for class instruction in physical education; however, there is great potential for the global integration of less expensive yet still effective technological tools for teaching, such as pedometers, heart rate monitors, and open-sourced physical education technology (United Nations Educational, Scientific and Cultural Organization, *Innovative Practices in Physical Education and Sport in Asia*, 2008).

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According to physical educator, Ruth Sorrento,

> Using pedometers and heart rate monitors to quantify a students' physical activity is a powerful motivational and evaluation tool. Rather than using student attendance, student perceived effort or student performance as an evaluation tool using HR monitors or pedometers provides a more accurate way to determine physical activity levels and student involvement (2001).

personal digital assistants, featuring fitness data and tracking programs, such as Fitness gram, are also options for detailing student progress (Juniu, 2002, vol 73). The incorporation of web-based and open-sourced physical education extension websites, online programs, and fitness monitoring software could prove to be a key factor in increasing the availability of physical education and health information.

International programs such as One Laptop per Child can be used to promote the accessibility of web-based educational opportunities in areas of technological disparity (One Laptop Per Child Corps, *Vision*, 2009). With the increased availability of resources for utilizing technology, open-sourced learning, which has proved to be especially successful in areas where formal education is limited, such as Latin America, (Baranuik, 2006) could be utilized to increase understanding and promote the application of health and physical education knowledge. Since open-source learning and free for those with web-access, it can often serve as an inexpensive method of extending educational opportunities beyond traditional school schedules, allowing increased opportunities for physical education at low costs through technology that is already available (Baranuik, 2006).

Concluding Remarks

Technology is ever evolving and lifestyles worldwide are constantly adapting to such changes. The need for incorporation of new technology within the field of physical education is apparent but the reality of implementing changes on global scale is a daunting task. There are great disparities between schools, school systems, and countries. Physical education instructional practices, government policies, technology, available resources, and supports for change vary widely. All obstacles aside, the movement toward solutions for incorporating technology into physical education should continue and can impart substantial impacts on learning, lifestyles, and the improvement of global health both now and in the future.

Our world boasts a wealth of resources that warrant our care and protection, but as stated by Nicholas Negroponte of One Laptop per Child, “the most important renewable resource in the world is children" (Negroponte, 2008). In the face of the current global health crisis and with the wellness of our future leaders at stake, the proper integration of physical education and technology is a crucial part of the solution. To ensure a better tomorrow, we must collaborate in a global initiative to build successful physical education programs that intelligently integrate research-based technology as a means of achieving greater learning outcomes and supporting lifelong physical activity and wellness for the leaders of tomorrow.

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