How do we engage overweight and obese children and young people in physical activity?

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How do we engage overweight and obese children and young people in to physical activity?  

**Kiara Lewis**  

**Predisposing factors: ‘is it worth it’**  
- Emphasise; fun and enjoyable  
- Not; health and weight loss  
- Understand the influence of class and gender on the child’s identity

**Participatory approach**

**Predisposing factors: ‘can I do it’**  
- Variety so can chose activities where competent  
- Positive reinforcement  
- Group according to skill level

**Develop feelings of competency.**

**Reinforcing factors: De-stigmatize obesity.**  
- Train teachers and pupils size acceptance  
- Teach overweight children coping skills  
- Understand parental attitudes

**Enabling factors: Providing opportunities and facilities**  
- Facilities and equipment that make incidental activity easier  
- Uniforms and changing facilities that allow girls to maintain their identity

Youth Physical Activity Promotion Model (Welk, 1999) is used as a framework for possible solutions based on reviewing the literature

Low Quality of studies  
- Poor reporting of PA levels  
- Lack of control

Gender  
- Boys and girls respond differently  
- This is particularly the case as children get older

Parents  
- Views do not always co-inside with health care professionals  
- Perceived dangers prevent ‘free play’

**Considerations**

CASE STUDY: Eat Smart, Be Smart is an obesity prevention program in a school in the US aimed at African-American students (50% overweight) (kindergarten to 8th grade) that utilized a participatory process including staff, parents and students (Baskin et al., 2009). Male students requested strength training activities and females fun and group work. A P.E. programme was devised to meet demands of all students; they were also given the opportunity to name the programme and set their learning objectives and gave constant feedback and suggestions for change. Parents were also given an input but they preferred indirect (talking about programme at home etc.) than direct involvement in the programme. Students responded positively to the programme with changes made to diet and physical activity.