Outline

Why inactive?
Solutions?
Alternatives?
Mediating factors
Sport England Insights 2014

- Hanging out with friends
- Learning new skills
- Fun and enjoyment
- Getting in shape
- Being healthy
Solutions?

Increasing activity?

- Whole School Approach
- Use of technology
- Baseline fitness measurement
- Funding
My insights - methods

Study 2
Aim – to evaluate a scheme for overweight and obese children and young people
Mixed methods
Participants: 195 children, parents, referrers, programme manager and programme staff

Study 1
Aim – to review the extant literature on overweight children’s barriers to and motivators of physical activity

How do children experience physical activity?

Study 3
Aim – to explore the experience of P.E. from children and teachers’ perspectives
Qualitative
Participants: 14 children and teachers
Overweight and obese less active why?

• Some similar and some distinct barriers
  ▫ May find activity harder – tire easily
  ▫ May have potential physical/skill limitations
  ▫ May have lower confidence, poor body image
  ▫ May have fewer social networks

  ▫ Consider does lack of physical activity cause obesity or being obese lead to a lack of activity?
My insights - children and young people:

- This is not fun
- I’m not good enough
- I will let the team down
- This will hurt
- It will make my asthma worse
My insights - children and young people:

- “…they can’t be bothered ‘kill me now’ that’s what they say, they’re suicidal - it’s only P.E.!”

- “..if they don’t like running they don’t like running basically”

- “Like in a team if someone does it wrong they’re like ‘why did you do it like that – stupid’. I feel sorry for them”
My insights - children and young people:

- The more times I came the more confident I got.
- I feel fitter and happier.
- It’s fun, energetic, it tires you out and it’s healthy.
- I like the people who come to the sessions.
- I’ve made lots of new friends.
My insights - children and young people:

- “I don’t feel under as much pressure (out of school) like at school they’re like sometimes…I don’t know like they won’t force you to do it but they’re like make you do it, there (majorettes) if you want a break you can have a break”
What is the difference?

<table>
<thead>
<tr>
<th>Change</th>
<th>Impact</th>
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<tbody>
<tr>
<td>• Activity intensity controlled by the child</td>
<td>• No fear of exhaustion/pain</td>
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<td>• Other children at a similar level</td>
<td>• Don’t feel bottom of the class</td>
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<td>• Feel good about themselves</td>
<td>• Supportive feedback from instructors</td>
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**What is the difference?**

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<tr>
<td>• Choice of activities</td>
<td>• Feel in control</td>
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<td>• Wear their own clothes</td>
<td>• No embarrassing PE skirt</td>
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<td>• Personal goals</td>
<td>• Not comparative, no fear of letting others down</td>
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NRCIM guidelines

- Providing caring relationships
- Supporting autonomy
- Creating opportunities to create a sense of belonging
- Supporting psychological as well as physical development.
References


