University of Huddersfield Repository

Lewis, Kiara

Children and physical activity - why bother?

Original Citation


This version is available at http://eprints.hud.ac.uk/id/eprint/32375/

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

http://eprints.hud.ac.uk/
Children and physical activity – why bother?
Why bother?

✓ Benefits of being a physically active child

✓ Physical activity recommendations and current levels of activity

✓ How to engage children in physical activity
Active Children

Physical benefits

Academic benefits

Psychosocial
Physical benefits

- Less likely to be overweight
- Reduced CVD risk factors
- Musculoskeletal benefits
Academic benefits

• 59 studies, children aged 5-16
• Range of academic tests
• Experimental and cross-sectional studies
Results

- All physical activity programmes increased outcomes
- Aerobic exercise best
- Higher fitness, higher the results
- Highest in primary school

- Small group activities best
- >3 times a week better results
- Physically disabled and those with a learning difficulty improved most
Psychosocial (potential)

- Reduced depression
- Reduced anxiety
- Increase self-esteem
Children’s views of P.E.:

- This is not fun
- I’m not good enough
- I will let the team down
- This will hurt
- It will make my asthma worse
Children’s views of adapted physical activity programme:

- 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’ve made lots of new friends
- I like people what come to the sessions
Physical activity

Be physically active

Spread activity throughout the day
All activities should make you breathe faster & feel warmer

for children and young people (5-19 years)

Aim for at least 60 minutes everyday

Improves
Sleep

Develops
Co-ordination

Improves
Health & Fitness

Maintains
Healthy Weight

Improves
Concentration & Learning

Strengthens
Muscles & Bones

Builds
Confidence & Social Skills

Makes
You feel good

Sit less move more

Include muscle and bone strengthening activities

3 Times per week

For further information about local opportunities to be active please visit:

www.yorkshiresport.org/get-active/
Physical activity for early years (birth-5 years)

Aim for at least 3 Hours across everyday

- Builds Relationships & Social Skills
- Encourages Movement & Co-ordination
- Contributes to Brain Development & Learning
- Improves Sleep
- Develops Muscles & Bones
- Maintains Health & Weight

Every movement counts

- Playground
- Jump
- Climb
- Dance
- Messy play
- Throw/catch
- Skip
- Object play
- Games
- Play
- Tummy time
- Swim
- Walk
- Scoot
- Bike

Sit less move more

Active children are healthy, happy, school ready and sleep better

For further information about local opportunities to be active please visit: www.yorkshiresport.org/get-active/
Physical activity among children

Health Survey for England 2012

Around two in ten children aged 5-15 years meet the government recommendations* for physical activity (boys 21%, girls 16%)

*Child recommendations for physical activity in CMO report 2011 – one hour moderate activity per day
HSE reports at least 60 minutes of moderate to vigorous activity on all seven days in the last week
Physical inactivity among children
Health Survey for England 2012

Around four in ten children aged 5-15 years are physically inactive*
(boys 39%, girls 45%)

*Fewer than 30 minutes of moderate to vigorous activity on each day
or 60 minutes or more on fewer than seven days in the last week
Trends in physical activity
Children aged 2-15 years; Health Survey for England 2008-2012

Low activity: <30 minutes of MVPA on each day, or MVPA of 60+ minutes on less than seven days in the last week
Some activity: 30-59 minutes of MVPA on all seven days in the last week
Meets recommendations: At least 60 minutes of moderate to vigorous (MVPA) on all seven days in the last week

MVPA = moderate to vigorous intensity physical activity
Physical inactivity by household income

Children aged 2-15 years; Health Survey for England 2012

Equivalised household income is a measure that takes account of the number of people in the household. For this analysis, households were split into five equal-sized groups banded by income level (income quintiles). Physical activity levels were compared between these groups.
## Time spent sedentary in leisure time

Children aged 2-15 years; Health Survey for England 2012

### Proportion of children who spent six or more hours being sedentary per day by age group

<table>
<thead>
<tr>
<th>Weekdays</th>
<th>Weekends</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age 2-4</strong></td>
<td><strong>Age 2-4</strong></td>
</tr>
<tr>
<td>Boys: 7%</td>
<td>Girls: 10%</td>
</tr>
<tr>
<td><strong>Age 5-7</strong></td>
<td><strong>Age 5-7</strong></td>
</tr>
<tr>
<td>Boys: 4%</td>
<td>Girls: 15%</td>
</tr>
<tr>
<td><strong>Age 8-10</strong></td>
<td><strong>Age 8-10</strong></td>
</tr>
<tr>
<td>Boys: 7%</td>
<td>Girls: 16%</td>
</tr>
<tr>
<td><strong>Age 11-12</strong></td>
<td><strong>Age 11-12</strong></td>
</tr>
<tr>
<td>Boys: 3%</td>
<td>Girls: 22%</td>
</tr>
<tr>
<td><strong>Age 13-15</strong></td>
<td><strong>Age 13-15</strong></td>
</tr>
<tr>
<td>Boys: 11%</td>
<td>Girls: 21%</td>
</tr>
<tr>
<td><strong>Age 13-15</strong></td>
<td><strong>Age 13-15</strong></td>
</tr>
<tr>
<td>Boys: 24%</td>
<td>Girls: 27%</td>
</tr>
<tr>
<td><strong>Age 13-15</strong></td>
<td><strong>Age 13-15</strong></td>
</tr>
<tr>
<td>Boys: 16%</td>
<td>Girls: 17%</td>
</tr>
<tr>
<td><strong>Age 13-15</strong></td>
<td><strong>Age 13-15</strong></td>
</tr>
<tr>
<td>Boys: 7%</td>
<td>Girls: 43%</td>
</tr>
</tbody>
</table>

Patterns and trends in child physical activity
Current activity levels and fitness

✓ KS1 – average 102 min a week
✓ KS2 – average of 114 min a week
✓ 67% children below the recommended fitness levels
✓ By age 15 a child is 5x more likely to be unfit than obese
✓ Physical activity – in particular high intensity predicts fitness
Why do children participate?

- Children participate:
  - Enjoy
  - Feel competent
  - Not forced to compete
  - Feel supported by others
How to engage

✓ Opportunity to socialise with friends

✓ Variety of activities

✓ Include children in decision making on what activities to include

✓ Energy levels – self-determined
Engaging children

✓ Positive relationship with programme leaders and other pupils

✓ Opportunity to work with and for others

✓ Culture of play
School roles

• Encourage parents and carers to get involved in physical activities with their children

• Staff should act as role models

• School physical activity policy
Key Messages – implications for practice

- Promote participation not excellence
- Promote social skills not just physical skills
- Show respect and compassion for children not strict discipline
- Emphasise fun not weight loss or health
- Provide appropriate choice of clothing and changing facilities
- Positive experience during activity parents/instructors/teachers influence this
Why bother?
References


