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Promoting Physical Activity in Children and Young People, determinants and interventions

Original Citation

Adami, Paolo Emilio, Chalkley, Anna, Lewis, Kiara, Hardie Murphy, Michelle, Seghers, Jan, Gusi, Narcis, Murtagh, Elaine, Skovgaard, Thomas, Belton, Sarah Jane, Murphy, Marie and Dijk, Dorien (2016) Promoting Physical Activity in Children and Young People, determinants and interventions. In: 12th Annual Meeting 7th HEPA Europe Conference, 28th - 30th September 2016, Queen's University, Belfast, Northern Ireland.

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Children and YP symposium

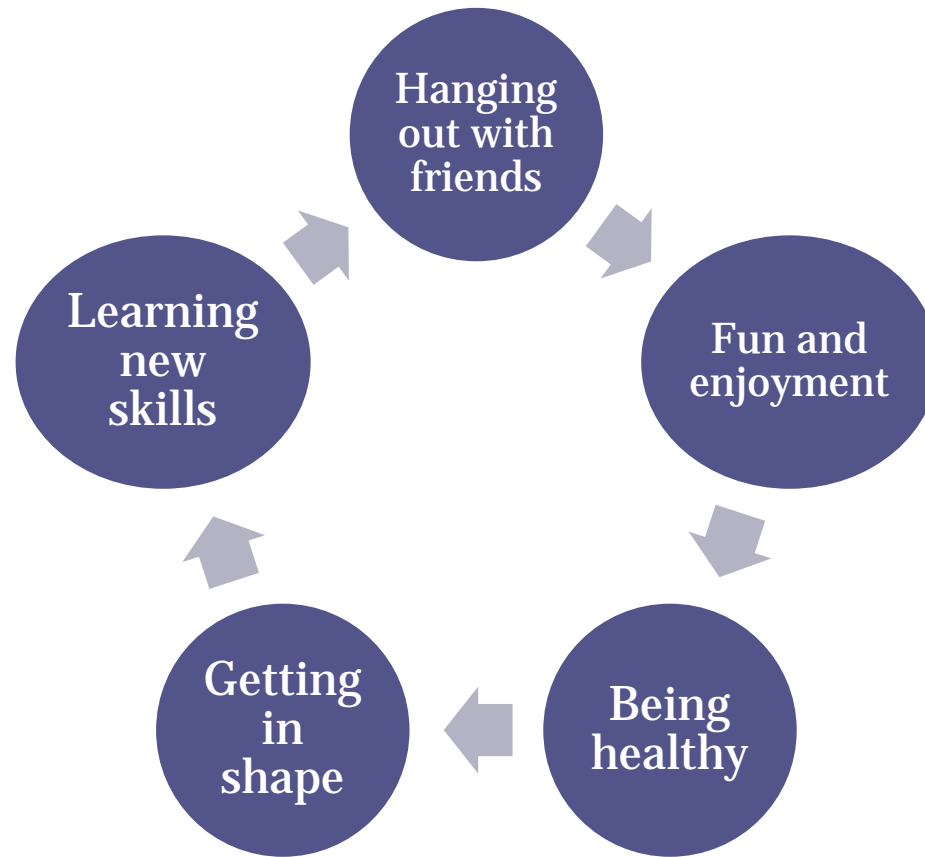
HEPA 2016

Dr Kiara Lewis

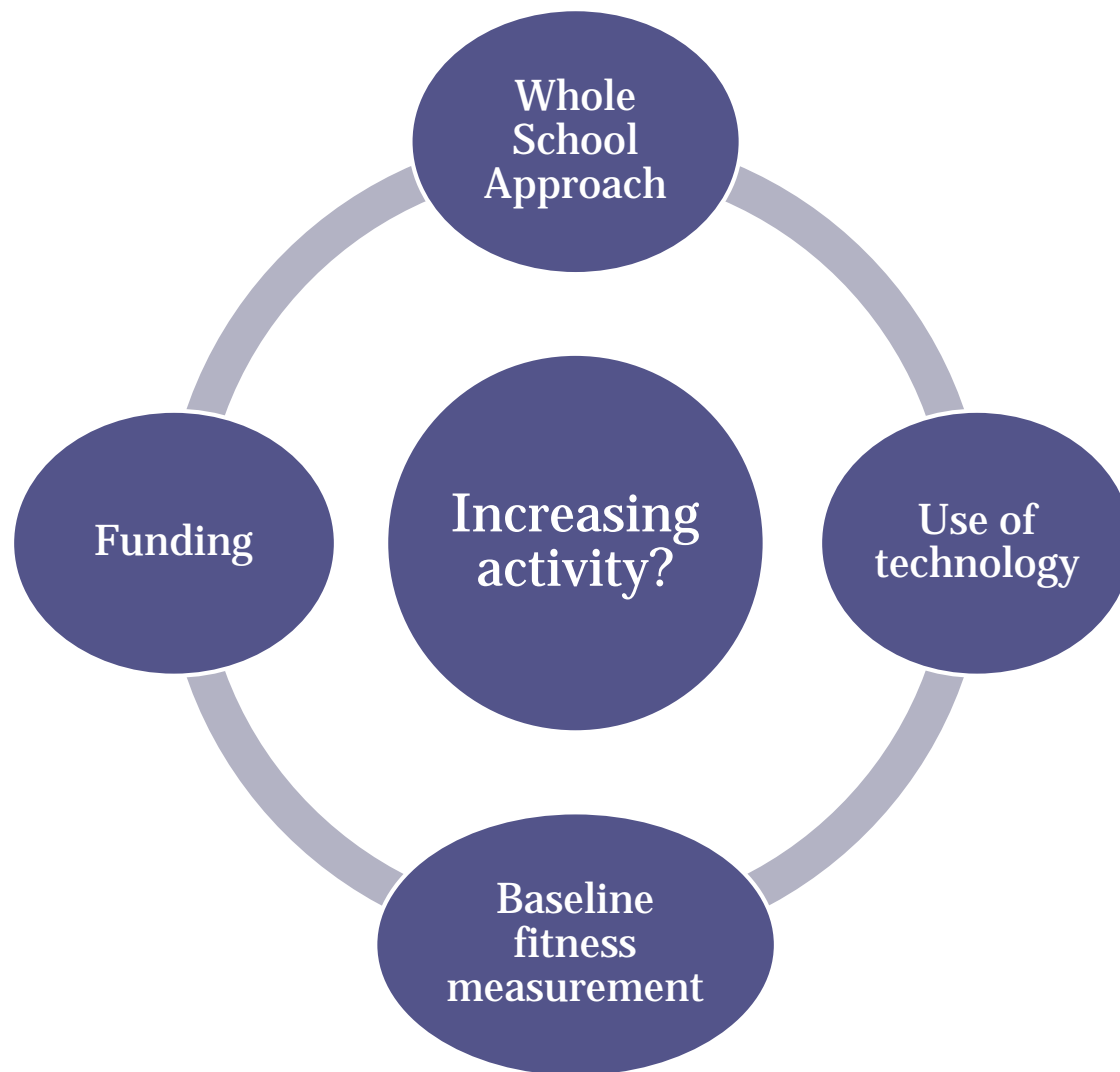
Outline



Sport England Insights 2014



Solutions?



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

I like the people what come to the sessions

It's fun, energetic, it tires you out and it's healthy

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?

Change

- Activity intensity controlled by the child
- Other children at a similar level
- Feel good about themselves

Impact

- No fear of exhaustion/pain
- Don't feel bottom of the class
- Supportive feedback from instructors

What is the difference?

Change

- **Choice of activities**
- **Wear their own clothes**
- **Personal goals**

Impact

- **Feel in control**
- **No embarrassing PE skirt**
- **Not comparative, no fear of letting others down**



NRCIM guidelines

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

References

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