



Moving Well-Being Well

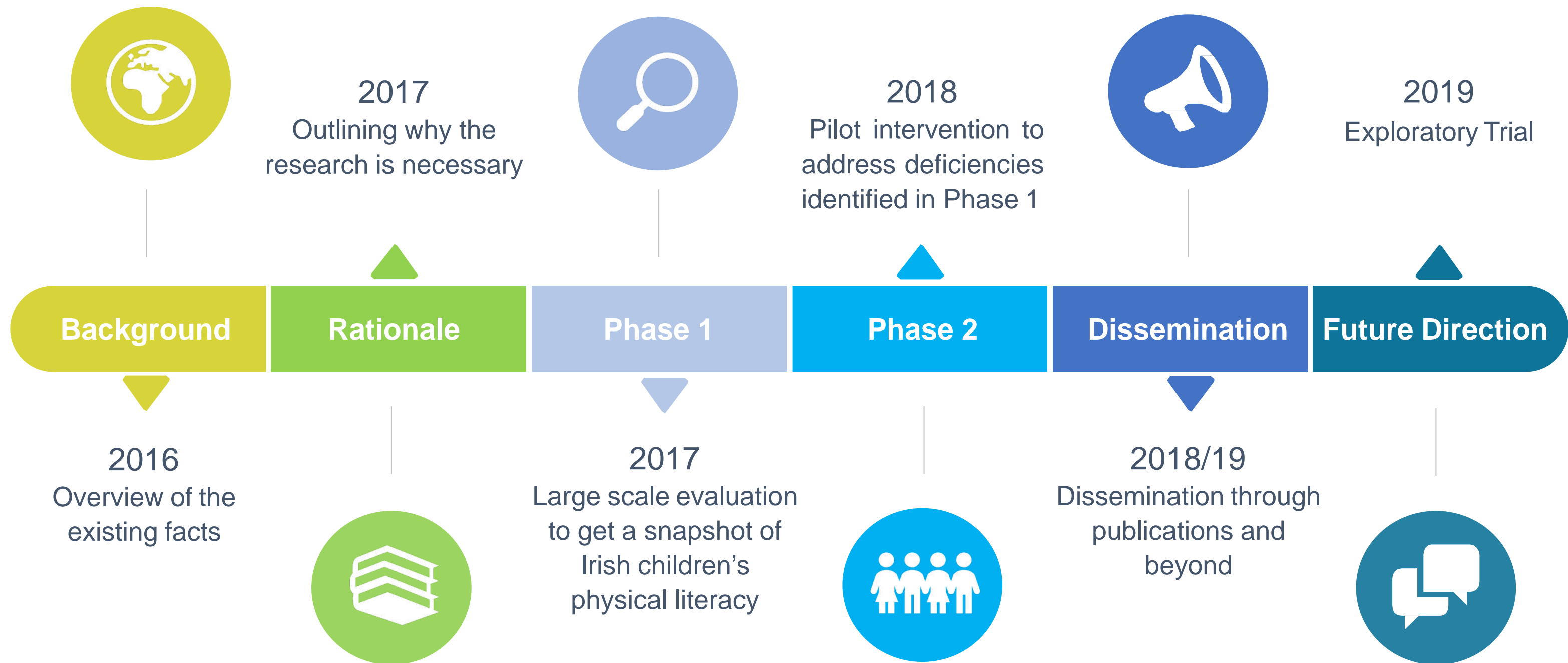
Getting Ireland's Children Moving

Stephen Behan - PhD Candidate

Supervisors: Dr. Johann Issartel, Dr. Sarahjane Belton & Prof. Noel O'Connor



THE STORY SO FAR





Background

“Ireland to be the most obese nation in Europe by 2030”

World Health Organisation

“One in four children overweight or obese”

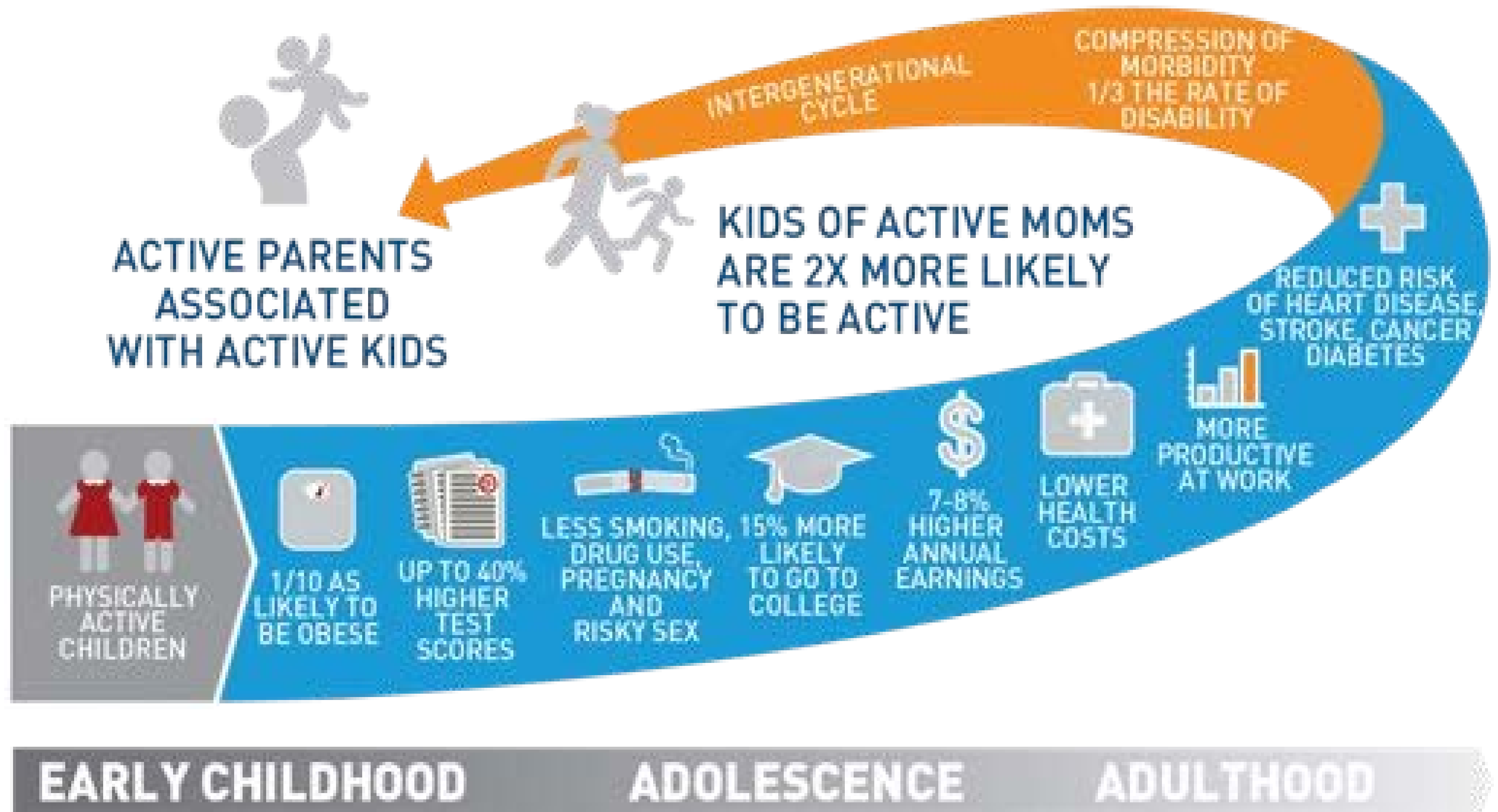
Growing up in Ireland Report





ACTIVE KIDS DO BETTER IN LIFE

WHAT THE RESEARCH SHOWS ON THE COMPOUNDING BENEFITS



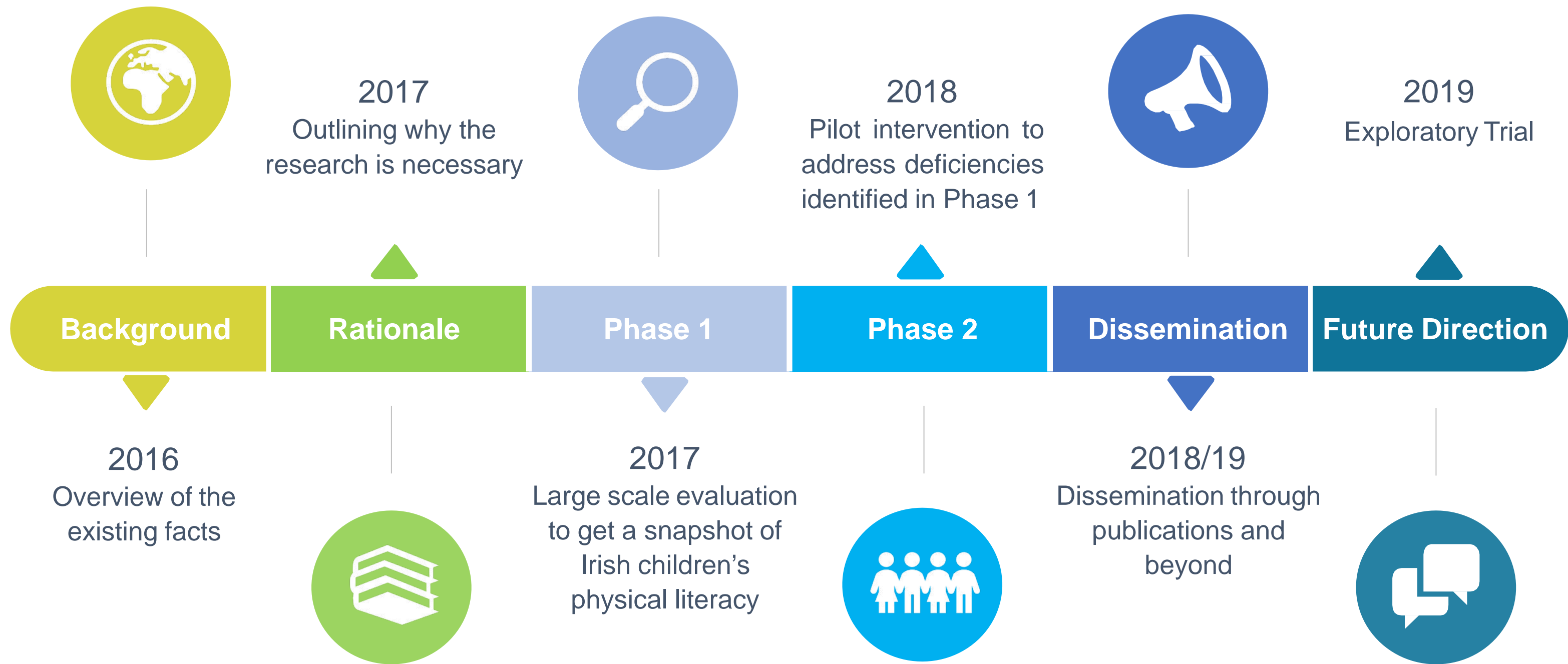


Background

Lots of initiatives to promote physical activity.....



It's not working





Rationale

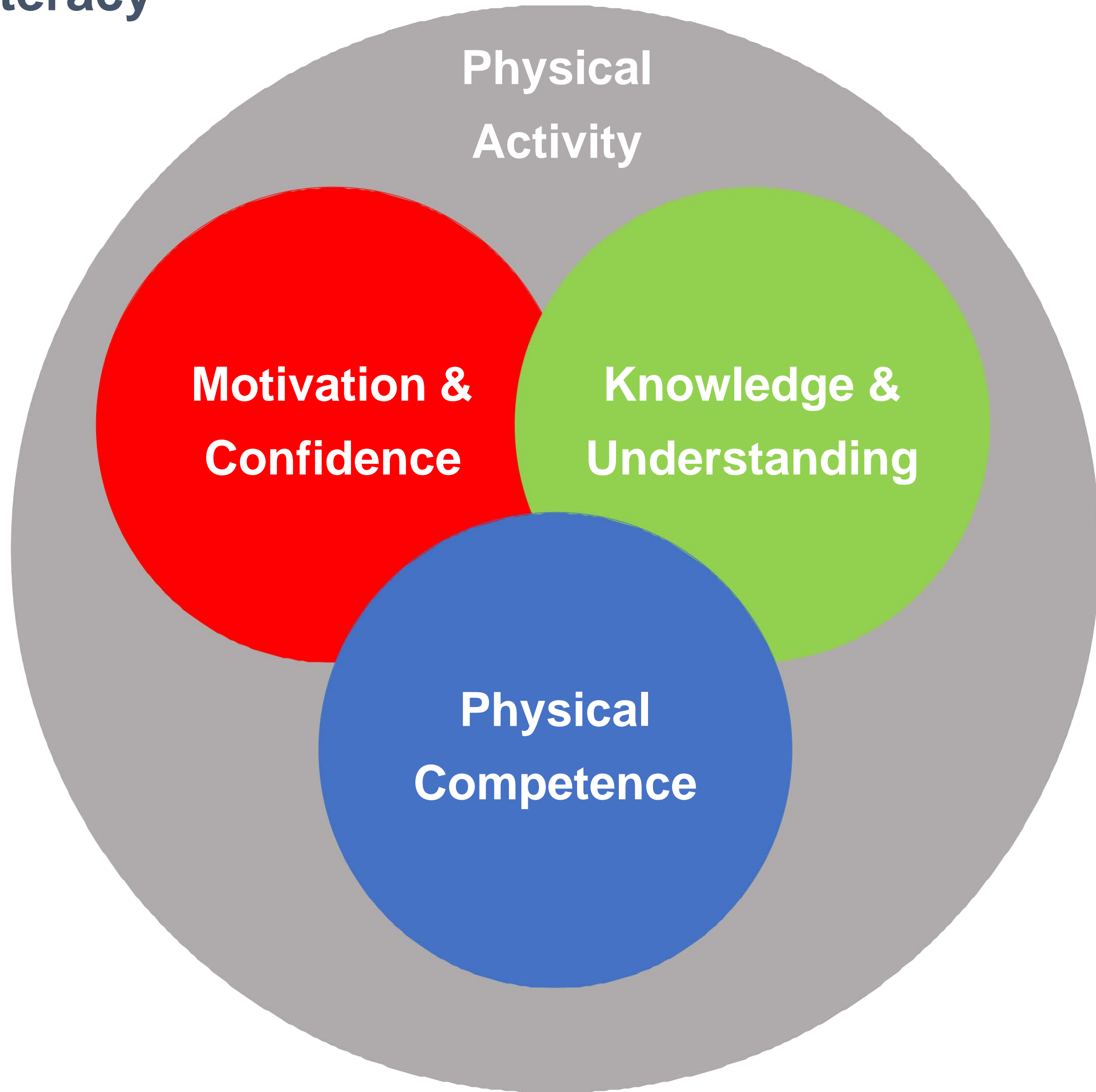
What motivates children to be physically active?

**Motivation &
Confidence**

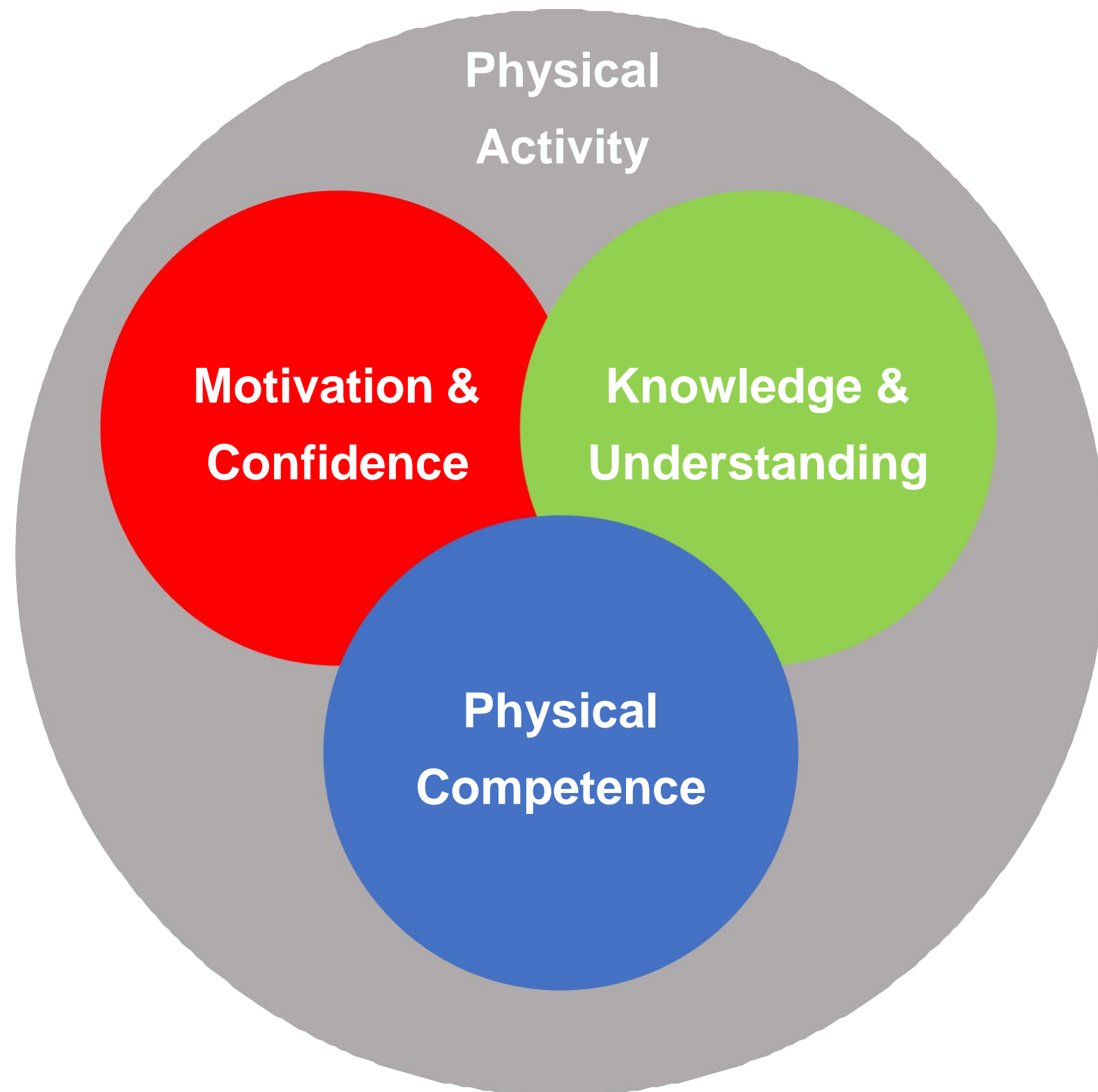
**Knowledge &
Understanding**

**Physical
Competence**

Physical Literacy



Physical Literacy



“Physical Literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life”

The International Physical Literacy Association, May 2014



Rationale

A lack of research in Ireland

Canada

USA

UK

EU

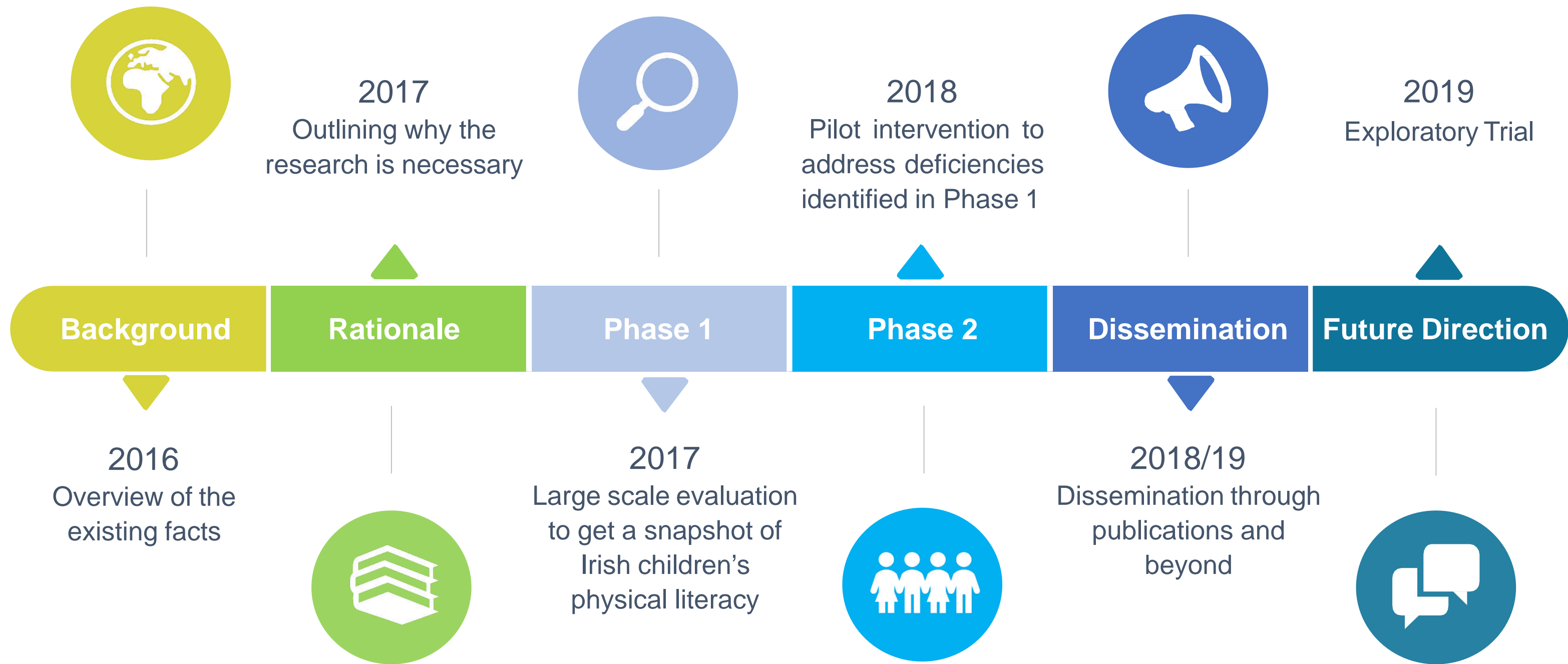
Some small studies

SA

Need Irish context

Australia

NZ





Phase 1 - Data Collection



2,148

children assessed

12

counties across all
four provinces

44

schools

100

classes from Junior
Infants to 6th Class

10,000+

kilometres travelled





Phase 1 - Data Collection

What we measured:

- FMS Proficiency
- Perceived FMS Competence
- Height, Weight (BMI) and Waist Circumference
- Strength - Grip and Plank
- Flexibility
- VO2 Max
- Physical activity - Self reported, parent reported and pedometers (sample)
- Motivation
- Self Efficacy
- Knowledge and understanding*
- Wellbeing
- Body Image
- Neurocognitive assessment
- Teacher questionnaire
- Parents questionnaire

All validated instruments for measurement





Phase 1 - Data Collection

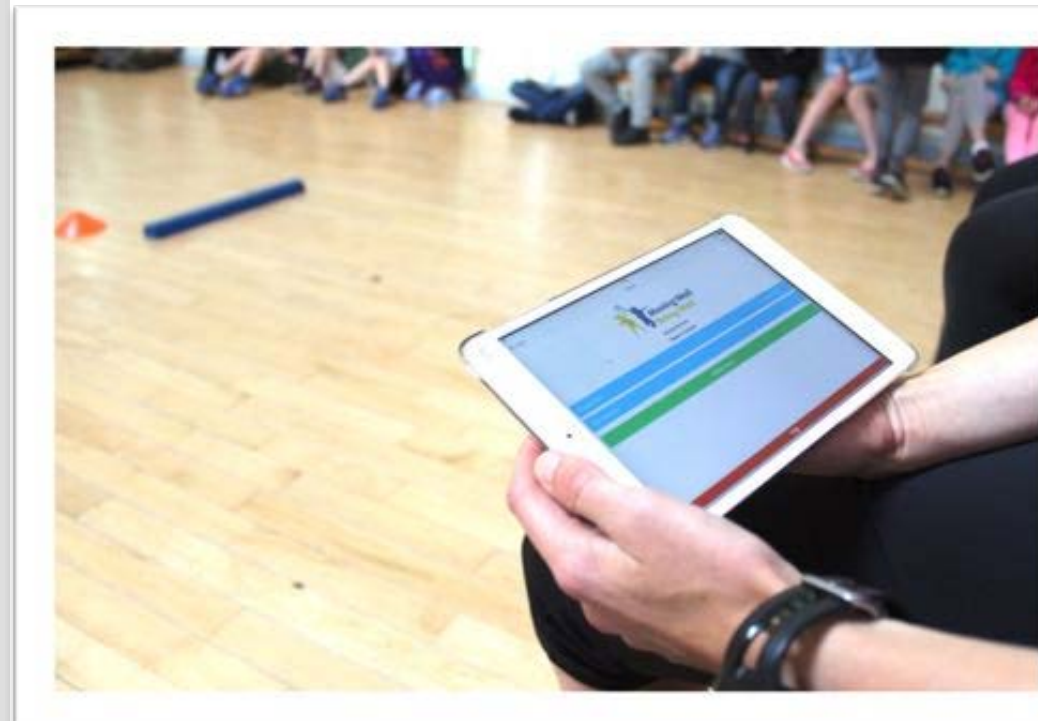
How we measured:

← Back Skill Counter: 1/30 Logout

Skill: Run **ABSENT**

Criteria	Trial 1	Trial 2	Total Score
Arms move in opposition to legs, elbows bent	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2
Brief period where both feet are off the surface	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2
Narrow foot placement landing on heels or toes (not flat footed)	<input type="checkbox"/>	<input type="checkbox"/>	0
Non-support leg bent about 90 degrees so foot is close to their buttocks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2
		Total Score	6

Candidate No. = 050_01_01_02 Save Score



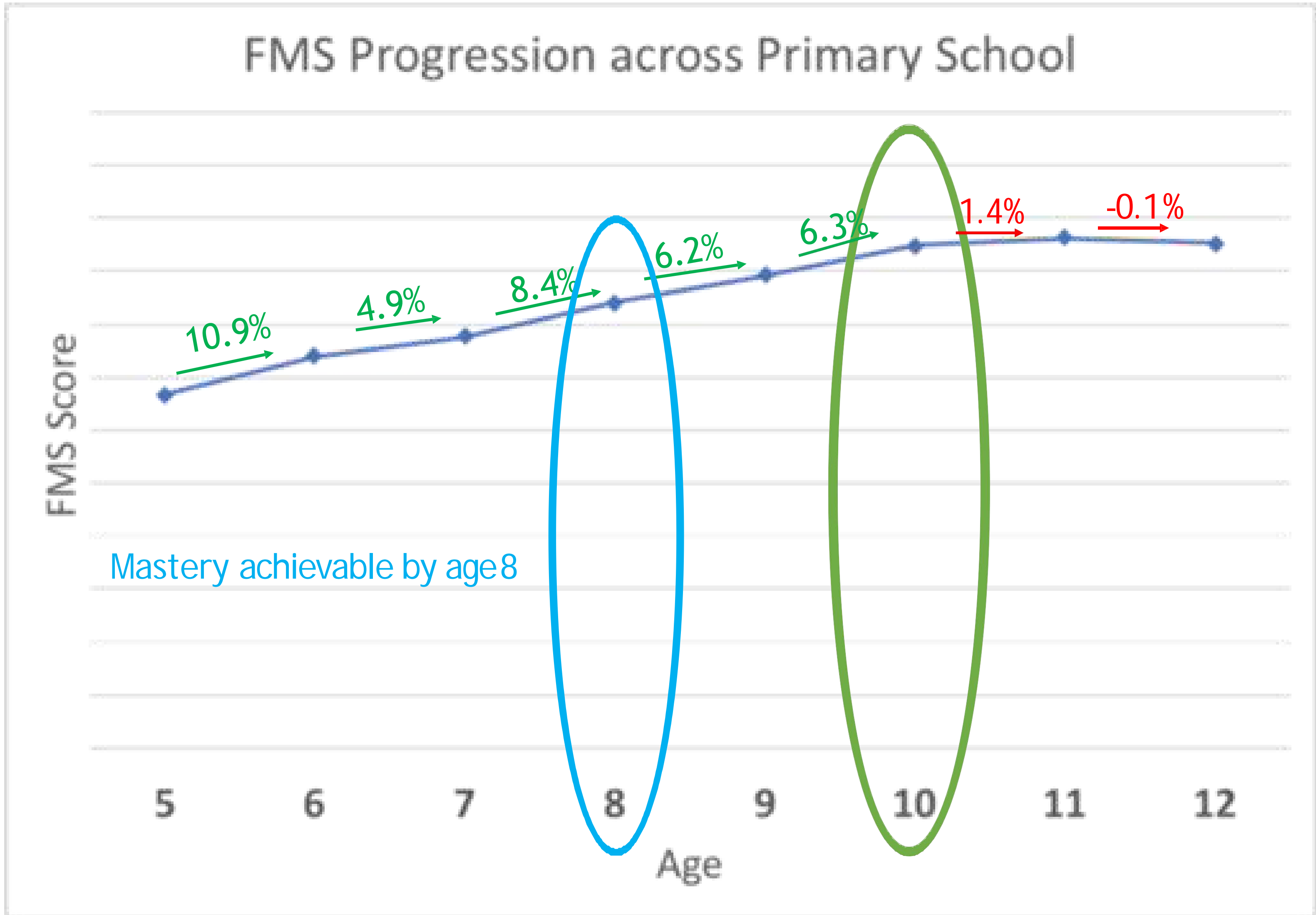
Fundamental Movement Skills

The foundational movements needed to progress to the more specialised and complex skills used in play, games and specific sports





Phase 1 - Results





Phase 1 – Motivation Results

Intrinsic

- We do because we want to
- Internally driven

Identified

- We do because we know we should
- Driven by knowledge

Introjected

- We do because we feel we have to
- Feel guilty otherwise

External

- We do because we have to
- Outside force exerted





Phase 1 – Motivation Results

Quality of Motivation as a predictor of FMS

Identified

Introjected

External

Intrinsic

Not significant in either male or female participants



Phase 1 – Motivation Results

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Only significant for male participants



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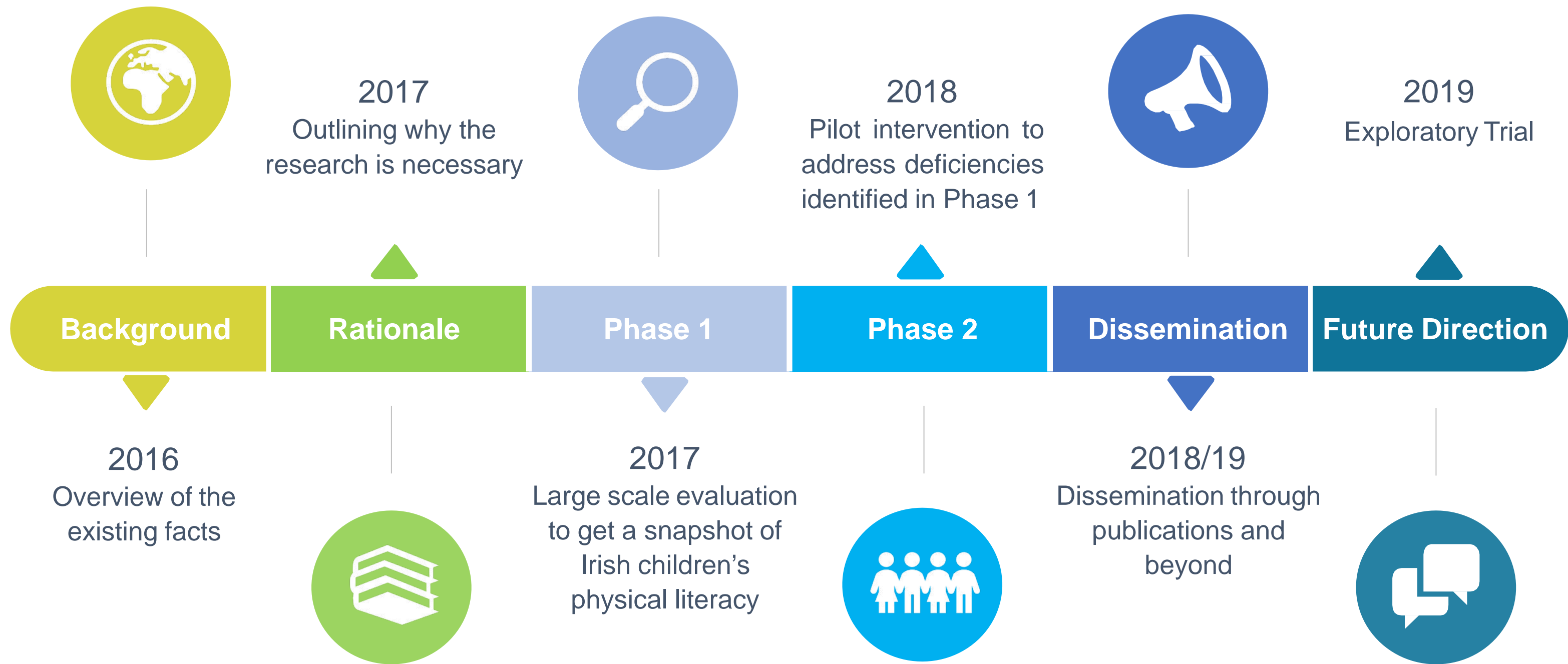
Intrinsic

Identified

Introjected

External

Significant for both male and female participants





Phase 2 – Pilot Intervention



30 minute FMS based class led by coach
Teacher repeats the same class
Coach upskills teacher on the job





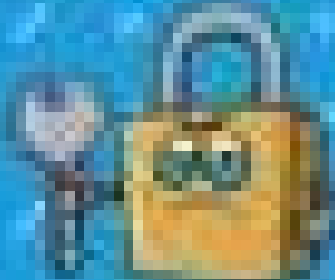

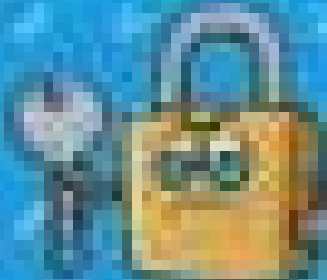
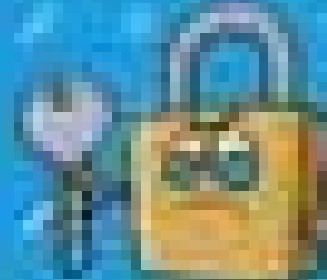
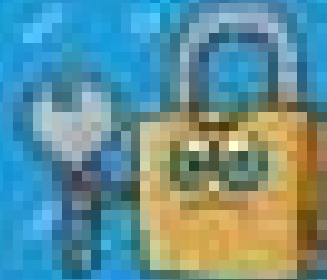
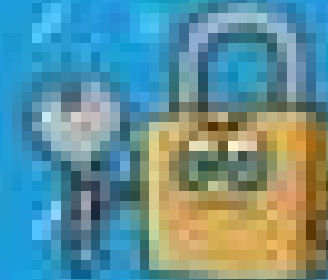






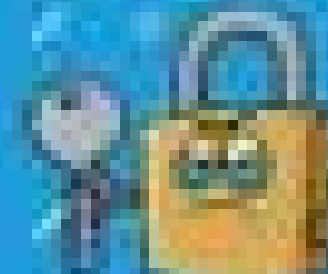
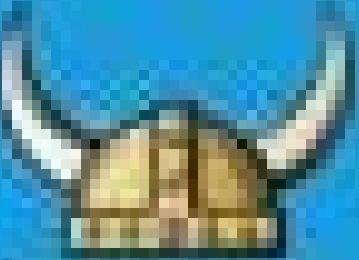


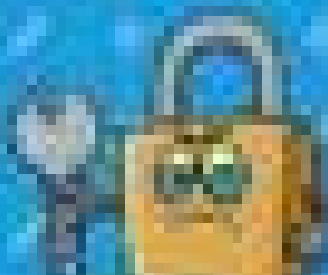

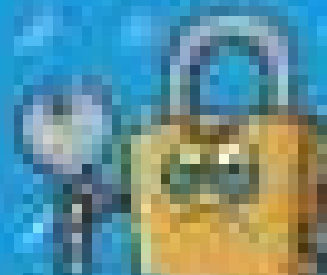
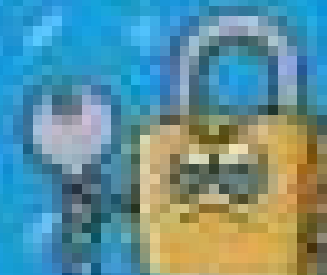
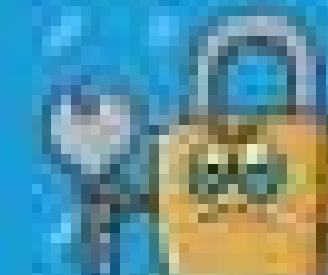
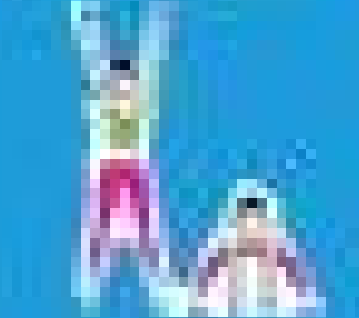




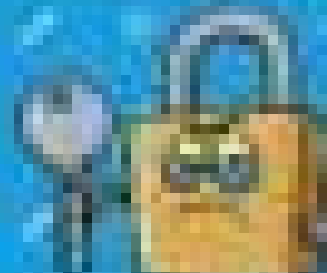

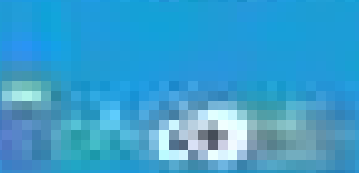
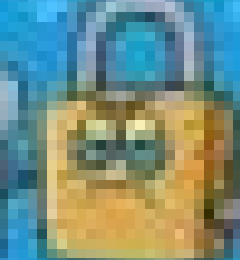
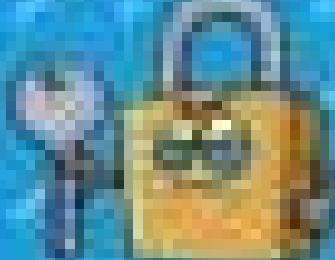
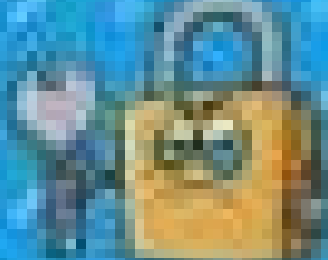
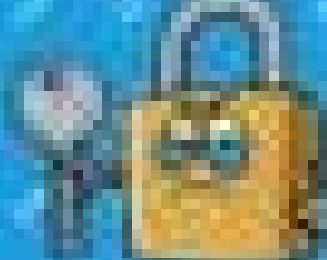

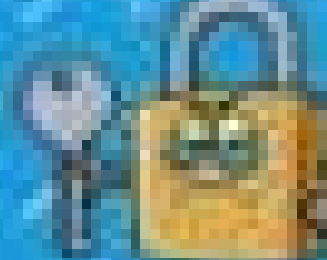

Active learning in classroom
5 minutes every day
Skills and activity complexity gradually increases



Home activity once a week
Worksheet to be completed with parent/guardian
Activity and knowledge components



Phase 2 – Pilot Intervention

P	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
								
								
								
								
								



Phase 2 – Pilot Intervention

8 Home Activity worksheets

Teacher to distribute once a week

Children to complete with their parents

ACTIVITY - THROWING



DESCRIPTION OF ACTIVITY

Ask someone at home to join in

1. Get any ball and throw it against a wall. (Top tip: If you can't find a ball, roll up a pair of socks and use them! Just make sure they are clean and not smelly!!)
2. Do you bring your arm backwards first to help you throw? (Tip: look at the picture for help!)
3. Can you throw with your other hand? Does it feel different?
4. Ask someone to throw with you. Who can throw it the furthest?
5. Can you think up a throwing game? Play for 1 minute with someone



BRAINY BITS

Fun Good Stronger

This story about Sally is missing some words.

Fill in the missing words below.

Each word can only be used to fill one blank space in the story.



Sally tries to be active every day.

Running every day is good for her heart and lungs.

Sally thinks that physical activity is _____ and is also _____ for her.

She also does push-ups and sit-ups that make her _____.

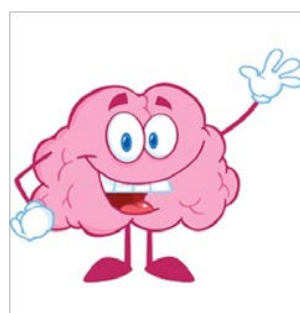
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BRAINY BITS

Fun

Good

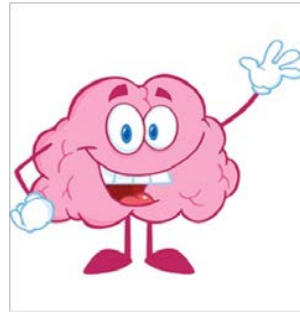
Stronger

This story about Sally is missing some words.

Fill in the missing words below.



5. Can you think up a throwing game? Play for 1 minute with someone



BRAINY BITS

Fun *Good* *Stronger*

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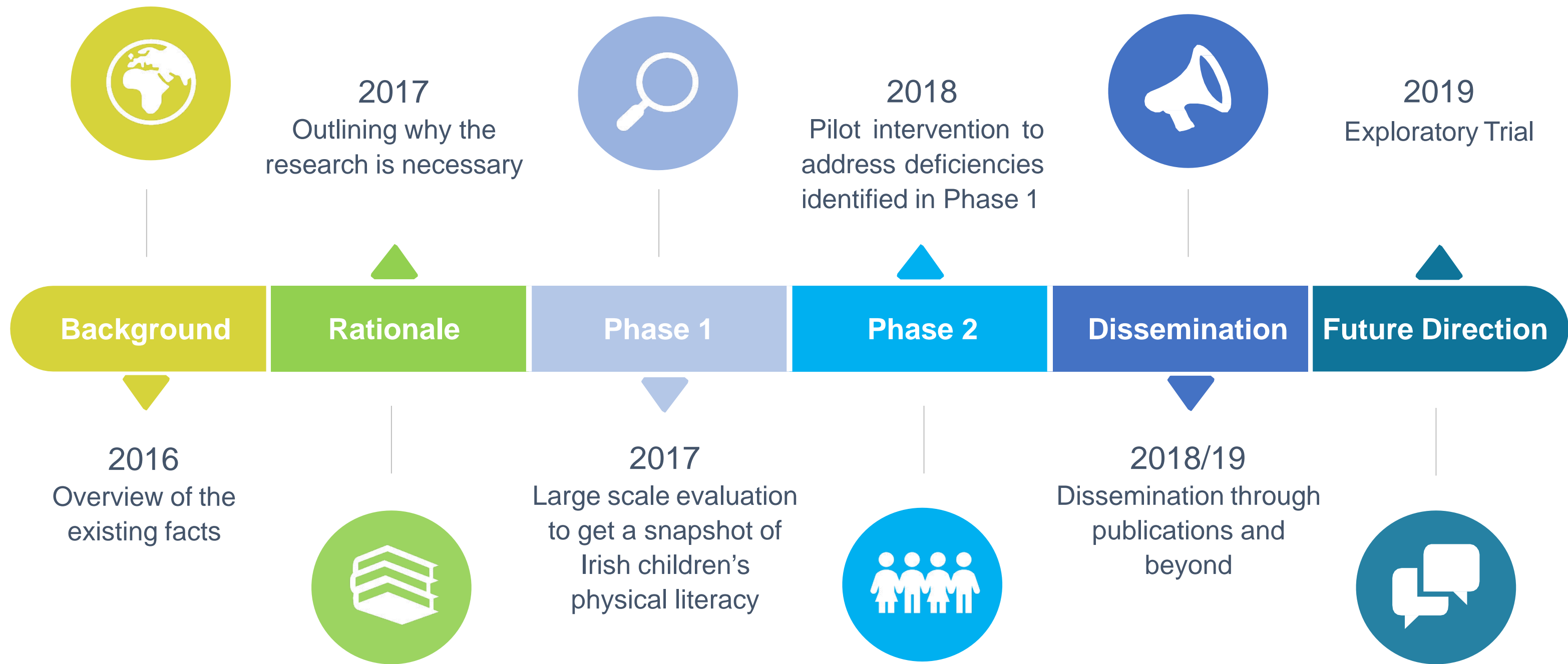


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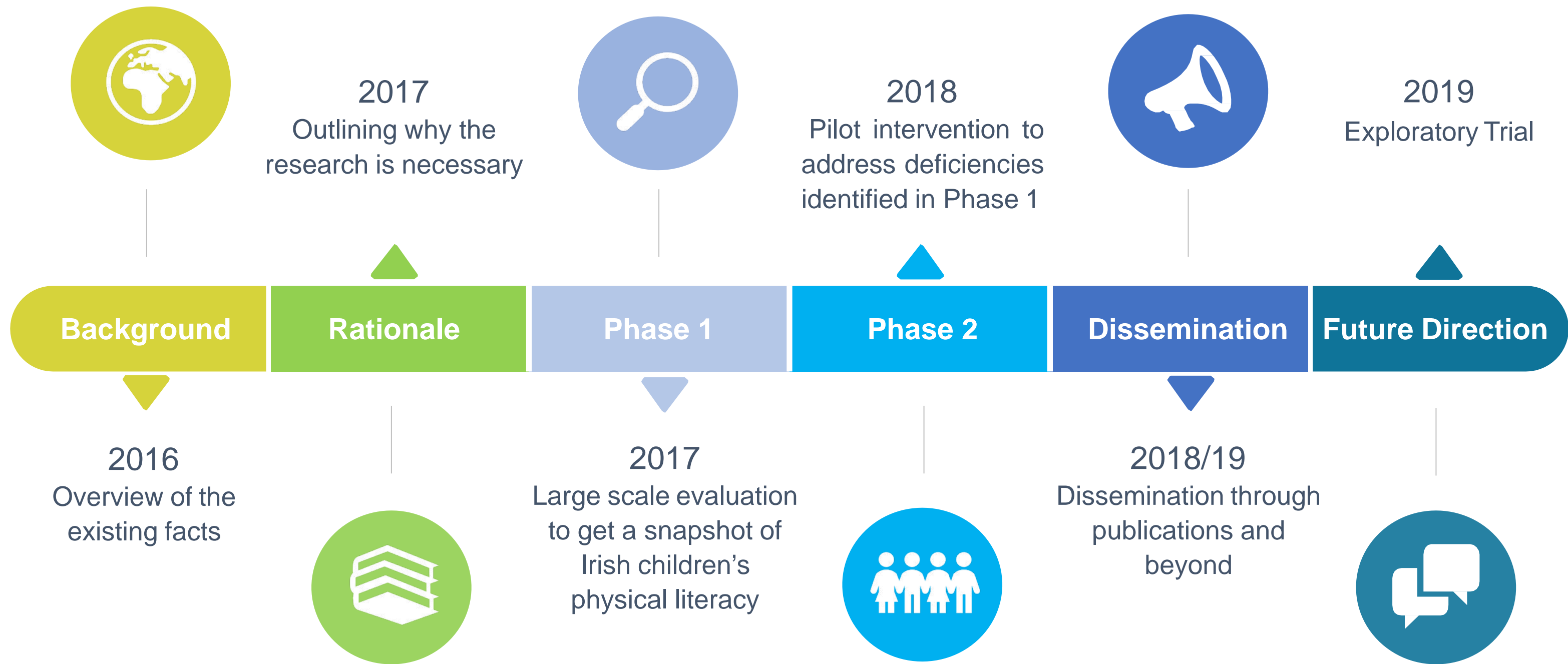
Future Direction

Exploratory Trial just completed – 1,000 kids

Large emphasis on teacher and child's experience

Next Step is a nationwide Randomised Control Trial

Aim to include approx 10,000 children





Getting Ireland's Children Moving

Stephen Behan - PhD Candidate

Supervisors:

Dr. Johann Issartel, Dr. Sarahjane Belton & Prof. Noel O'Connor

**The School of Health and Human Performance
The Insight Centre for Data Analytics**

