

Raising the Bar: Understanding and Promoting Physical Activity and Healthy Eating in OST Programs

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Goals for Session

- Consider rationale for improving high quality physical activity in afterschool programs.
- Understand underlying dimensions of physical activity participation (research findings).
- Discuss effective practices and strategies for delivering high quality physical activity.
- Draft an action plan for new strategies.



We need to do better at wellness!

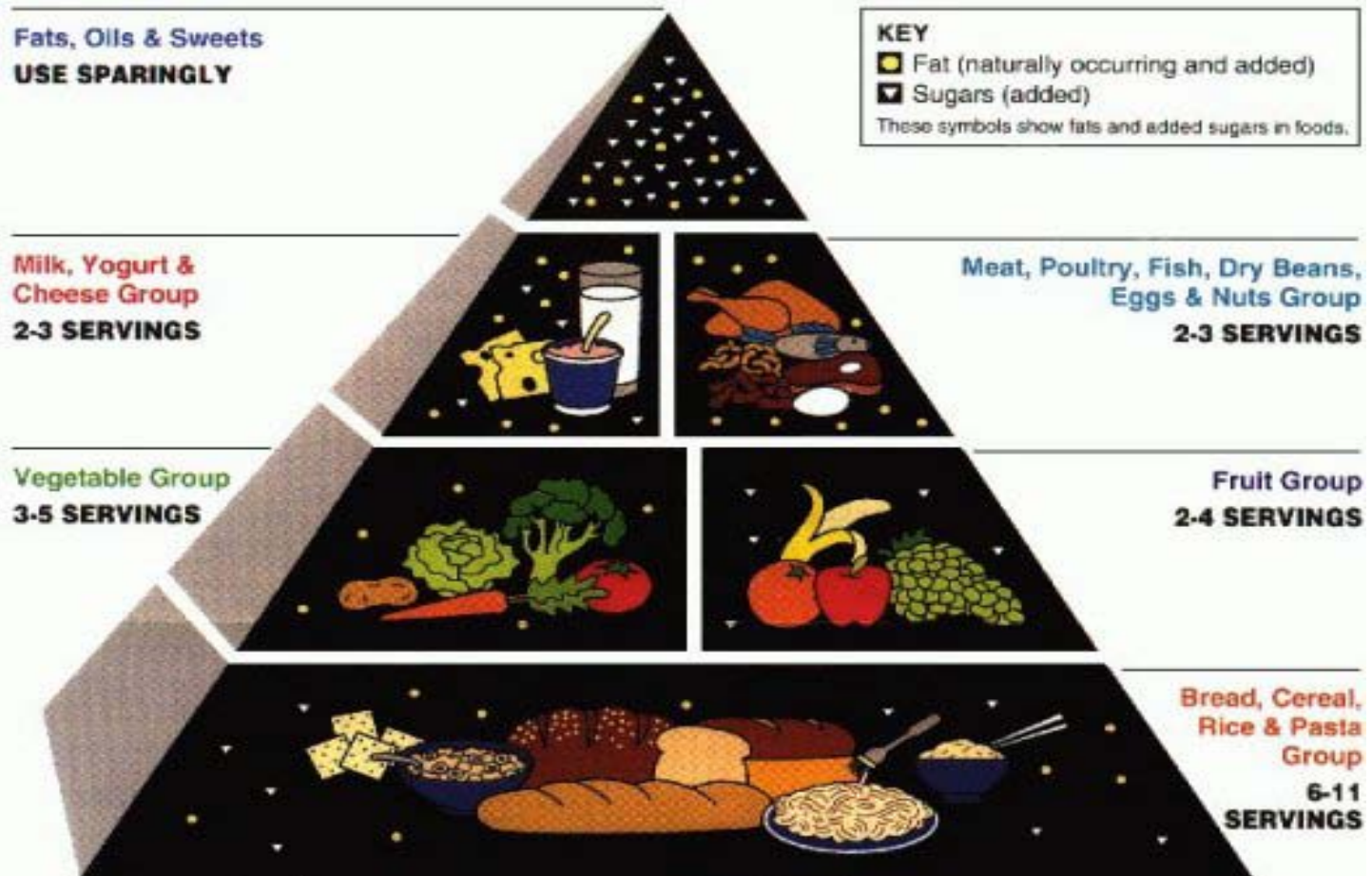
Lack of physical activity and healthy eating poses a serious threat to our nation's children, health, health care system, and economy. 1/3 of U.S. children and adolescents are at increased risk of heart disease, type 2 diabetes, and other health problems.



Benefits of Physical Activity - Academic Achievement

Physical activity among adolescents is consistently related to higher levels of self-esteem and lower levels of anxiety and stress – studies have linked physical activity to stronger academic achievement, increased concentration, improved math, reading, and writing test scores, better attendance and more positive attitude towards school.

Old Pyramid Picture



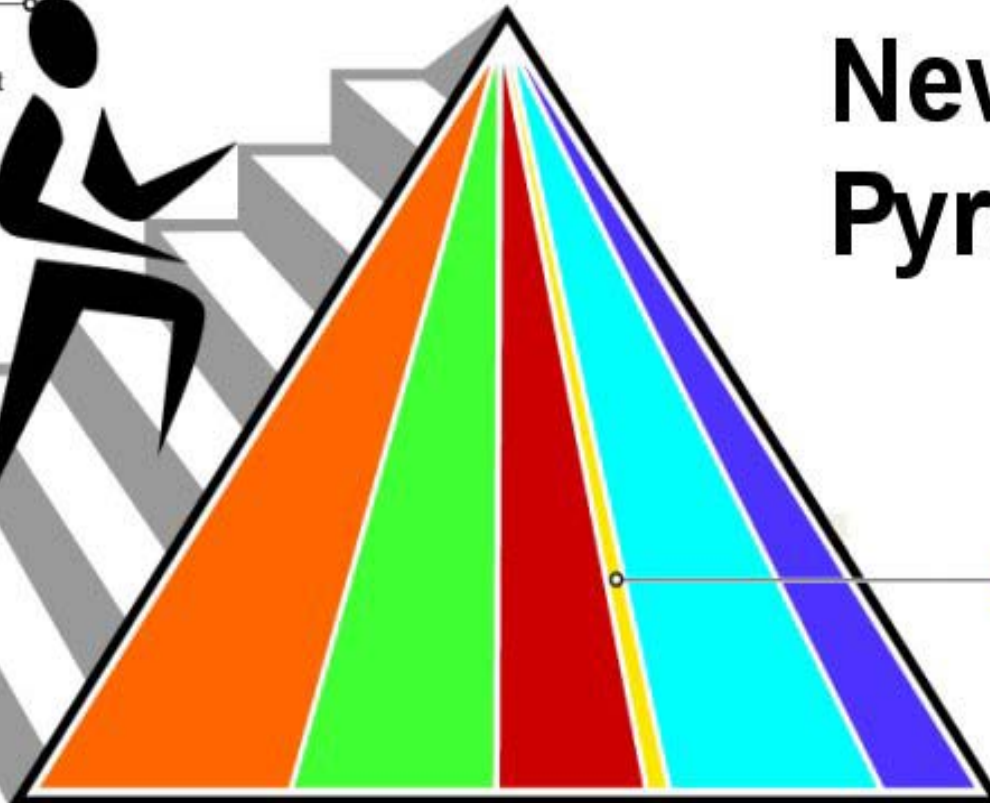
New Pyramid Picture

Exercise

- Adults should be physically active for at least 30 minutes most days of the week, children for 60 minutes.
- Sixty to 90 minutes of daily physical activity may be needed to prevent weight gain or sustain weight loss.



New Food Pyramid



Oils

- Most fat should be from fish, nuts and vegetable oils.
- Limit solid fats, such as butter, margarine or lard.
- Keep consumption of saturated fats, trans fats and sodium low.
- Choose foods low in added sugar.

CATEGORY

Grains

Vegetables

Fruits

Milk

Meat and beans

RECOMMENDATION

Half of all grains consumed should be whole grains.

Vary the types of vegetables you eat.

Eat a variety of fruits. Go easy on juices.

Eat low-fat or fat-free dairy products.

Eat lean cuts, seafood and beans. Avoid frying.

DAILY AMOUNT

6 oz.

2.5 cups

2 cups

3 cups

5.5 oz.

Based on a 2,000 calorie diet.

Recommended nutrient intakes at 12-calorie levels can be found on mypyramid.gov.

What is the Landscape?

Food Guide Pyramid Serving Sizes

Percentage of Youth (2-11 years) Meeting Recommendations

- About 30% for fruit, grain, meat, and dairy
- 36% for vegetables
- 1% meet all
- 16% meet none





Environmental Inequities

Children in lower-income communities

- Limited access to public recreation facilities.
- Less quality school-based physical education.
- Parents more likely to report fear of crime keeps them indoors.





Loss of Outdoor Play and Play Space

For the first two thirds of the 20th Century children thrived in the city streets, stoops, playgrounds, and play lots.

Outdoor play taught creativity, negotiation, self-confidence, and coping skills.

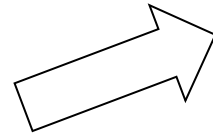
Over the past 30 years
The risks of outdoor play
have overtaken the
benefits.





What is the Landscape?

The U.S. Dept. of Health and Human Services and The National Association for Sport and Physical Education recommends that children engage in at least 60 minutes of moderate to vigorous physical activity (MVPA) each day.



Less than two-thirds of youth in a national survey report that they participate in vigorous exercise three or more times a week.

National Institutes of Child Health and Development (NICHD) Study of Early Child Care and Youth Development

Birth to Age 15

Original Study Group = 1364

Analysis Group = 657

Data Collection Grouped by Region:

Northeast: Pittsburgh, Philly, Boston

South: Little Rock,
Charlottesville, Hickory/Morgantown

Midwest: Lawrence, Madison

West: Irvine, Seattle

Physical Activity Data by Monitor: 3rd, 5th, 6th,
and 9th grades

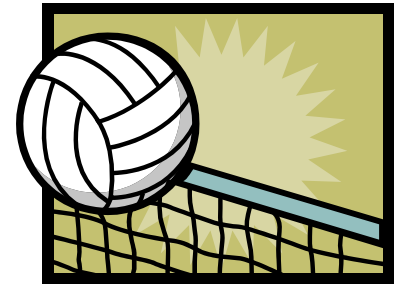


Patterns of Physical Activity

Age 9 – MVPA approx. 3 hours per day, weekdays and weekends.

Steady decrease by average of 38 minutes weekday and 41 minutes weekend (per year).

Age 15 – MVPA approx. 49 minutes per weekday and 35 minutes per weekend.



Patterns of Physical Activity

At age 9 and 11 almost all children met the guidelines...

...By 15 years only 31% meet weekday and 17% met weekend.





Study of High and Low Activity Children/Youth

- Minutes spent in MVPA in 3rd, 5th, and 6th grades are highly correlated and a strong predictor of minutes spent in MVPA in 9th grade.
- Gender by itself a strong predictor. Stronger when added with MVPA grades 5 and 6.



Study of High and Low Activity Children/Youth

	High Plateaus	Declining Activity	Steady Activity	Low Declining Activity
Average Minutes in ≥ MVPA Grade 3 GIRLS	-	104	83	60
Average Minutes in ≥ MVPA Grade 3 BOYS	136	110	76	62

Study of High and Low Activity Children/Youth



Predictors for boys in higher activity:

- predicted by Grade 3 Identity (I play sports), Transportation, and Adult participation



Study of High and Low Activity Children/Youth

Predictors for girls in higher activity:

- predicted by Grade 3 Identity (I play sports), Location, and Adult participation (however account for very small portion of variance in model)



Correlates of PA in a National Sample of Girls and Boys Grades 4-12

Strongest evidence of association with youth PA were:

- Self-efficacy
- Perceived physical competence
- Outcome expectations (perceived benefit)
- Intentions to be active
- Enjoyment of PA
- Social Support (family and friends)
- Being in spaces that facilitate PA



Important Concepts about Physical Activity for Children

- Young children are inherently active.
- Children have a relatively short attention span for tasks compared to adults.
- Children are concrete learners rather than abstract.
- The normal activity pattern of children is intermittent.
- Many of the skills used in adult recreation and leisure are learned during the school years.
- High intensity physical activity has benefits, but may reduce persistence.
- Self-efficacy is strongly associated with lifetime physical activity.
- Just as children and youth can learn the habit of physical activity, they can learn to be inactive.
- Children who are inactive are more likely to become inactive adults.



Which Brings Us to....

Let's strategize at our tables.....

What are the implications for your/a program?

What are potential strategies for addressing the issue?

What does it mean for staff training?



Linking Research with Practice

Guidelines for Promoting Physical Activity

- Activities are intended to be voluntary in nature, i.e., the youth has a choice of activities or participation (enjoyment has consistently emerged as predictor).
- Every youth is given an equal opportunity to participate regardless of physical ability (giving feedback for effort increases likelihood less able youth will continue to be active).*
- Youth have an opportunity to be involved in planning, organization and administration of programs.
- Encourage self-monitoring (enhance perceived competence through goal-setting and self-regulation).

President's Council on Physical Fitness and Sports, 2000

*Corbin & Pangrazi, 2003



Linking Research with Practice

Guidelines for Promoting Physical Activity

- Individualize activities (self-efficacy, a feeling you can be successful, in physical activity strongly associated with lifetime physical activity).#
- Expose youth to a variety of physical activities (increase the likelihood they participate in some of them later).*
- Focus instructional feedback on process, not product.
- Teach physical skills.*
- Be an active role model.
- Teach positive approaches to lifetime activity (skills in adult recreation learned in school years).#
- Engage families (children with active parents who do regular activities with them, more likely to be active).#

*Policy Studies Associates, 2006

#Corbin & Pangrazi, 2003



Linking Research with Practice

Guidelines for Promoting Physical Activity

FUN!

High action and scoring, high personal involvement in the action, close games, and opportunities to affirm friendship are key.

Build an action plan.....