Engaging CHILDREN AND YOUNG PEOPLE in physical activity
Foreword

Over the last generation, physical inactivity in children has increased at an alarming rate. At Precor we believe that physical activity should be at the core of every child's development. Working with schools and leisure activity providers, we have researched the academic landscape and practical case studies to find the best examples of how our customers can support children to be more active.

Thus the objectives of this report are twofold. First, it highlights how crucial physical activity is for children's development and wellbeing, including physical and mental health benefits and academic achievements. Physical inactivity among young people is a stand alone challenge and a potential ticking health time bomb. Second, we aim to provide useful guidance for anyone seeking to get children more active more often, be that a teacher, a school, local authority, parent or leisure operator. We have pulled together recommendations and case studies from children activity specialists.

Schools and colleges have a key role to play in ensuring that our children grow up healthily and aware of the importance of being physically active.

This might be ambitious but we want all schools to be coordinating inclusive physical activity sessions throughout and outside the school day, motivating children to reach their own targets and break their own records. Children activity programmes should also be at the centre of a community strategy gathering school staff, parents, leisure activity providers and every person working with young people to help them embrace an active lifestyle.

We hope that after reading this report, there will be increased collaboration between these people to make physical activity a priority for every child.

Jez Whitling
UK Sales Director, Precor

Acknowledgments

This report could not have been completed without the contributions of many organisations and individuals from the education and physical activity sectors. As you will see the paper includes notable contributions from a range of individuals, particularly we would like to extend our gratitude to the following people:

- Dean Horridge, Fit For Sport
- Sarah Hobbs, David Lloyd Leisure
- Prof Fiona Brooks, University of Hertfordshire
- Dr. Gavin Sandercock, University of Essex
- Joanna Robinson, David Ross Enterprise Trust

We would also like to acknowledge and thank those organisations who submitted their profile or work for inclusion in this report including Sports Leaders UK.

The report, was also supported by a seminar series where we gathered together different individuals from both the education and activity sector to discuss the issues highlighted in this report. The seminars could not have gone ahead without the support of ukactive, the Association for Physical Education, and the Academy Enterprise Trust, all of whom helped to co-ordinate the event and presented their insight. We would therefore like to acknowledge these individuals and organisations for their contribution to the seminars.

At Precor we support many schools and colleges in the UK to provide fitness solutions for their pupils, and we would like thank each school for their support and constant insight, which has informed every stage of the development of this report.
Introduction

This report aims to demonstrate the importance of physical activity and its numerous benefits on children’s health and wellbeing. It demonstrates how physical activity enhances physical health, mental health and wellbeing whilst also improving social behaviour and academic achievements.

However, evidence also shows that levels of physical inactivity are increasing and are a leading risk factor for global mortality according to the World Health Organisation (WHO).

This report provides recommendations to deliver inclusive, vigorous and enjoyable physical activity programmes. In particular, a study and programme entitled “Spark”, which was delivered in Illinois in the 1990’s inspired us to create this report. The programme gave pupils access to a wide range of cardiovascular and fitness activities, ensured the monitoring of heart rates to assess performance and set targets. As a result, young people who benefited from the programme turned out to be healthier, with lower rates of obesity and overweight and also achieved better academic performance in comparison with inactive students.

Countless evidence from OFSTED and the Women Sport and Fitness Foundation (WSFF) have also been used to create our set of recommendations. The former notably pinpointed the importance of setting up wellbeing strategies within schools, with the organisation of activities throughout and outside the school day to make sure children have access to physical activity opportunities which match with their needs and tastes.

The latter focused on the importance of engaging young girls in physical activity. However many young girls have been disengaged from physical activity because of unattractive activity programmes. Guidance also exists regarding how to better engage children suffering from obesity and disabled students.

Finally, the report pinpoints the importance for a wide range of stakeholders including education staff, parents and children to work together to establish schools as a physical activity hub.
Chapter 1 - Young people and physical activity: what the evidence shows

1.1 Current trends in physical inactivity

Physical inactivity has been identified as the fourth leading risk factor for global mortality by the World Health Organisation (WHO). However, levels of physical inactivity have increased among children across Europe. By the age of 15, children are twice as less physically active (moderate or vigorous physical activity) than at the age of 9. In 2011, the Chief Medical Officer (CMO) in England, the most senior advisor on health matters in the country recommended that:

- Children should undertake physical activity for at least 60 minutes and up to several hours every day.
- Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three days a week.

1.2 The state of our children's health

1.2.1 Levels of cardio-respiratory fitness

Cardio-respiratory fitness is defined as the ability of the body's circulatory and respiratory systems to supply fuel and oxygen during sustained physical activity. It is considered by scientists as a more accurate indicator than BMI (Body Mass Index) to evaluate a person's health. Too many children are considered as unfit (i.e. not meeting basic requirements in terms of cardiorespiratory fitness) creating concerns regarding their metabolic health and development.

“Obesity obsession overshadowing more serious problem”

Dr Gavin Sandercock, Reader in Sport and Exercise Science, University of Essex

For this study, Dr Gavin Sandercock, a reader in sport and exercise science at the University of Essex, and the principle investigator for the East of England Healthy Hearts Study, sampled 8550 children (age 10-16 years) from 24 schools in the East of England. During scheduled PE lessons the researchers made measurements of height, weight and cardiorespiratory fitness using the 20m shuttle run test.

Data was entered into Fitmedia Software to calculate:

- BMI and obesity;
- Age and sex-specific shuttle-run score;
- Each child’s fitness level

Low fitness defined as a shuttle-run score giving a Vo2 peak <35 ml/kg/min in girls or <40 ml/kg/min in boys. They also calculated the percentage of obese and low-fit children according to whole-year age and for each school as well as the school-level values for obesity and low fitness against one another.

The results of the research showed that from 8,550 participating children:

- At all ages, low fitness was more prevalent than obesity
- 11.2% were classified as being obese
- 20% of children had low fitness
- Obesity was most prevalent in 10 year-olds (13%) but declined across age groups to 8% in 15 year-olds.
- Only 15% of 10-year-olds had low fitness rising to reach 40% in 15 year-olds.
- Obesity prevalence by school ranged from 6%-20% while low fitness ranged from 4-45%.
- At school level, the correlation between the prevalence of obesity and low fitness was not statistically significant (r=0.24, p=0.41)

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1.2.2 Levels of Obesity

Specialists define obesity as ‘excess body fat accumulation that may impair health’. The body mass index (BMI), an index of weight-for-height (kg/m²), is commonly used to measure obesity. An adult who has a BMI greater than or equal to 30 is classified as obese. Even though this classification is not easily transferable to children, because a child’s BMI changes as they grow, it is still considered a useful tool to assess their weight.

A study published in 2011 showed that:
- Around three in ten boys and girls (aged 2 to 15) were classified as either overweight or obese (31% and 28% respectively).
- Around one in ten pupils aged 4-5 years were classified as obese (9.5%) which compares to around a fifth (19.2%) of children aged 10-11 years. These figures indicate that the prevalence of obesity doubled in children between the beginning and the end of primary school.

Furthermore, it should be noted that between 50% and 75% of those who are classified as children or adolescents are likely to grow into obese adults.

Additionally, the short-term costs of treating child obesity are estimated to £151 million per year and the long-term societal cost is evaluated around £700 million each year.10

1.3 The benefits of physical activity for children

Physical activity is crucial for a child’s development, and it is widely acknowledged that children must undertake regular physical activity in order to enjoy a healthy childhood.

1.3.1 Physical health

Chronic Conditions

Physical activity has a positive impact on cardiorespiratory and muscular fitness, bone health, cardiovascular and metabolic health biomarkers. Indeed, evidence suggest that moderate to vigorous intensity physical activity for at least 60 minutes per day would help children and youth maintain a healthy cardiorespiratory and metabolic risk profile.12

The foundations of lifelong obesity and physical activity patterns are established during childhood and adolescence. Therefore, promoting physical activity among children is essential. Indeed, among adults, scientists have found that physical activity reduces by:
- 30% to 50% the risk of developing common chronic conditions.
- 80% the prevalence of diabetes.13
- 40% the prevalence of heart disease.14

Some experts also came to the conclusion that physical activity could be as good as medication in the treatment of heart disease, and even had better results than stroke medicine.15

Obesity and overweight

Evidence shows that sedentary behaviours or accumulated total sedentary time are associated with overweight and obesity levels, and metabolic dysfunction in young people.

Indeed, there is a strong relationship between obesity and sedentary lifestyle. For instance, on weekdays, the proportion of boys who spent four or more hours doing sedentary activities was:
- 35% for those who were not overweight or obese
- 44% of those classified as overweight
- 47% of those classified as obese.

Similarly, the proportion of girls who spent four or more hours doing sedentary activities was:
- 37% for those who were not overweight or obese
- 43% of those classified as overweight
- 51% of those classified as obese.

These figures demonstrate that sedentary activity should be less physically active, where it is widely acknowledged that interventions increasing levels of physical activity tend to show beneficial effects on health.16

Physical activity is also at the core of weight management programmes in order to enhance weight loss and increase fitness levels to minimise health risks associated with obesity.

1.3.2 Mental health and wellbeing

Physical activity is highly beneficial to mental health and wellbeing. Physical activity raises levels of norepinephrine, which is the hormone most responsible for concentration and endorphins, which are well known to produce feelings of wellbeing.17 Evidence shows that people who exercise at least two to three times a week experience significantly less:
- Depression
- Anger
- Stress
- “Cynical distrust”

than those who exercise less or not at all.

Furthermore, inactive children tend to have higher anxiety disorders, depression and lower self-esteem.18

Physical activity has positive effects on the brain. Exercise greatly increases the abundance of cell growth within the brain, as well as elevating levels of important hormones and chemicals that allow neurons to transmit their messages with greater speed and efficiency. Thus, physical activity improves general circulation and increases blood flow to the brain.19

Furthermore, movement, in particular cardiovascular exercise, is an essential factor in human development and health, and regular exercise allows brains and bodies to continuously grow, heal, and become stronger.20

Overall, physical activity enhances several key factors which help teenagers to approach adolescence with more:
- School satisfaction
- School connectedness
- Self-esteem
- Self-confidence

Additionally, activity decreases levels of participation in identified health-risk behaviours such as smoking or drinking.

1.3.3 The links between activity and academic performance

Evidence shows that physical activity helps children and teenagers to enhance their academic achievement.

Indeed the positive impact that physical activity can have on pupils’ behaviour and concentration leads to enhanced academic achievements.

A programme led in North Carolina which aimed to increase moderate to vigorous physical activity during the school day, demonstrated that:
- 14.8% students were more focused
- 17% showed better alertness and were more energised
- 8% had an improved behaviour21

Additionally studies suggest that fitness can improve a child’s:
- Learning22
- Acuity
- Reaction time23
- Mathematical skills24
- Memory functions

Case Study

The study “Spark - How exercise will Improve the Performance of your Brain” published in 2008, has established the links between brain performance/function and health and fitness.25 The key aspects of the programme implemented in an Illinois based school were:

- The school changed the activities in physical education so the pupils were more focused on cardiovascular fitness with running, climbing, exercise bike or dance classes rather than development of skills for team sports;
- Heart rates were monitored to better assess progress and achievements;
- The pupils were given the opportunity to identify the activity they wanted to do, which in turn increased their motivation;
- As a result, the school significantly increased its academic achievement, notably in international examinations;
- Only 3% of pupils were overweight or obese, which contrasted with the national level of 30%;
- The programme was then expanded and applied in both disadvantaged and advantaged communities and revealed to be successful in both cases.

The main conclusions of the study were that:
- Students who participate in exercise before class outperform students who did not participate in exercise before class.
- Engaging in as little as 30 minutes of cardiovascular activity, students are demonstrating markedly improved academic achievement.

“Spark! How Physical Activity Will Improve the Performance of Your Brain”

- John Ratey

Baroness Sue Campbell pinpointed in a recent study,26 ability to learn and help them to grow up healthily. As Baroness Sue Campbell pinpointed in a recent study, physical activity also teaches values that help throughout their life such as:
- Courage
- Leadership
- Determination
- Teamwork
- Confidence

These positive effects create an environment conducive to better academic achievement.

Physical activity enhances children and young teenagers’ ability to learn and help them to grow up healthily. As
Creating the legacy by bridging the gap between operators, schools, communities and experts.
- Dean Horridge, CEO and founder of Fit for Sport (www.fitforsport.co.uk)

To establish a lasting legacy from 2012 we must engage children in physical activity so they can build on this to enjoy a healthy lifestyle into adulthood.

There are many articles published about the ‘lack of legacy’. I say stop talking about the legacy and start doing something about it!

A good start point is to ensure all children are engaged in physical activity and not just focused on sport. The term ‘sport’ is used too often and too early with young children. From working with schools for over 25 years, we have learned that if we use the word ‘sport’ as an engagement tool for kids aged 5-8 (Years 1-3), we lose around two-thirds of the class as only around a third are good at sport.

Our focus needs to be on activity: if a child enjoys being active, we can build their confidence to take up a sport later.

I would like to see an emphasis on ‘activity’ for Years 1 and 2, progressing to ‘games’ and competition to increase their confidence and sense of achievement in Years 3 and 4. By Years 5 and 6 (ages 9, 10, 11) they will be ready for more sports-focused participation to then take into their secondary school years and on up to young adulthood. This is what I call the Journey to Sport.

I’ve talked a lot about schools here but the reality is few can deliver sufficient activities for pupils on their own. But by working with operators, experts and their local community they can bring many more opportunities to children and deliver this legacy of sport that everyone is looking for.

We know this from experience and are now running Legacy Games Days for schools in partnership with leisure provider Everyone Active. Up to 1,000 children from local schools engage in a day of fun, physical activity where the emphasis is on participation and trying new activities. Many of these activities are sports but they are presented in a fun, engaging way.

At the end of a jam-packed day, the children don’t say they’ve spent the day playing sport: they say they’ve played games and stayed active.

I’m convinced that with a little effort and commitment, operators, schools, experts and local communities working in partnership can deliver a lasting legacy of active children.
2.1 Answering the needs of key groups of teenagers

No child is the same, they all face different challenges in being physically active. Therefore it is crucial to recognise these challenges and provide a flexible offer for children. This section articulates the challenges facing key groups.

Girls

Challenges
- Engaging girls in physical activity is crucial as at the age of 14 only just over 1 in 10 girls meet the activity criteria.
- 76% of 15 year-old girls want to do more physical activity.
- 23% of women say that school PE put them off physical activity.
- 50% of all girls recognise that they do not enjoy school sport.
- 45% think it is too competitive.
- 33% of girls don’t think “they have the skills to do well in sport”.
- Girls undervalue sport and 59% of the least active girls did not think it was important to be good in physical education.

The drop in physical activity participation is due to several reasons and notably because:
- Physical education is very exposing for teenage girls who are self conscious regarding their bodies.
- The lack of choices in terms of physical activity impedes their choices.
- The common emphasis of PE class on traditional competitive sport focuses rather on winning than on enjoyment.

Recommendations
Teenage girls are not an easy group to engage, whilst it is crucial for their physical and mental wellbeing to be physically active. Therefore providers should:
1. Offer the choice of activities to meet teenagers’ tastes. They will also be more prone to engage if they like the sport.
2. Create positive competition by setting up personal goals and encourage them to break their own record rather than establish overall competition between girls.
3. Establish girl-only classes.
4. Partner with the Personal, Social, Health and Education (PSHE) teachers to help build self-esteem, and self-confidence.

Boys

Challenges
- Boys are more likely to engage in physical activity than girls.
- However their participation rate declines with age.
- They tend to suffer more from social, emotional or behavioural difficulties issues and are sometimes harder to cater than girls.

Recommendations
Activity programmes are a great opportunity to improve teenage boys’ behaviour and wellbeing.
Activity programmes should:
1. Support boys to develop their athletic skills such as cardiovascular strength and endurance.
2. Use tools such as heart rate monitors, which are greatly motivational and encourage students to set up their own targets for enhanced performance.

Children suffering from obesity

Once a child falls behind it is very difficult to re-engage them in physical activity. Often once a child becomes overweight or uncomfortable during activity sessions they attempt to reduce their exposure and participation. Thus, specific activity programmes should be delivered to tackle these challenges and ensure that overweight children grow up physically active. By focusing on inactive children, programmes can make the most significant impact on the health and academic performance of a child.

Challenges
- Children suffering from obesity tend to be less physically active than their healthy weight counterparts and 47% of children classed as obese are not physically active.
- They tend to have lower speed and dexterity than children with normal height/weight ratio.
- It is harder for them to keep up with a normal PE class.
- Only a few schools have coherent plans tailoring PE provision to support obese pupils and help them to follow a healthy lifestyle by engaging them in regular physical activity.

Recommendations
1. Specific classes or programmes should be organised for pupils suffering from obesity or who find activity very challenging, in order to help them slowly become more physically active. Some physical activity will help them to manage any weight problem and can improve the fitness of overweight children and thus their overall health.
2. Activities should be focused on weight loss and cardiovascular endurance, as cardiorespiratory endurance burns calories while it is being performed and for several hours after the exercise session has been ceased. Cycling, rowing, swimming or running are good examples of cardiovascular activities.
3. However, these activities should be enjoyable and if possible should include family and friends to make it more desirable.

Disabled children

Physical activity is crucial for disabled children. However, they often have limited access to physical activity opportunities and cannot participate in the routine elements of activity provision. Therefore, it is crucial that facilities and programmes are designed with a view to being truly inclusive.

Challenges
- 6% of the child population is disabled which represents a third of young disabled pupils say that they take part in less PE than other pupils;
- Fewer disabled children are competing and notably few girls take part in competition;
- 84% of newly qualified teachers said they did not feel prepared to offer PE to disabled pupils. As a result, PE teachers often do not integrate disabled children during the PE lessons;
- However, there is often a lack of sufficient training and perceived competence for teachers, who need to be better accompanied and trained to teach inclusive PE classes.

Recommendations
1. Specific training for teachers in the provision of PE and sport for children with physical disabilities, or special educational needs, should be provided in both initial teacher training and continuous professional development.
2. Increase the opportunities for disabled children to have access to competitive sport.

2.2 Delivering inclusive, vigorous and enjoyable activity programmes

Delivery of activity programmes

Challenges
- Best performing schools timetable two hours of PE each week to enable pupils to meet all National Curriculum PE requirements and lead a healthy, active lifestyle;
- Traditional, outdoor games tend to disengage less active children;
- Opportunities to observe and evaluate others’ work are overridden at the expense of sustained physical activity;
- Reviews of the literature indicate that vigorous physical activity and notably cardiovascular and fitness activities are the most likely to produce health and cognitive benefits.

Recommendations
To enhance physical activity, activity programmes should:
1. Prioritise fitness, health and well-being in lessons;
2. Include enjoyable warm-ups and high intensity, short duration exercises to test pupils’ speed, stamina, strength and flexibility;
3. Ensure the intensity of physical activity is vigorous in order to produce benefits and enhance academic performance.

Assessing individual performance

Challenges
- During the assessment, time is not wasted observing others performing and filling in assessment forms, rather than practising to improve performance;
- Pupils are often encouraged to compete against each other on an unequal basis.

Recommendations
1. Assessment data should be systematically collated and reviewed to check the progress of different groups of pupils in all key stages;
2. This data should help the PE teacher to intervene to provide additional support for those who need it;
3. Teachers should monitor pupils’ PE and encourage pupils to compare their progress with the PE attainment target level descriptors and examination criteria, to illustrate what they are expected to achieve and to set targets for improvement.
Taking on board the importance of body image.
- All Party Parliamentary Group (APPG) on Body Image “Reflection on body image”

According to the report “Reflection on body image” published by the APPG, “having a positive body image is an important aspect of emotional wellbeing”:
- Body dissatisfaction usually emerges by about the age of 7 or 8 in both boys and girls;
- It is likely to undermine participation in health, education and social-related activities such as taking part in sport or participating in class;
- Appearance is also the largest cause of bullying in schools;
- Physical education is one aspect that could be used to tackle body dissatisfaction and alleviate the pressure exercised by the media conveying the idea of perfect bodies.

Therefore PE should be part of a broader strategy aiming at enhancing body confidence among young girls and boys alongside the PSHE (Personal, Social and Health Education) class. Also, more opportunities for teacher training in body image should be made available.

Sports enrichment in an academy network
- David Ross Entreprise Trust (DRET)
- Joanna Robinson - Director of the sports consultancy Gainline

The David Ross Education Trust comprises academies clustered across the North East Coast, Hull, Grimsby, South Lincolnshire and Northants and the student body encompasses the majority of hard-to-reach groups.

The Trust is building a sports-focused free school on the site of the Olympic Park. The Trust’s philosophy is that every child has potential and it has a responsibility for realising that potential, whatever it might be.

The Trust is amongst only a handful of academy sponsors who promote and invest in sport in their schools. DRET now has a 10-year vision for sporting participation and excellence, and have developed a programme that will enable students to realise any sporting potential they may have. This programme is focused on DRET secondary academies, and looks to ensure that children who have few sporting opportunities in life are given the chance to try, learn and love to play sport, and perhaps to develop a sporting habit for life.

In 2012 the Trust recognised that their secondary academies needed support if they were to provide quality sporting opportunities to its students in and out of the curriculum, alongside a comprehensive PE agenda. DRET also recognised that demand was up - students who were being inspired by the Olympics now wanted to get involved in sport themselves. DRET’s commitment was to ensure that whatever a child’s circumstances, and whatever DRET Academy they attended, if they were interested, or might be interested in sport, they should have access to a high quality sporting offer.

Development of the strategy involved assessing existing sports provision, identifying barriers that were precluding sports participation and developing opportunities to encourage it.

Key elements of the strategy include: a consistent extra-curricular club programme which includes engagement with community clubs to develop mutually beneficial partnership as well as quality coaching; appropriate competitive opportunities and major events to stimulate and sustain interest in sport as well as build teamwork and pride amongst the students; support of the talented enabling them to achieve and excel through bursaries and elite teams; and a range of inspirational and motivational activities to encourage students to participate.

DRET are working with a range of partners to deliver the programme, from National Governing Bodies to local sports clubs and universities and commercial partners. DRET invest in the programme directly but academies also invest, and DRET seek to exploit private sector funding as well as grant opportunities.

Examples of initiatives that have increased participation include:
- development of different sports opportunities including rowing and table tennis; for students who don’t want to play traditional team sports;
- ‘tie-off, trainers-on’ recreational clubs – when there simply isn’t enough time to change at lunchtime;
- greater promotion and profile of sport across the academies, combined with reward and recognition of those who take part, through traditional and new media channels;
- major network wide events, where selection and participation has become much coveted, resulting in an increase in children turning up to training;
2.3 Establishing a health and wellbeing strategy in every school

Challenges
- Beyond the curriculum, teachers need to support the values of regular participation in physical activity and foster high levels of pupils’ interest and enthusiasm for PE and sport.
- Activity breaks during the school day, in particular during lunchtime, generate less problems and incidents, and increase the concentration and motivation in other lessons.
- With the establishment of a whole structure of activities around the physical education class, a school can genuinely improve the health and fitness of its students for enhanced academic achievements and improved class behaviour.

Recommendations
1. Schools should establish programmes around PE classes with competitions, courses on healthy lifestyle and breakfast, lunchtime and after school clubs, and provide sporting opportunities throughout the full school day.
2. They should also take in consideration the different levels of fitness between children to make sure everyone has the opportunity to participate in a physical activity during the day.
3. Staff should liaise with subject leaders of Personal, Social and Health Education, and science to gain their support in reinforcing learning about the importance of being healthy and avoiding the risks attached to smoking, drinking, substance misuse and leading a sedentary lifestyle.
4. The inclusion of specialist coaches, particularly those with links to local sports clubs, who would work alongside teachers in lessons and in extra-curricular activities to foster pupils’ interest in sport outside of school.

FIT FOR SPORT & MONTPELIER PRIMARY SCHOOL PARTNER TO TRANSFORM PUPILS’ LUNCHTIMES

Fit For Sport has been working in partnership with Montpelier school for over 7 years providing: Curriculum Support/PE, Extended and After School Clubs, Holiday Camps and, most recently, a Playtime Curriculum designed to increase children’s activity and health levels.

Montpelier Primary school wanted to utilise lunchtimes to assist their pupils in leading healthier and more physically active lifestyles. The reason for this was that, though Montpelier School had received an outstanding rating from Ofsted, they felt they had issues to do with behaviour and relationships during lunchtimes. Through their evaluations too many children were not purposefully occupied during lunchtimes which led to a greater than wanted involvement by the Senior Management Team (SMT).

THE SOLUTION
In September 2012 Fit For Sport launched the pilot of Playtime Curriculum Project.

The project has involved the Fit For Sport team taking a complete re-look at playtime, especially lunchtimes, and putting into place a well-designed programme that supports children in having a healthier and more physical lifestyle.

The programme’s main focus is how to make the school playground an area for learning through play.

The Fit For Sport Team organised the playground into a range of zones that promote physical activity, social learning and healthy living. Activities for each zone are carefully designed to excite and stimulate children and to set them challenges which enhance their physical skills and general ability to keep going and sustain activity.

As well as playground work, this programme involves training staff to work with children as they eat their lunches to help them develop healthier eating habits. Staff sit with children during lunch and talk to them about how they can vary and improve their choices and foods. They are also able to give rewards for such things as ‘the healthiest lunch box’, ‘the greenest meals over a week’, etc.

To support the work carried out at lunchtime, resources are given to children. These are focused on making children aware of how active they are and how hard they exercise. As well as this we develop their ability to think about what they choose to eat and how they could eat and drink more healthily. The materials include learning opportunities in the three playgrounds to suit children of different ages, as well as wet play activities and a focus in the dining rooms on healthy living.

To date there has been a noticeable improvement in behaviour and increase in activity levels, with a 75% decrease in treatment for bumps and bruises. It is anticipated that, as the project progresses, there will also be an improvement in concentration and motivation in lessons and a consequent raising of achievement.

Montpelier’s head says ‘I have noticed a complete transformation of my school at lunchtime; children are more active, everyone is engaged in activity and problems/incidents have decreased dramatically. Children are coming back to the classroom feeling energised and are able to concentrate more!’

2.4 Creating partnerships with the community

Challenges
- School facilities are usually not used enough for activities and sports, and links with communities should be better developed.
- The installation of a sport facility that is open to the public can be seen by secondary school as an additional means to generate income, especially given that no extra funding for physical education has been announced for secondary schools.
- Schools facilities should not be restricted to pupils. Rather, they should open for parents and the whole community establishing the school as a community hub, promoting active and healthy lifestyles.
- As a labour pledge, Liz Truss encouraged all schools to stay open until 6pm and in doing so deliver after-school clubs and ‘open-up’ their facilities to the local community.
- Community leisure and activity providers should recognise the need to develop programmes for children activities.

Recommendations
1. Partnerships between local schools should be encouraged to promote the sharing of facilities.
2. Help the private sector to make available its facilities to local schools and share its knowledge in terms of physical activity requirements and guidelines.
3. Open school facilities outside school hours for staff, parents and children as a means to establish the school as a community hub.
4. Schools should also create partnerships with the private and voluntary sector to diversify sporting opportunities for students.
5. Local leisure operators should also open their facilities to children and young people, diversifying the sporting opportunities in the community.

Fitness Into Teens, David Lloyd Leisure
Sarah Hobbs - Head of Sports Health and Fitness, David Lloyd Leisure

At David Lloyd Leisure, we are focused on the services and products we offer for families with children of all ages; for the purposes of the case study, the F.I.T programme and engagement of teenagers into fitness and physical activity will be addressed.

It is very well documented, with many recent studies, that young people are not getting enough exercise to sustain their long-term health. There is too much talk about obesity, with the poor fitness levels of this generation creating a ticking time bomb of associated increases in heart disease, diabetes and cancer. More recently, concern has widened to include the significant number of young people who are not necessarily obese but generally unfit.

The issue of how to engage our adolescents into regular exercise, whether that is sport or pure exercise, is an ongoing challenge for our society.

At David Lloyd Leisure, we have developed Fitness Into Teens (F.I.T.) - products especially developed to engage older youngsters with the aim of encouraging long-term healthy habits.

‘So Much More for Members Aged 11+’

In 2011, as part of our family strategy and the segmentation of what we offer for our different age groups, we turned our focus to teenage members and provided a wider range of access points for them to take part in physical activity at our clubs.

The products we offer to our young members of this age group mirrors the suite of options available to our adult members and gives them a stepping stone to regular long-term exercise in adulthood. The offer broadly focuses on:
- Gym fitness
- Group exercise fitness
- Ongoing participation in swim and tennis

At David Lloyd Leisure, we are committed to providing the best possible programmes and products for all our members and Fitness Into Teens gives us the vehicle to engage our aspirin young adults into the same activities as the adult population.
Sports Leaders UK and Asda Active

Sports Leaders UK is a charity focused on delivering leadership skills through the medium of physical activity. Sports Leaders UK trains tutors to deliver sports leadership qualifications to nationally regulated standards.

Sports Leaders UK Accredited Assessment Centres (AACs) nationwide. Although direct delivery is not the core business of Sports Leaders UK, the incorporation of volunteering creates an army of over 160,000 young people who go on to delivering activity sessions in schools and community centres. They currently account for c.640,000 volunteering hours in the UK.

The business as a whole is responsible for the retention and development of AACs, but the National Development Managers (NDMs) and Customer Services Team are directly tasked with this role, and supported by a team of Project Officers who give regional on the ground support to Centres, where required. NDMs are focused particularly on Managers (NDMs) and Customer Services Team are directly tasked with this role, and supported by a team of Project Officers who give regional support to Centres, where required. NDMs are focused particularly on generating partnerships at a strategic level, eg with the Enterprise Trusts which manage the budgets for groups of Academies, Strategic School Partnerships and large community organisations.

Why schools take up the qualification?
Sports Leaders UK qualifications offer improved health through activity and a pathway into further education and employment to the learners. But there are also more tangible credited benefits for learners and schools highlighted below:
- 10 UCAS tariff points for the Level 3 Certificate in Higher Sports Leadership.
- Schools currently get contextual value added points that go towards positioning in league tables.
- 63 for Level 3 in Sports Leadership.

How do Sports Leaders Increase Activity Levels?
Sports Leaders UK provide the training for young people so they can directly deliver sports and activity sessions. The qualifications cover a range of disciplines, from dance to day walk or the promotion of a healthy lifestyle and basic expedition leadership, but they all have the principles of activity leadership at their core.

Sports Leaders UK and Asda Active
Asda Active is a key strand of the overall Asda Community Life CSR campaign. The mission is to ‘Get Britain Moving.’ Helping mums and their children to lead healthier, more physically active lifestyles.

Sports Leaders UK was the ideal partner for Asda to create a new physical activity Corporate Social Responsibility (CSR) campaign that is scalable, meaningful, accessible, unique and inspiring. Both partners are motivated to increase activity levels for young people in the UK and the Sports Leaders UK delivery model offers a wide and sustainable impact.

The partnership is based on 3 key areas
1) 370 events - Asda Active Sports Days Powered by Sports Leaders.
2) Investments into the infrastructure of Sports Leaders UK focusing on tools that will help develop the core business.
3) PR and marketing to boost the brand awareness of Sports Leaders UK. Using the brand strength and exposure of Asda to build the brand recognition of Sports Leaders UK and the status of Sports Leaders themselves.

What are the benefits of a partnership with a brand?
- Funding to develop the Sports Leaders UK social enterprise: Asda has allocated budget to create a CRM system that is helping Sports Leaders UK to communicate more effectively with its Sports Leaders. This will help to signpost learners into additional qualifications and volunteering opportunities. In so doing, it will help to create a sustainable business model and, of course, to get more people active.
- Funding to subsidise 35 new AACs in disadvantaged areas in 2014: This will directly increase learner numbers and again hit three main motivators, growth of core business, our work to mobilise Sports Leaders in the most disadvantaged communities, and raising activity levels.
- Asda has helped to attract additional funding. Most notably £1.5 million in match funding from the Big Lottery Fund Spirit of 2012 grant. Broadly focused on driving awards and qualifications from 160,000 to 200,000 p.a and volunteering hrs from 640,000 to 1,000,000. Major investment that will help to create a sustainable social enterprise model for the future.
- Brand recognition and exposure – Sitting alongside the Asda brand carries great exposure in itself. But the opportunity to be promoted in over 600 Asda stores and involvement in their broader Community Life CSR campaign is helping to increase awareness and drive demand for the qualifications.
- PR and marketing – Regional and National press coverage of the project highlighted by the ambassadorial role of Olympic Gold Medallist Greg Rutherford, increases awareness of Sports Leaders UK. Also sharing a stage with Asda offers a platform to participate in a national conversation about health and activity levels, so helping to open doors to government and other influential stakeholders.
- Partnership has encouraged Sports Leaders UK to reach out to new markets. Working with Asda to develop a new qualification focused on nutrition.

What are the results?
- 370 summer Sports Days - Resulted in Sports Leaders UK increasing their involvement in direct delivery and, as a result, having increased visibility of the volunteering that the qualifications drive.
- The events delivered a tangible impact creating enhanced activity opportunities for over 40,000 primary school children, 7,000 Sports Leaders and 1,100 primary schools across 318 different events.
- The funding for delivery of the 370 events has resulted in the creation of a Sports Leaders UK projects team. This complements existing projects like Energy Club and provides a dedicated resource to develop direct delivery and offer a platform for future initiatives that will also lead into getting schools more active.

Sports Leaders UK and Asda Active

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