



SPORT · OPENS · SCHOOL

603266-EPP-1-2018-1-IT-SPO-SCP
Agreement Number 2018-3684/001-001



Co-funded by the
Erasmus+ Programme
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Health Enhancing Physical Activity

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DEFINITION OF PHYSICAL ACTIVITY



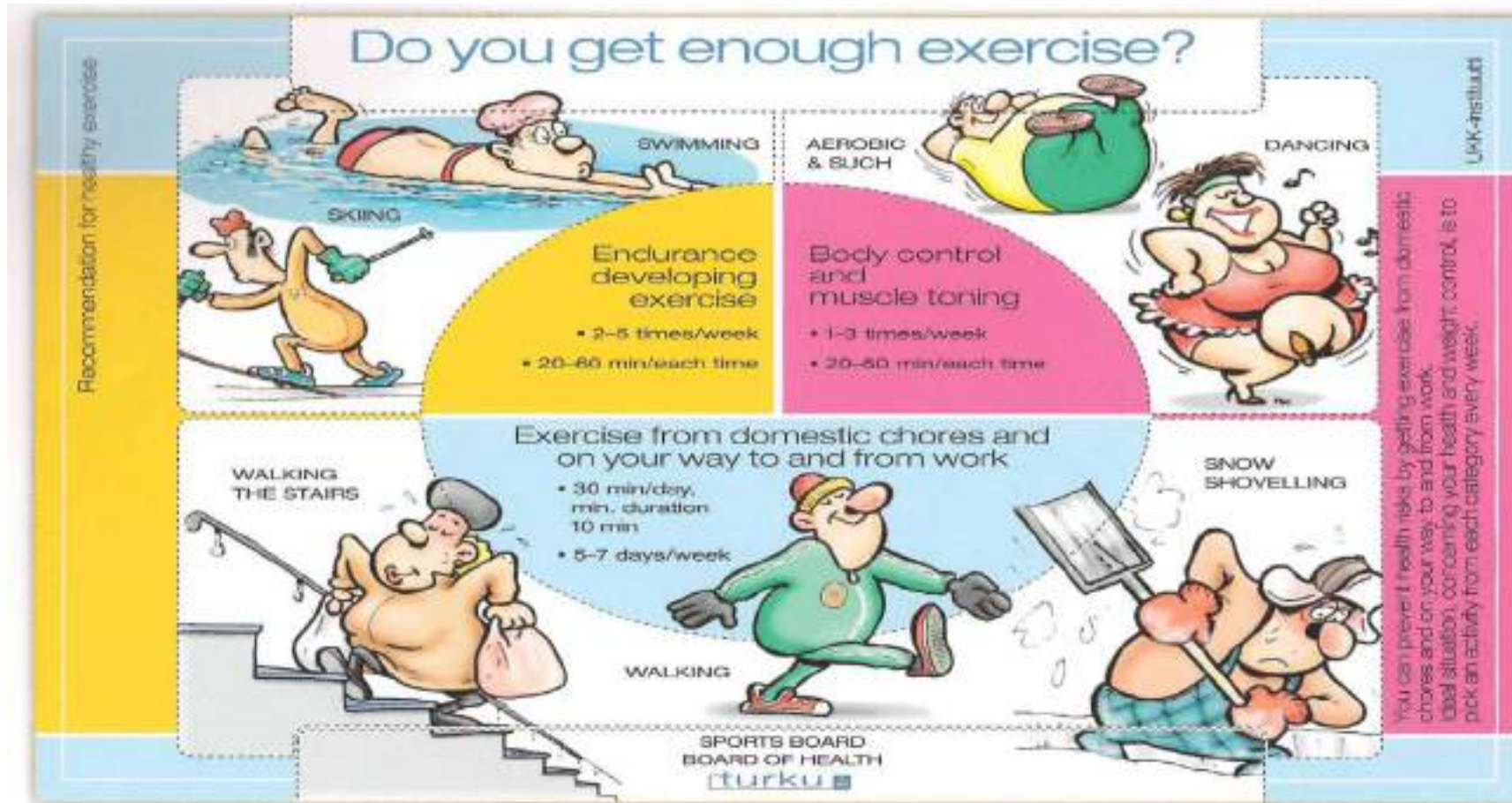
DEFINITION OF PHYSICAL ACTIVITY

PA encompasses **any bodily movement** produced by skeletal muscles that results in energy expenditure, which may be **unstructured and everyday life activity, exercise that includes prearranged, deliberate and repetitive activity** [Caspersen et al., 1985; Koeneman et al., 2011; McNaughton et al., 2012], and **grassroots sports and competitive sports** [European Commission, 2015: <http://ec.europa.eu/transparency/regexpert/index.cfm?do=groupDetail.groupDetailDoc&id=19860&no=1>].

HEALTH ENHANCING PHYSICAL ACTIVITY

- cardiorespiratory exercise
(e.g., **$\geq 150 \text{ min}\cdot\text{wk}^{-1}$ of moderate-intensity** physical activity and **$\geq 75 \text{ min}\cdot\text{wk}^{-1}$ of vigorous-intensity** physical activity, or **10,000-11,700 steps.day⁻¹**)
- resistance, flexibility, and neuromotor training (2-3 d·wk⁻¹)

(Garber et al, 2011; Tudor-Locke et al., 2011; Myer et al., 2015)



The UKK Institute's Physical Activity Pie is a method of illustrating the guidelines of health-enhancing physical activity. This version is modified in the City of Turku.

Eurobarometer 2018

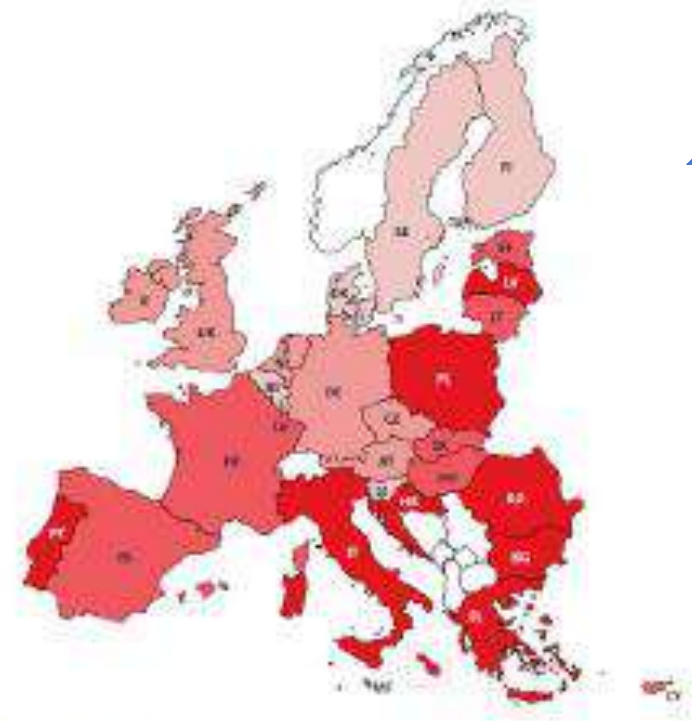


QB1 How often do you exercise or play sport? (% - NEVER)

BG	58
EL	68
PT	58
PL	53
IT	60
LV	58
MT	56
FI	38
HR	56
HU	53
CZ	51
SK	48
EE	48
ES	48
FR	48
CY	48
EU28	48
RO	41
AT	40
DE	38
LU	37
IE	34
NL	31
BE	29
LT	27
SI	24
DK	22
SE	15
PL	13

Map Legend

- 55 - 100
- 45 - 55
- 30 - 44
- 0 - 29



↑ 46%

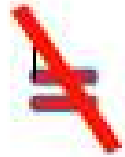


Eurobarometer 2018

- **Men exercise, play sport or engage in other physical activity more than women, particularly in the 15-24 age group.**
- **Lack of vigorous physical activity** in 15-24 age women (53%) and men (31%).
- **Lack of moderate physical activity** in 15-24 age women (43%) and men (21%).
- **The 15-24 age group tend to walk >60min at a time (19%), mainly >10min (70%), and 8% <10min.**
- The amount of **regular activity** that people do **tends to decrease with age.**
- **Low engagement in sport and physical activity** among people with **lower levels of education and among those with financial difficulties.**
- **Lack of time (40%)** and a **lack of motivation or interest (20%)** are the main reasons for not practising sports.
- **Lack of engagement in other physical activities** depends on urbanisation Large towns=41%; rural=32%).



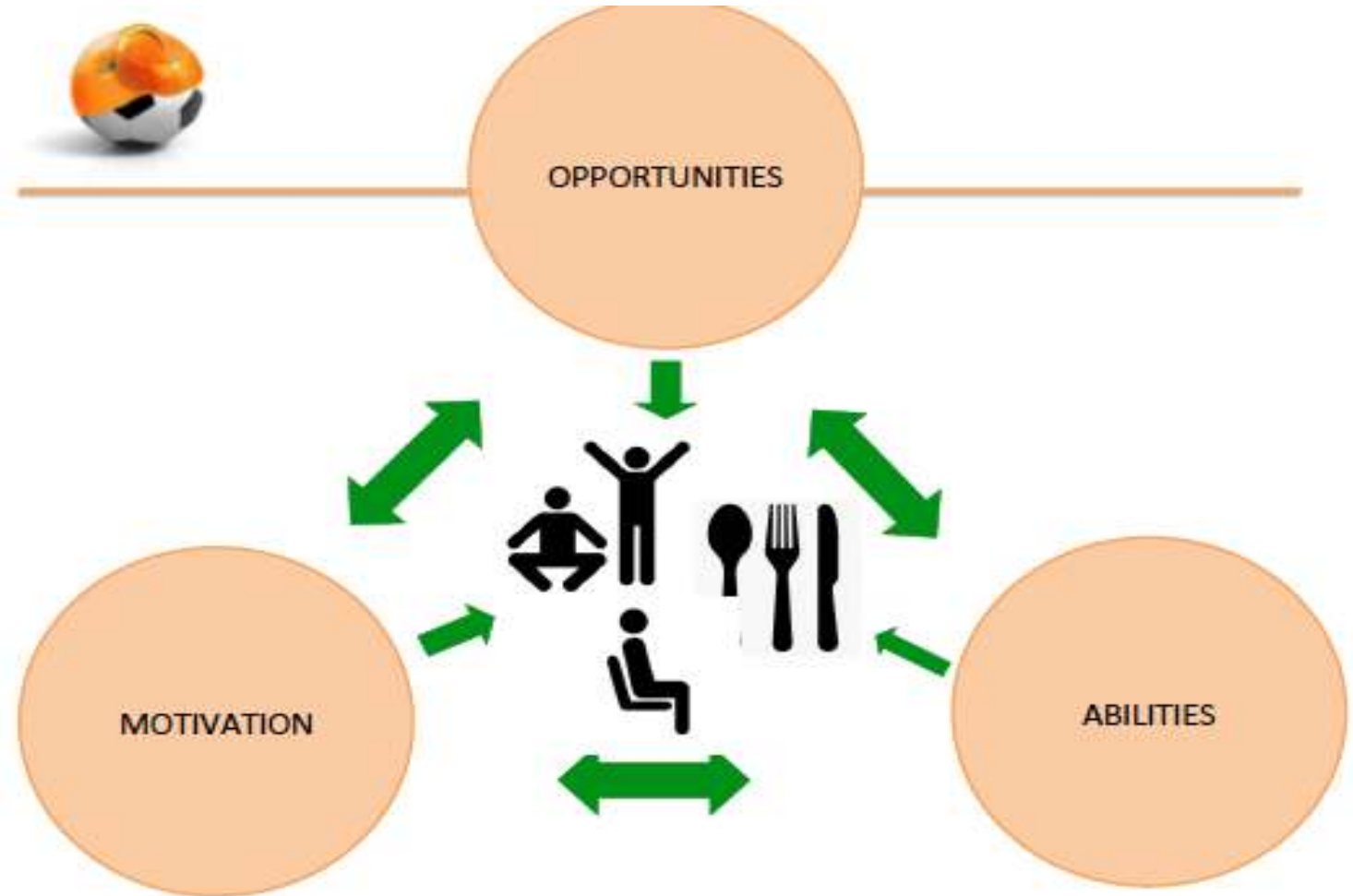
Knowing



Wanting




Doing



Determinants of Physical Activity



AIMS



To understand the **determinants**, at both the individual and group levels, regarding **dietary, physical activity** and **sedentary behaviours** using a broad **multidisciplinary** approach, and to **translate** this knowledge into a more **effective promotion** of these **health behaviours**

DEFINITION OF DETERMINANT

Determinant is used to **address causal variables, also including correlates** (i.e., multiple variables intervening in cause-effect relationships).

Mediators (i.e., variables influencing a cause-effect relationship between variables), **moderators** (i.e., variables effecting the strength of a relationship between variables), **and/or confounders** (i.e., variables associated with the outcome that distort the observed relationships) **are considered different variables** [Bauman et al., 2002; Hayes, 2013].

GENERAL FINDINGS



LIMITATION

BIOLOGICAL

PSYCHOLOGICAL

BEHAVIOURAL



**PHYSICAL
(ENVIRONMENTAL)**

SOCIO-CULTURAL

ECONOMICAL

POLICY

EU-PAD FRAMEWORK

To **identify key and new candidate factors** that promote or inhibit physical activity behaviour, and to **develop an agreed consensus framework to propose how these factors may interact** with each other.

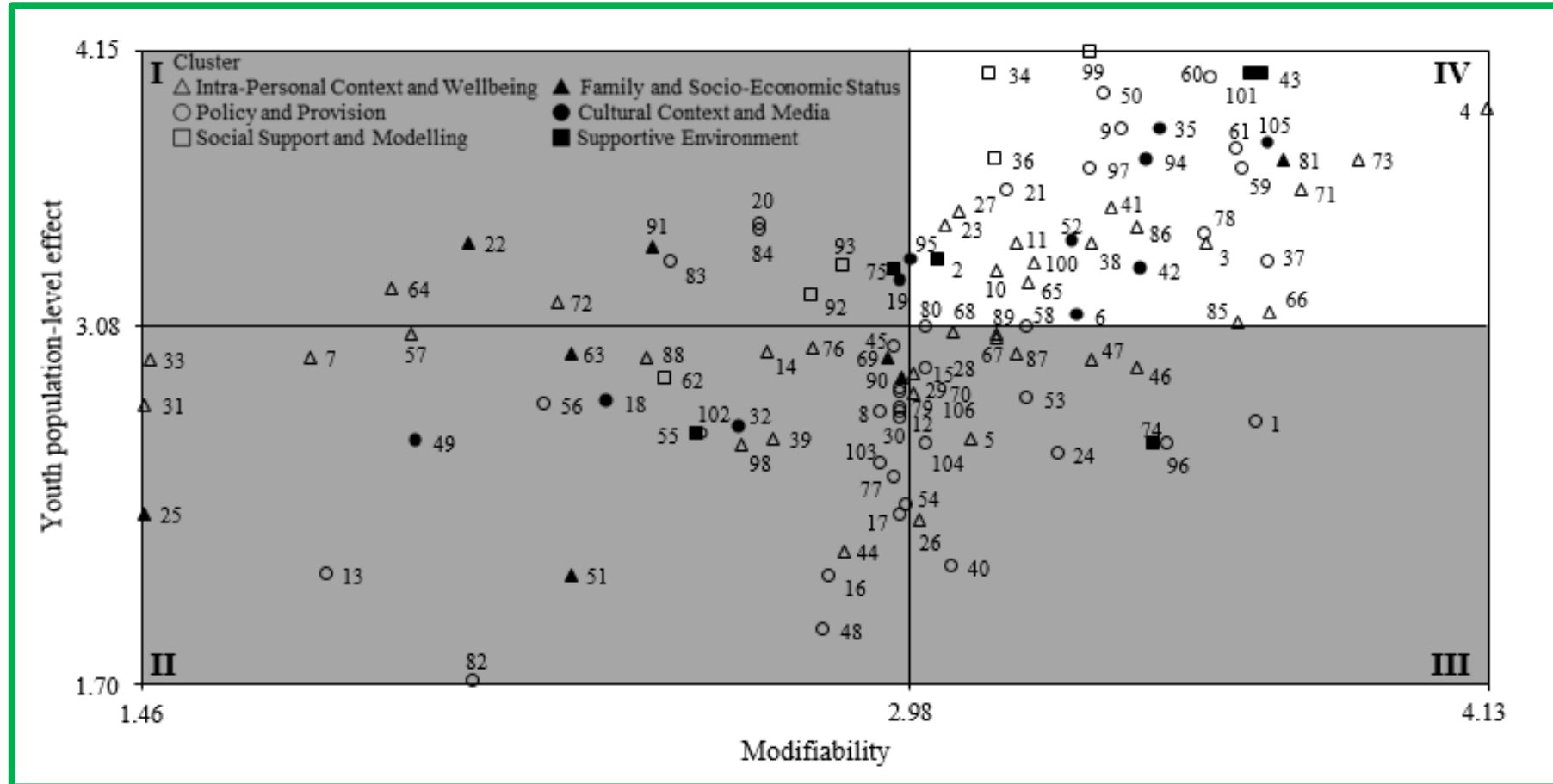
EU-PAD FRAMEWORK

The **Person** theme confirms the **central role of the individual** in active lifestyle behaviours

The **Society** theme highlights the **role of policy and environment** in promoting physical activity in EU citizens

The **Supportive Environment** emerged as the highest priority for research

EU-PAD FRAMEWORK: GO-ZONES



HIGHEST RANKED FACTORS

16 factors might be targeted for promoting positive PA behaviours

- ✓ Youth → **Cyber Space**
- ✓ Adults → **Financial and Regulation for PA and Sport**
 - ✓ Older adults → **Mobility Policy**

Ethnic minorities need specific policies/intervention





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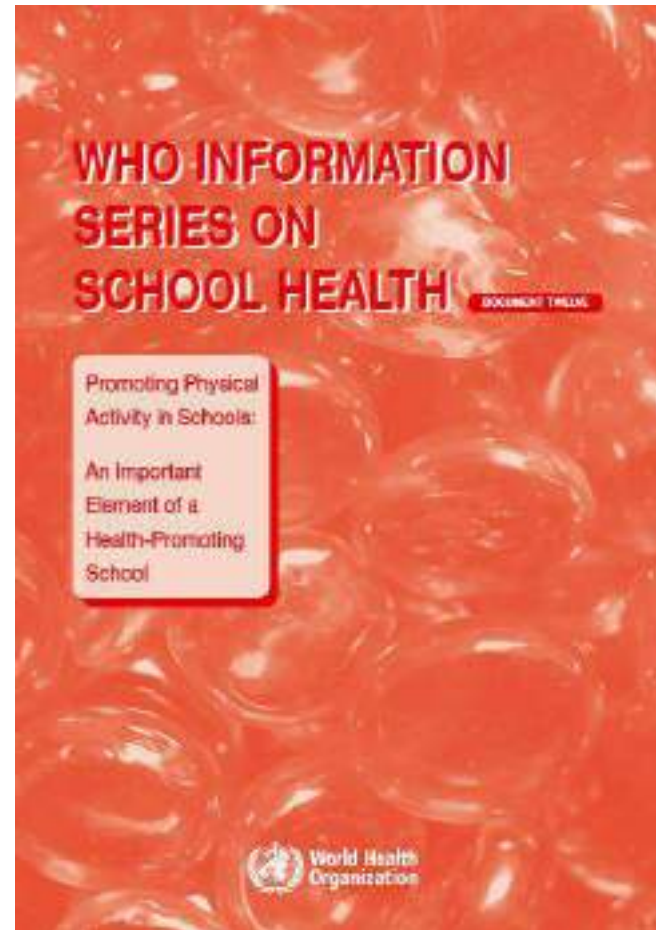
KEY MESSAGES

Schools have to encourage physical activity among young people through:

- **Raising awareness on the benefits** of health enhancing physical activity
- Fostering **inter-disciplinary** communication and knowledge **exchange between teachers**
- Facilitating **sharing of experiences and best practice** in HEPA promotion
- Setting **1 h/day of physical activity goal before, during and after school**
- Introducing school **breaks during** classes to avoid prolonged sitting
- Providing **adequate playground facilities and equipment**
- Proposing **opportunities for different, attractive, joyful, and accessible sport**



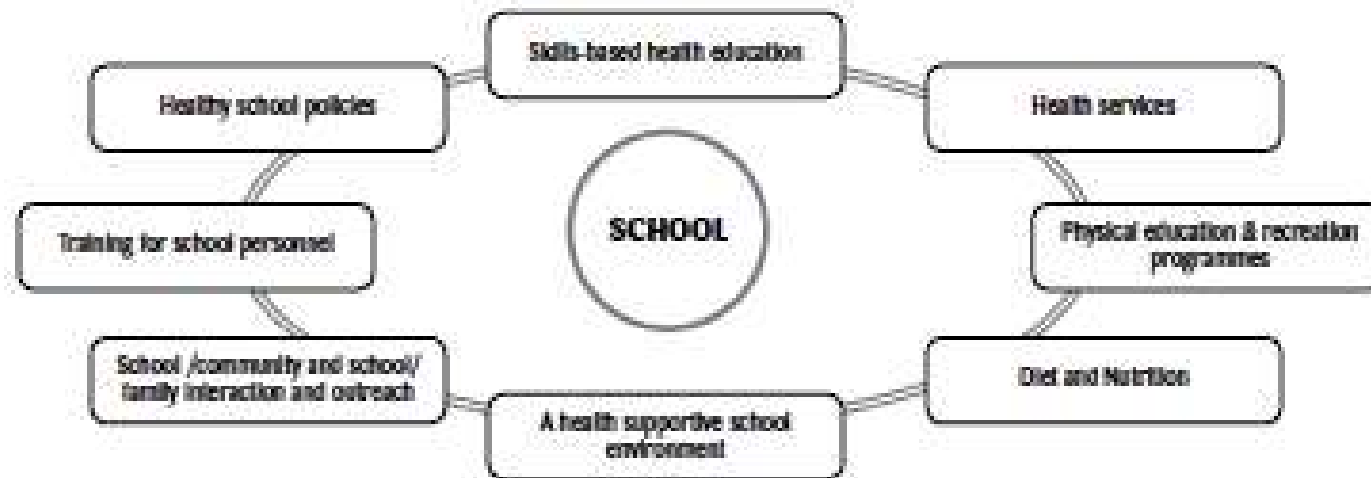
PRACTICAL GUIDANCE



THE HEALTH TASK FORCE

5. INTEGRATING EFFORTS TO PROMOTE PHYSICAL ACTIVITY INTO VARIOUS COMPONENTS OF A HEALTH-PROMOTING SCHOOL

Health related habits such as physical activity, healthy nutrition and refraining from tobacco could be influenced through inter-related components of a Health-Promoting School. A framework of these components is illustrated in Figure 1:



(WHO, 2007)

RAISING AWARENESS

An Example: Speed date (3 min)



(WHO, 2007)

RAISING AWARENESS

(RECREATION, SPORT, AND LEISURE-TIME PHYSICAL ACTIVITY TIME)

20. Not counting any walking you have already mentioned, during the **last 7 days**, on how many days did you **walk** for at least 10 minutes at a time in **your leisure time**?

_____ **days per week**

No walking in leisure time



Skip to question 22

21. How much time did you usually spend on one of those days **walking** in your leisure time?

_____ **hours per day**

_____ **minutes per day**

22. Think about only those physical activities that you did for at least 10 minutes at a time. During the **last 7 days**, on how many days did you do **vigorous** physical activities like aerobics, running, fast bicycling, or fast swimming in **your leisure time**?

_____ **days per week**

No vigorous activity in leisure time



Skip to question 24

O, 2007)

RAISING AWARENESS (SITTING TIME)

PART 5: TIME SPENT SITTING

The last questions are about the time you spend sitting while at work, at home, while doing course work and during leisure time. This may include time spent sitting at a desk, visiting friends, reading or sitting or lying down to watch television. Do not include any time spent sitting in a motor vehicle that you have already told me about.

26. During the **last 7 days**, how much time did you usually spend **sitting** on a **weekday**?

_____ **hours per day**
_____ **minutes per day**

27. During the **last 7 days**, how much time did you usually spend **sitting** on a **weekend day**?

_____ **hours per day**
_____ **minutes per day**

(WHO, 2007)

RAISING AWARENESS (ACTIVE TRANSPORTATION)

8. During the last 7 days, on how many days did you travel in a motor vehicle like a train, bus, car, or tram?

___ days per week

No traveling in a motor vehicle



Skip to question 10

9. How much time did you usually spend on one of those days traveling in a train, bus, car, tram, or other kind of motor vehicle?

___ hours per day

___ minutes per day

Now think only about the bicycling and walking you might have done to travel to and from work, to do errands, or to go from place to place.

10. During the last 7 days, on how many days did you bicycle for at least 10 minutes at a time to go from place to place?

___ days per week

No bicycling from place to place



Skip to question 12

(WHO, 2007)



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SETTING THE GOALS

Goals can be defined as general, broad statements which describe the overall improvement related to physical activity one hopes to achieve in a target population.

Some examples of goals are:

- Lay the foundations for lifelong physical activity.
- Help students maintain or improve their physical fitness.
- Help all the girls in school adopt a physically active life.
- Help physically and mentally impaired students maintain or improve their physical activity.

Objectives are achievements that will lead towards the achievement of the programme's goals.

Objectives need to be:

Specific, Measurable, Achievable, Rational, and Time Limited.

(WHO, 2007)





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THANK YOU FOR YOUR ATTENTION

Sport Opens School Training Padova December 4-6, 2019

