

Moving Well-Being Well:

An intervention aimed at increasing fundamental movement skills, while also increasing teacher confidence in delivering physical activity based lessons

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Background

2,148

children assessed throughout the country

12 counties across all four provinces

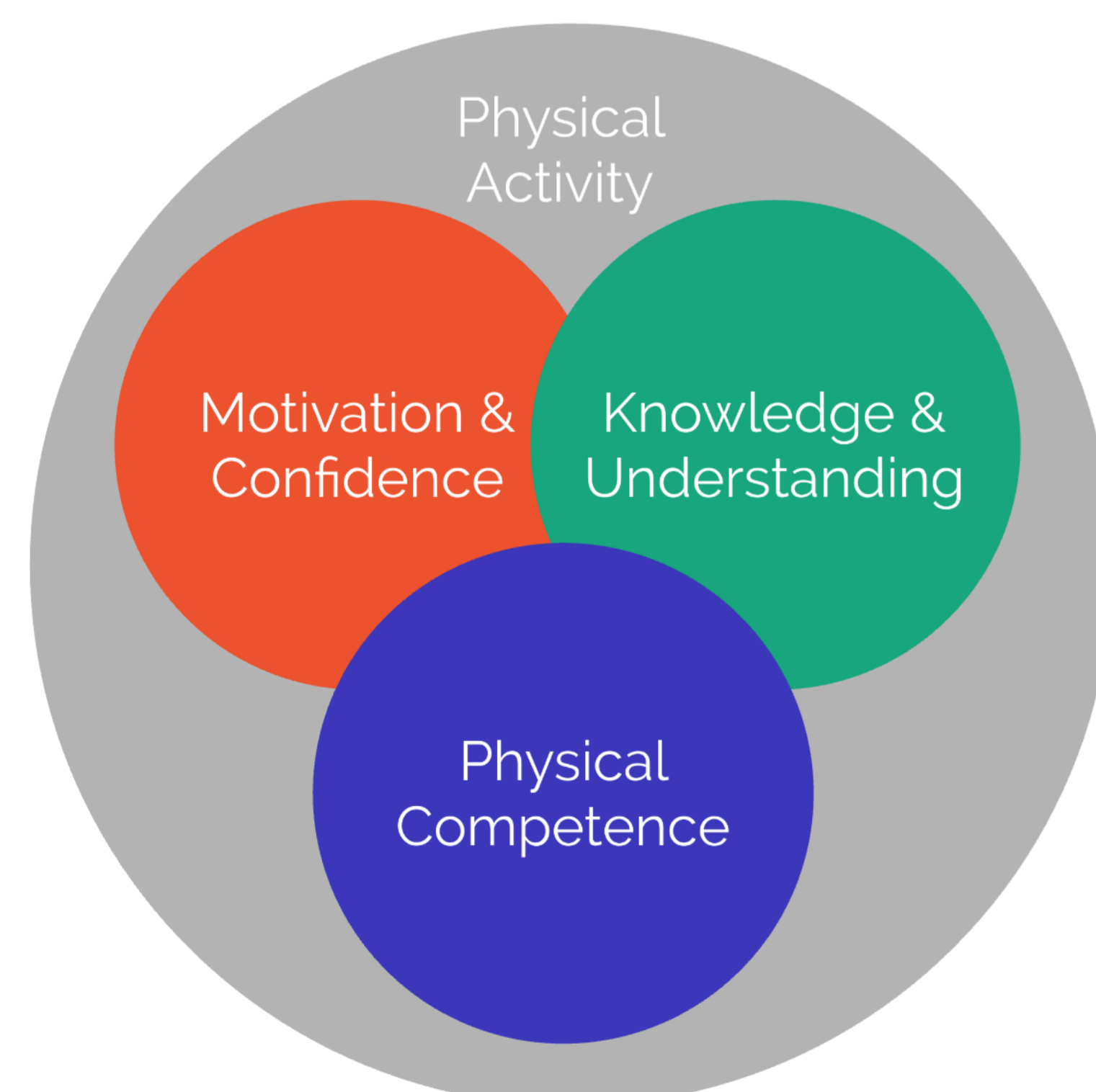
44 schools

100 classes from Junior Infants to Sixth Class



Assessments covered all current physical literacy model:

- Fundamental movement skills (FMS) proficiency – *TGMD-3*
- Perceived FMS competence – *Pictorial Scale of Perceived Competence and Social Acceptance for Young Children*
- Motivation and confidence measures – *BREQ and PASES*
- Health related fitness – *20m Pacer Test, Grip Dynamometer, Sit and Reach Flexibility, Plank test, Height, weight and waist circumference*
- Body image *Children's Pictorial Scale*
- Well-being - *Kidscreen*
- Physical activity participation – *self reported, parent reported, and pedometers*



Findings

FMS proficiency has been associated with beneficial health outcomes, and is most successfully developed during early school years.

- **78% scored 'very poor' or 'below average' in FMS**
- **Children who undertook higher levels of MVPA scored significantly higher in FMS**
- **Schools in disadvantaged areas scored significantly lower in FMS**
- **Children stop progressing at age 10 – mastery achievable by age 8**
- **Kids with higher MVPA = more confident and motivated towards physical activity**



These findings were being used to create the structure of the Moving Well-Being Well intervention aiming at addressing these deficiencies. The intervention targets increasing teacher confidence in delivering FMS programmes through an innovative school's in-service training program.

Intervention

The intervention is made up of three components:

1 Coach/Teacher led class

LESSON 1 - LITTERBUG 10 MINS

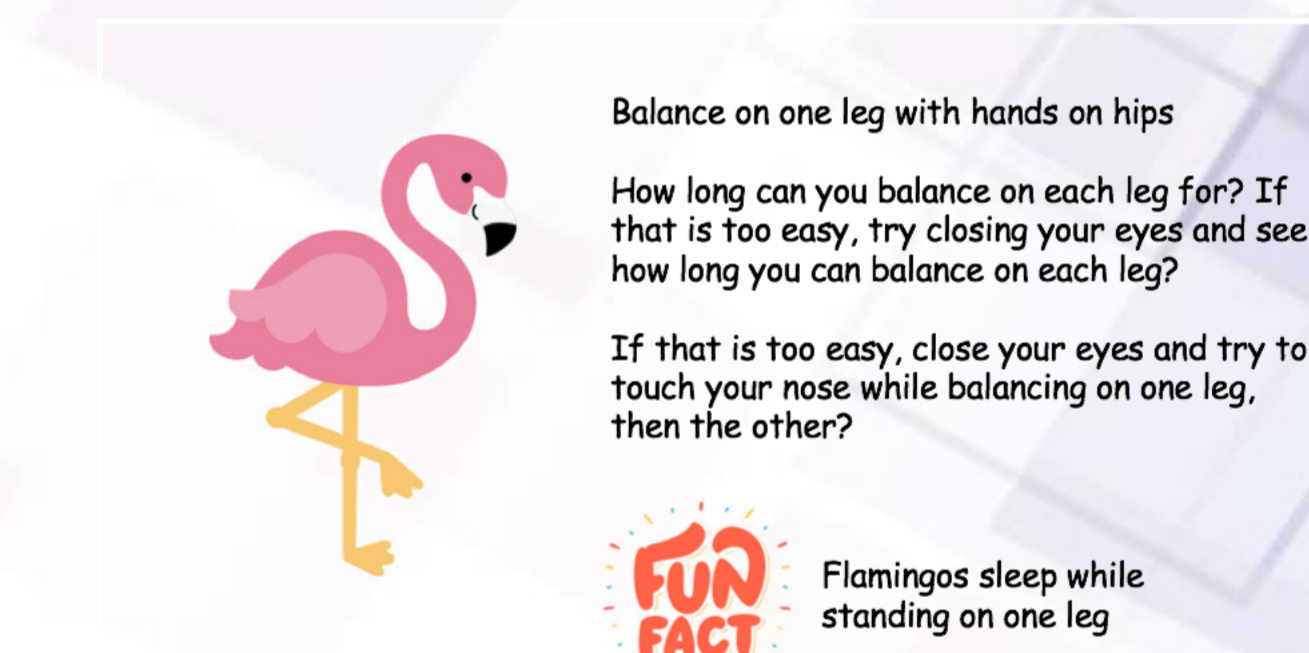
Learning Intention:
Child is learning to overhand throw by stepping with opposite foot and throwing a light object multiple times

Key Questions:
How could we improve our throw?

FMS Differentiation and Success Criteria

Two 30 mins FMS based class a week – one led by coach, the other by teacher. Coach upsills teacher on site.

2 Active Learning in Classroom



Teacher led physical activity through interactive whiteboard in classroom
5 mins a day

3 Home Activity

Simple physical activities for parental involvement in the home – once a week – 10 mins

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



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