

## Transcript

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*Anna:* Hi, my name is Dr. Anna Chackley. I'm a research fellow at Western Norway University of Applied Sciences, and I've been working in the area of children's physical activity in health for the last 20 years.

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*Anna:* I hope you've been enjoying the module so far and are finding it useful.

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*Anna:* I wanted to share some reflections on what we've heard from Andy in relation to the Creating Active School example. Whether you work in an education setting, a sports setting, or a leisure setting or elsewhere, I think there are some key messages that we can take away from his example and think about in our own work when promoting physical activity to children and young people.

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*Anna:* So I have five key takeaways that I wanted to share with you, which I think are important messages when working within health enhancing physical activity with children and young people, which in some way are connected to each other.

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*Anna:* But the first thing for me, and it may sound like common sense, is the importance of understanding the context that you're trying to work in. So we know that there is no one size fits all when it comes to promoting children's physical activity. And at any moment in time there will be multiple influences on an organisation or an individual's ability to engage in physical activity. Understanding what these are and how they may affect the work that you do will help you to develop strategies and solutions to exploit their potential and enhance the work that you do. So that you can use them as assets rather than them becoming a barrier and another reason why children and young people don't participate in physical activity. Ultimately, we want physical activity to be an add in rather than add on.

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*Anna:* The second is around the need to be inclusive in the activities that we offer and that we're promoting or delivering. And I think the key message here is really that everybody can be excellent at being physically active. But many of the challenges to participation are due to the environment in which the activity takes place, or it's organisation and delivery, rather than necessarily a child's ability to participate. Most children can participate in most physical activities most of the time, but there are normally specific reasons which stop them from participating. It's important to think about the environment, and we heard from Andy about the physical environment -so the facilities and the space that we use- as well as the social environment -so how we engage with children and young people, how we communicate and support each other. And there are things that we can do to help create welcoming and inclusive environments so that children are able to experience a variety of different opportunities and can actually find the activity that they enjoy the most. You can find out more about this in module five of the e-learning.

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*Anna:* The third is around the importance of a champion or an influencer for physical activity. And Andy spoke a lot about the role of champions within the Creating Active School program. But champions can be used in multiple different settings. Champions are usually somebody who can take responsibility for coordinating activities, who can reinforce key messages that you want to promote and galvanize and empower other people. And I think really that's the key, that they can be key agents of change within your



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organisation or within your setting. It's not necessarily, in my experience, important for them to be active or sporty themselves, although this obviously does help. What's more important is the credibility among the community that they're trying to influence and the willingness and capacity to engage with other people. I think they're the key things. So it could be another adult or instructor or it could equally be a young person themselves acting in the role as peer leader.

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*Anna:* I think another important point, again, which Andy raised, is around building communities of practice. And he spoke about this a lot in terms of it being a key feature around 'Creating Active Schools'. And this reminds me of the African proverb that if you want to go faster, don't go alone. But if you want to go further, then go together. And I think for me, that perfectly sums up what communities practice are all about. So essentially, they are professional learning communities where people come together to collaborate and discuss, to reflect on what works and what doesn't work. And when it comes to working within promoting or delivering children's physical activity and health opportunities, it's very likely that others will be grappling with some of the same challenges that you face. And there are opportunities for us to grow, learn and develop together.

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*Anna:* The final thing, and perhaps the most important is the need to build in sustainability from the outset. So we should all be trying to think about the end goal of what it is that we're trying to achieve and how we can maintain or embed our work into the everyday so that it is sustained beyond the lifetime of the project. This is even more important during times of financial hardship to ensure that we can get and deliver value for money. Too frequently we run our programmes or initiatives for a very fixed duration, and then when the funding stops, all of the good work disappears into the ether. But we need to be thinking about and planning for sustainability from the outset. This will require us to work collaboratively, maybe involving different sectors across different sectors and in partnership as well.

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*Anna:* So I hope you have found the information in this module and the other modules useful in your journey to promoting health enhancing physical activity for all.