

CHILDHOOD PHYSICAL ACTIVITY

Evidence-based prevention strategies

The Social-Ecological Model

The *Social-Ecological Model* provides a framework to describe how multiple elements of society influence health.

Influences exist at multiple levels:

Public Policy
Community
Organizational
Interpersonal

Comprehensive public health efforts should act across multiple levels of influence



Public Policy - Wyoming

- Standards for curriculum for health and physical education
- Standards for training of health and physical education teachers
- Standards for physical activity or recess time during school
- Minimum standards on safe facilities and playgrounds
- Urban and street design policies that facilitate walking, biking, and active means of transport

Community

- Safe routes to school and additional bike lanes
- Shared use agreements between schools, parks and gyms
- Improve local access to parks for all neighborhoods
- Community policing to improve neighborhood safety

Organizational

In Schools:

- Have designated safe walking routes around schools
- Have designated indoor play spaces during poor weather
- Minimum of two recess breaks each day
- Short standing activity breaks every 30min during class
- Incorporate physical activity lessons into the curriculum
- All schools should offer extracurricular sports or physical activity programs after school
- Sports and physical activity programs should offer a range of activities for all needs, interests and abilities
- Improve implementation and evaluation of local school wellness programs

In Early-Care and Out-of-School Settings:

- Limit screen time to less than 30min/week for each child
- Provide safe inside and outside spaces for play
- Provide minimum physical activity time each day
Full-day of care=60min; Half-day of care=30min
- Provide a variety of sports and play equipment for all ages and needs

Resources

For more information go to:

Policy: <http://www.cdc.gov/nccdphp/dnpao/division-information/policy/obesity.htm>
Community: http://www.cdc.gov/obesity/downloads/community_strategies_guide.pdf
School: http://www.cdc.gov/healthyyouth/policy/pdf/obesity_prevention_strategies.pdf
Home: <http://www.cdc.gov/obesity/strategies/index.html>

References

National Survey of Children's Health, 2011/12. Child and Adolescent Health Measurement Initiative, Data Resource Center on Child and Adolescent Health website. Retrieved 14/06/15 from <http://childhealthdata.org/home>.

Caprio, S., Daniels, S. R., Drewnowski, A., Kaufman, F. R., Palinkas, L. A., Rosenbloom, A. L., & Schwimmer, J. B. (2008). Influence of Race, Ethnicity, and Culture on Childhood Obesity: Implications for Prevention and Treatment: A consensus statement of Shaping America's Health and the Obesity Society. *Diabetes Care*, 31(11), 2211-2221. doi:10.2337/dc08-9024

Interpersonal - At Home

- Set limits on screen time (< 2hrs/day)
- Set limits on cell phone use
- Have an organized space for parent's and children's sports and physical activity clothing and gear
- Promote activities where the family is active together
After dinner walks, family yard work, chore games