


Research: Investigate, Experiment, Discover
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Understanding Children's Physical Activity and Communicating Research Findings

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Talk for AALP Networking Meeting
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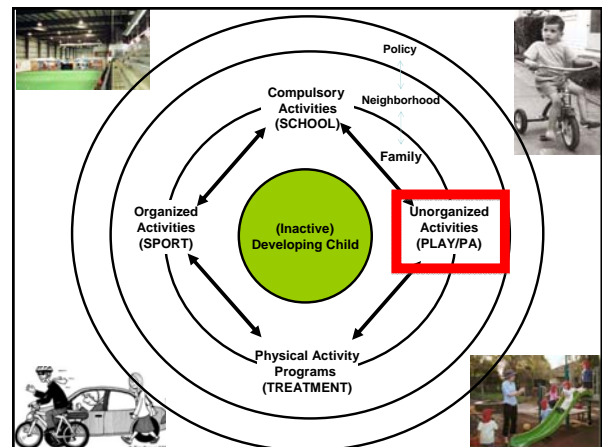
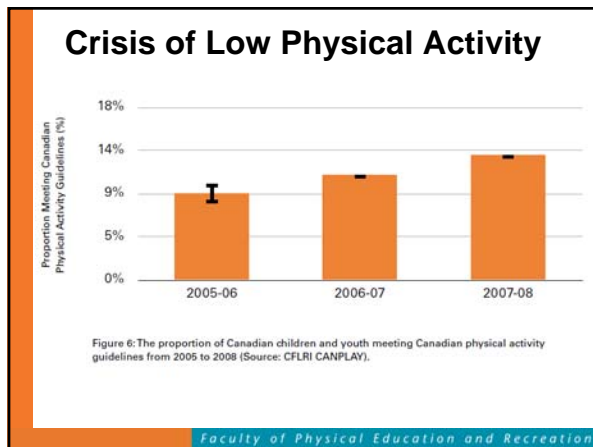


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Overview

- Rationale
- Research Contexts
- Children's Neighborhood Play and Physical Activity Studies
- Some Suggestions...

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Preferences for Play Spaces

<ul style="list-style-type: none"> • Splashpads • Shade • Swings • Cleanliness • Lighting <p>(Veitch et al., 2006)</p>	<ul style="list-style-type: none"> • Safety • Independence • Facilities • Social Opportunities • Urban Design * <p>(Tucker et al., 2007)</p>
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Edmonton...?

- Neighborhood and developmental differences in children's perceptions of places to play (Holt et al., 2008). Equitable distribution of playgrounds, but quality low in 'high social need' neighborhoods (Smoyer-Tomic et al., 2004).

Children's PA in Edmonton

• Purpose:

–To assess perceived PA opportunities and barriers for inner-city youth in Edmonton.



ALBERTA CENTRE FOR
CHILD, FAMILY & COMMUNITY
RESEARCH

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Method

Participants

- 59 children from one inner-city school (28 f, 31 m; *M* age = 12.4 yrs).
- 8 school staff;
- 13 youth workers.

Data Collection & Analysis

- Individual interviews – content analysis.
- GIS mapping to calculate a walkability score.
- Census and city mapping data.



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Results

Table 1
Summary of main findings.

Main theme	Enabling factors	Constraining factors
Neighborhood characteristics	Availability of PA resources High walkability	People-related safety concerns
Family involvement	Accompanied PA Play at home	Family 'disarray'
Adult supervised programs	Availability and involvement	Staffing problems

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Neighborhood Characteristics



- **Highly walkable**, but:
- “There’s actually a lot of poor people, there’s some drunks... it’s not really **safe** during the night time.”



–“It’s kind of a **bad neighborhood**. Oh yah, at night time... the **prostitutes**... a lot of people just walking around... **I usually hear people getting beat.**”

Family Involvement

Accompanied PA

Play at Home



Family Circumstances

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Adult-Supervised Programs

- “**Safety** is a huge concern. We have trouble getting the kids to the clubs because they’re afraid to come. And once they’re at the club, they don’t want to leave. Our staff end up driving kids home.”



“The **retention** piece is difficult. The **wages** we can pay are substantially lower.”



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So What?

- Children's perceptions are important.
- Creating change...?
 - Publications
 - Networking Workshop (June, 2009)
 - Community Talks
 - Press Release
- Ideas...!

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What Next?

- Summer camps and "Critical Hours" program
 - KidSport Alberta, Sport Central, Edmonton Public School Board, Edmonton Foodbank, and PSOs
- "Playscapes" project

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Playgrounds



Playground

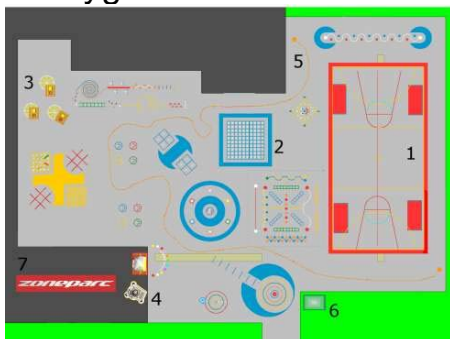
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Playground Markings



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Playground Colour Zones



http://www.youthsporttrust.org/images/cms/Zoneparc/zoneparc_map.jpg

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Some Other Ideas

Before, During, & After Competitions

BEFORE MATCHES:
Suggest match tactics. Plan each.
Give us time and space to be alone.
Recommend good pre-match habits but don't try to do everything.
Reward us you will be proud of us whatever the outcome.
Keep relaxed and calm.

DURING MATCHES:
Attend matches to show your interest.
Play attention to the match.
Keep a neutral or happy expression throughout the match.
Clap and cheer appropriately during the match to show your support.
Have a positive and happy attitude.
Be respectful towards our opponent.
Support us whether we have won or lost.

AFTER MATCHES:
Encourage us for the next match and boost our confidence if we have lost.
Always give positive feedback that keep feedback short and simple after a loss.
Clap talk about the match if we want to.
Give us space after a loss.

IT'S ALL: JUST ENJOY OUR TENNIS!

The trouble with having to parent on the job is that your wife is the teacher. - Robert Brant

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Funding Agencies
AHFMR
Alberta Health Services
Alberta Education

UNIVERSITY OF ALBERTA

How do players worst rate parents in believe in tennis competition?

Child and Adolescent Sport and Activity Lab
University of Alberta
Edmonton, Alberta
Phone: 780-924-2544

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The Athletes' Views

42 tennis players (aged 12-15 years) from 6 different clubs talked to us about how they want parents to act at tennis tournaments.

This study was unique because it revealed children's views rather than those of coaches or parents.

Here are some of the general ideas the players came up with, as well as some specific quotes from the players themselves! Hopefully this can help to better both your and your child's experience in tennis.



What Players want their Parents to Do

- SUPPORT** us without putting pressure on us to win
 - Focus on our attitude and effort rather than the outcome of the match
 - Motivate and encourage us
 - Keep tennis in perspective
- Ensure your **INVOLVEMENT** is **APPROPRIATE**
 - Be involved in our tennis but don't go overboard with loud comments or gestures
 - Keep your comments appropriate to your level of experience in tennis
 - Please don't break the rules by getting involved in the match
- Be **RESPECTFUL** to officials, opponents and other parents
 - Please don't argue or yell at anyone
 - Be friendly, approachable and calm

From the Kids

Scott: "... he like gives the thumbs up or clap, and after the match he just like gives all the positive stuff."

Sally: "say 'Have fun, good luck, and I love you.'"

Henry: "More than three words is probably not necessary... Anything more than three words is just to get in your head... It's either "nice shot", or ah, "let's go", "come on", "good get", "ah "nice try" or something."

David: "Sometimes I don't like when, like my dad sometimes, he tries to like, to put me on the spot and like gives me signs and all that and sometimes I don't agree with that ..."

Peter: "Leave the coaching to the coach and leave the yelling to the ref."

*All names have been changed to respect the privacy of the players

A Final Idea

- DVD/PSA.




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Closing Remarks

1. Researchers are traditionally poor at communicating their findings outside academic community.
2. Collaborations to create and act on novel ideas.
3. Change can happen.

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