Moving Well-Being Well:
An intervention aimed at increasing fundamental movement skills, while also increasing teacher confidence in delivering physical activity based lessons


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 Dynameter, 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 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

This project is part funded by the GAA’s Research and Games Department and Dublin GAA

stephen.behan@insight-centre.org