

10 Steps to Reversing the Physical Inactivity Epidemic

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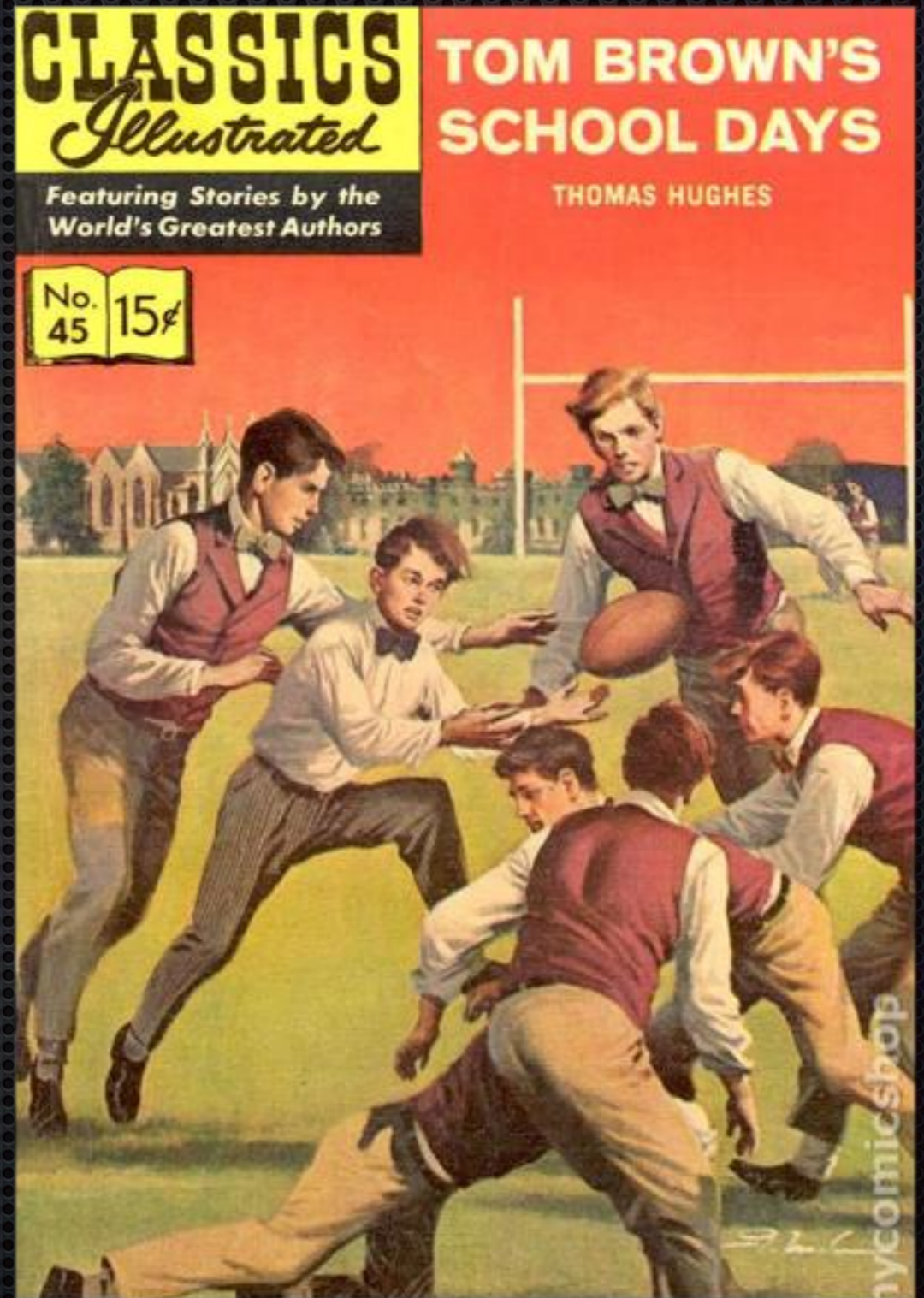
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Origins of sport?



The image features a pair of rich red, vertically pleated curtains. The top of the curtains is gathered into a decorative valance. On either side, the curtains are held back by gold-colored tassels. The background behind the curtains is a deep, dark red, creating a sense of depth and drama. The overall lighting is soft, highlighting the texture of the fabric.

The Veil of Ignorance

The Family

The first 10 years of life lay the foundation for lifelong physical activity

Parents are the key promoters of physical activities during the early years

Most parents do not feel confident or competent to teach their children sporting skills or structured games

Opportunities for participation in clubs are heavily in favour of the higher SES groups

1. Half of all government investment in physical activity promotion should target the first 10 years.
2. All children and their parents should have free access to local government sports and activity facilities.
3. Parent education for physical activity promotion should be freely available to all parents of children during the first 10 years of life.



The School

School is the only place where all young people can learn the skills and attitudes necessary for lifelong activity

Most Primary-aged children are not taught Physical Education by qualified teachers

Most Primary School teachers report low levels of confidence and competence in the areas of Physical Education and Sport

4. Primary School Physical Education lessons should be taught by specialist teachers and coaches, re-directing funds from existing Secondary Schools provision

5. Primary School Physical Education should be primarily concerned with physical activity play, participation and the development and application of fundamental movement skills, rather than competitive sports



Girls

In almost every study carried out, girls are less active than boys

Girls disengage earlier and more sharply than boys

Research repeatedly shows the main factors include negative social judgements, lack of positive role models, inappropriate activities offered and an over-emphasis on competition

6. Girls' physical activity should be a key policy priority, and funding should be weighted towards supporting girls' physical activity

7. Female elite competitive sports should be given equal time on all state-run and state-licensed media channels



Youth Sport

Children as young as 3 are currently on intensive, competitive training programmes; 0.01% of children on talent pathways reach sub-elite levels or higher

Participation rates in organised youth sports clubs in Europe vary considerably between countries.

There are currently reliable measures of neither children's activity levels, nor their fitness levels across Europe

8. Talent spotting, identification and development should be banned during the early years, and only allowed with conditions in later childhood

9. UN/WHO should initiate and, where appropriate, financially support an annual observatory of levels of children's physical activity and physical fitness



THE STANDARD MODEL
OF TALENT
DEVELOPMENT (BAILEY
AND COLLINS, 2015)

Super-
Elite

Elite

National teams

Regional teams

Local clubs and teams

Physical Education / School sport

Youth Sport

Most talent development models are based on exclusion, and exclusion is associated with drop-out from sport

10. Pyramid models of talent development should be abandoned completely, and replaced with multiple pathway models of engagement



Thank you

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