

Workshop 2: Effective Approaches to Promote Physical Fitness among the Next Generation

7/10/2016 5:00pm – 6:30pm

Moderator: Mr. Joseph LAU Kai-Tai Honorary Associate Professor, Department of Psychology, The University of Hong Kong; Clinical Supervisor of BGCA; Member, BGCA 80th Scientific Conference Organizing Committee

Speaker: Mr. Frederick HO PhD Candidate, Department of Paediatrics and Adolescent Medicine, LKS Faculty of Medicine, The University of Hong Kong

Title: A Sports Mentorship Programme to Improve Adolescent Development and a Territory-Wide Platform to Promote Physical Fitness

Abstract:

Background

Adolescent mental health is a global public health issue but most resources have been focused on disease treatment or tertiary prevention. On the other hand, Hong Kong adolescents have shown sub-standard physical fitness, which could lead to long-term significant health issues. Here we present a theory-based sports intervention to improve healthy adolescent mental wellbeing and holistic development, as well as a territory-wide platform, School Physical Fitness Award Scheme (SPFAS), to promote physical fitness.

Methods

The sports mentorship programme is evaluated in a randomised controlled trial. Students randomised in intervention arm received a 90-minute afterschool sports mentorship session weekly for 18 weeks, which was designed under the Positive Youth Development framework to equip students with sporting and life skills. Students in control arm received the access to a health education website. Primary outcome measure was mental wellbeing and secondary outcome measures included resilience, sleep quality, and physical fitness. The territory-wide platform (SPFAS) been re-developed to improve functionality and user-friendliness.

Results

A total of 692 adolescents (ages 11–13) completed the sports mentorship programme. Baseline characteristics were balanced between groups. One month after the completion of intervention, intervened students showed better mental wellbeing (Cohen's d 0.27, $p < 0.001$), resilience (d 0.19, $p = 0.04$), sleep quality (d 0.17, $p = 0.03$), and various physical fitness tests than their counterparts. Path analysis shows that the improvement in mental health was partially mediated through resilience and sleep quality. After re-development, the SPFAS received 47% increase school participation. Among schools which participated for two years, their physical fitness has been significantly improved.

Conclusions

The sports mentorship programme could improve Hong Kong adolescents' holistic development. The re-development of the SPFAS also appears to be a good platform for physical fitness promotion.

Speaker: Prof. Albert LEE Professor (Clinical), Division of Family Medicine and Primary Health Care, The Jockey Club of School of Public Health and Primary Care, The Chinese University of Hong Kong

Title: Building a Fitter and Stronger Generation Using the Model of Health Promoting School

Abstract:

Improvement of student behaviours and well being would *not naturally occur* without a specific “intentional intervention”. Good evidence shows that public health interventions are most effective when they are reinforced in several sites where people make choices about nutrition, physical activity and tobacco use. The Institute of Medicine report on reducing obesity, for example, called for action across a range of venues, including schools and workplaces. Evidence in England, Australia and Hong Kong has demonstrated that a whole-school approach, Health Promoting School (HPS) with a healthy physical/psycho-social environment *is* the most effective “intentional intervention” in achieving improvements in both health and educational outcomes of students. Model of HPS is complex, multi- factorial and innovative activity in many domains (curriculum, school environment and community) with long duration. It also focuses on improvement of public policies for healthy youth development, engagement of stakeholders, and enhancement of services in particular the accessibility and acceptability. Evidence has been gathered extensively about what schools actually do in health promotion using the HPS frame work. The aim of this workshop will further explore:

1. Healthy school policies and local interventions
2. Health Promoting School and Quality School
3. Teaching and learning: health education and pedagogy
4. Professionals supporting health promotion in schools

References

St Leger L., Kobe LJ., Lee A., McCall D., Young I. *School Health: - Achievements, Challenges and Priorities*. In McQueen D., Jones C. Global Perspective on Health Promotion Effectiveness. Springer, New York, USA., 2007.

Lee A., Keung V., Lo A., Kwong A. Healthy School environment to tackle youth mental health crisis. *Letter to Editor. Hong Kong Journal of Paediatric* 2016; 21 (2): 134-5

Lee A., Cheng F., Fung Y., St Leger L. Can Health Promoting Schools contribute to the better health and well being of young people: Hong Kong experience? *Journal of Epidemiology and Community Health* 2006; 60:530-536.

Moon AM, Mullee MA, Rogers L, Thompson RL, Speller V, Roderick P. Helping schools to become health-promoting environments – an evaluation of the Wessex Healthy Schools Award. *Health Promot Int.*1999; 14:111-122.

Speaker: Mr. Adino CHUNG Wai-Lun Social Worker, BGCA

Title : From Engagement to Intervention - Improving the Social Well-Being of Adolescents in ICYSC through Sports

Abstract: Apart from physical fitness enhancement, the concept of Positive Youth Development (PYD) (Holt & Neely, 2011) suggests that sport participation brings along a series of developmental and life benefits to youth, which are contingent of social contextual factors. The PYD concept allows social worker to start engagement and intervention with the systems surrounded the youth participants, such as coaches, workers, parents and peers. In this session, Adino will share his practice in operating a platform for youth sport participation, the advantages and difficulties when adapting PYD in frontline.

- The role of social worker when making use of sport intervention;
- How a social worker utilizes the 5Cs of PYD, Competence, Confidence, Character, Caring/Compassion and Connection (Holt & Neely, 2011), to formulate the intervention strategies towards the social contextual factors of youth.

Holt, N.L. & Neely, K.C. (2011). Positive Youth Development Through Sport: A Review. *Revista Iberoamericana de Psicologia del Ejercicio y el Deporte*, 6(2), 299-316.