Young People’s Reflections On Health Promotion

10th IUHPE European Conference and International Forum for Health Promotion Research

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• Should children not be responsible for their health?

• How should «family» be understood in health promotion? As hierarchical (parents on top), or as a collections of actors that can exert agency?

• Do we underestimate how children interpret health risks and make it meaningful for their lives?

• Is it «dangerous» to promote health promotion messages towards children?

• Should we understand children as «human becomings» or as «human beings»?
We need to start thinking differently and include children as well in health promotion work!
Overweight and obesity in a life course perspective

CRITICAL PERIOD!
The value document – core values

1. The perspectives of children and young people are valuable in public health work

2. Children and young people are entitled to participation and protection, both in public health work and research that affects them

3. Children and young people’s views should be emphasized in relation to the child’s age and maturity

4. We want to create changes in society by being encouraging and inspiring

5. We want to vitalize existing systems rather than create new ones

6. We want to build alliance - with organizations, institutions and individuals

7. Ownership - The project must be rooted in the local community/communities

8. We will contribute to increased collaboration between several sectors in society relevant for children’s lives (for example health-, school- and voluntary sector)
Join in! (Blimedno)

• Why?

- To highlight children’s lack of participation in public health work in Norway

- Develop strategies in regional public health work based on children’s own perspectives and opinions

- Develop child friendly methods for how to involve children and young people in public health work
1. Experts in team, NTNU - developing child friendly methods for involving children as co-researchers
2. School workshop
3. Conference
How active is an 11 year old?
- Activity sensor
- How active do they THINK they are? Survey

What does children mean that physical activity is?
- Brainstorming

How can you achieve the recommendations of 60 minutes of physical activity per day?
- Activity wheel
- Daily plan weekdays and weekend

What does an 11 year old like to do (both physical an non-physical activities)?
- Ranking of recreational activities (Circle of like)

Reveal limits and possibilities for physical activity
- Drawings of optimal local environment (school yard, road to school, where you live)
Our thoughts about physical activity

KATTEM SCHOOL
What is physical activity?

- Vi vet om mange fysiske aktiviteter, vi klarte å komme på 62 i løpet av 5 minutter.
- De hverdagslige aktivitetene er også viktig, slik som å gå/sykle til skolen og leke i friminuttet.
How to achieve 60 minutes of physical activity per day?

Monday (activity wheel)

- Vi lagde aktivitetshjul for mandag
- Vi klarte å få inn 2,5 timer aktivitet ved å gå/sykle til skolen, leke i friminuttet og dra på trening etter skolen
Friday

- Vi lagde aktivitetshjul for fredag
- Vi klarte å få inn 2,5 timer aktivitet ved å gå/sykle til skolen, leke i friminuttet og dra på trening etter skolen.
Saturday

- Vi lagde aktivitetshjul for lørdag
- Vi klarte å få inn 1,5 timer aktivitet ved å være ute med venner og dra på trening på ettermiddagen.
- Vi så at det var vanskeligere å få inn aktivitet i helga enn i hverdag.
From the survey

- We thought that we were active 1-2 hours per day in average
- We thought we were a bit more active than other children our age
Activity sensors, results

From the diagram:
- We were active 4 hours per day in average
- A lot more than recommended levels of physical activity
- We are much more active than we thought
- Also cycling/walking to and from school, leisure activities important
What do we like to do in our leisure time?

De aktivitetene sjetteklassinger liker best:
1. Fotball, håndball
2. Løge mat, skjermaktivitet, være med venner
3. Trening, sykling, slappe av
4. Svømming
5. Lekser og tegning

- Vi rangerte det sjuetteklassinger liker aller best å gjøre
- Vi liker både aktive og inaktive aktiviteter
- For å gjøre inaktive aktiviteter mer fysiske kan det lages morsomme skjermspill der vi er i aktivitet, slik som for eksempel Wii sport, bowling spill og jogging foran TVen.
Our dream school yard

De viktigste tingene

1. Fotballbane
   - Trenger oppgradering, ønsker kunstgress
   - Flere mål, dele opp fotballbanen for å unngå krangling om å bruke den.

2. Håndballbane
3. Klatrevegg
   - Ordning med å bytte på for å unngå krangling

4. Idrettshall
   Tilgang til gymsal i friminutt

5. Skog
   - Beholde skogen
   - Plante epletrær
   - Kan ha zip line, bygge trehytte eller hinderløype her

Red = This is lacking, Green = This we have
Our dream – walking to school

De viktigste tingene:
1. Gang- og sykkelsti
   - Viktig for trygg skolevei
   - Lettere å komme seg til og fra venner
   - Være mer aktiv
2. Zip line
   - Kanskje zip line over gang og sykkelsti?
3. Klatrevegg
4. Skatepark
5. Møteplass etter skolen

Rød = dette mangler vi, Grønn = dette har vi
Our dream local community

Rød = dette mangler vi, Grønn = dette har vi

1. Trampolinepark
- Bruke kroppen mye
- Fint for å være med venner

2. Kattem kjellern, MEN
- Oppgradering
- Vil ha mer å finne på, flere typer spill
- Åpent flere dager

3. Idrettshall og stor fotballbane
- Kattem har en idrettshall, men man kan ikke være der.
- Har lyst på en åpen hall

4. Ballbinge, MEN
- Oppgradering
- Mye er ødelagt
How can grown-ups become more active?

• Play with the children
• Develop exercise opportunities at your workplace
• Find a regular leisure activity that involves physical activity
• Become coach of a sports team
• Listen to the news on the radio instead of watching TV
Thank you!
4. Presenting Join in! for Minister of children and equality and for First vice president of the Norwegian Storting (parliament)
5. Implementation

6. Development of strategies

7. Recommended methods

Work in progress...
Thank you for listening!

*Change the course, change the discourse and involve the children!*