



Notre Dame
Australia www.nd.edu.au

**"Battery reared or Free range
children"**

Building Healthy, Active Lives

Assoc Prof Helen E Parker

Head of School of Health and Physical Education

Health concerns



But... what are the lives of children like? Constraints on active living

Constrain or Enable active lives?

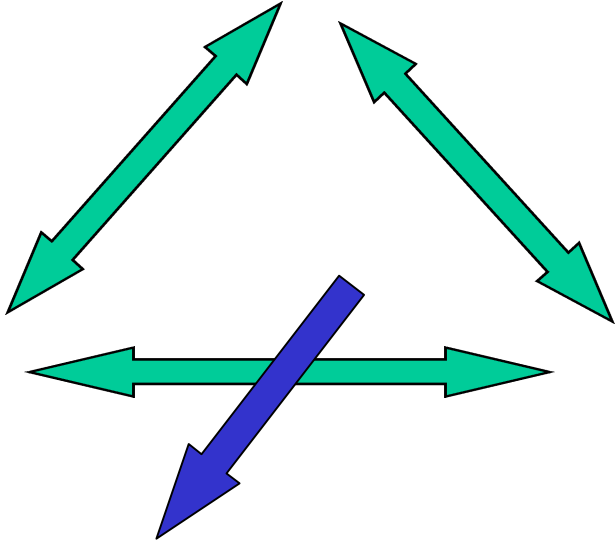


Child

Skills for active lives

Supportive Environments

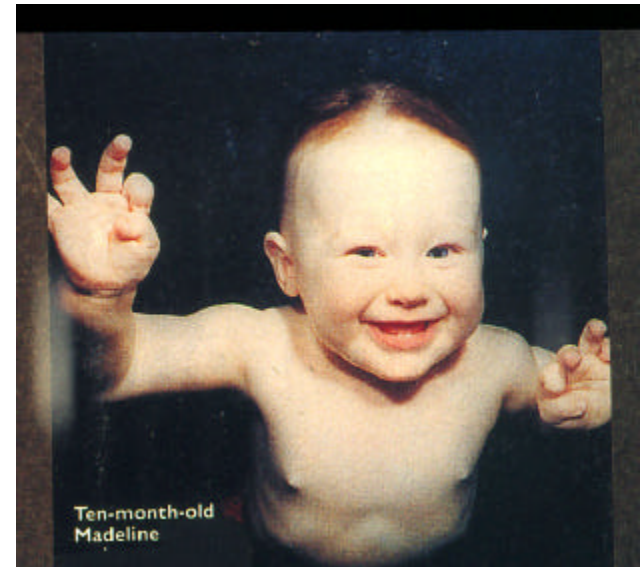
Physically Active Lives



Child - “developmental constraints”

Biological & Psychological Maturity

- Protection & safety
- Risks vs challenge
- Duty of care vs
negligence



Constraints or Enablers

- **What policies restrict?**
- **What policies facilitate?**
- **Building personal capacity**
- **Building resilience**
- **Building confidence**

Policies in school - upside or downside?

- Crowded curriculum - No mandated minimum PE time; reduced lunch break
- Teacher competencies & perceptions of appropriate PE activities
- Employment policies - what expertise is expected?
- Playground rules - before and after school play time
- Space & facilities for physical play - who gets to play where, and with what?
- Sedentary alternatives to outdoor play
- School uniform policy
- Continuing support for best practice programs e.g., "Be Active School & Community" health promoting schools

Focus on building foundations of a physically active life

Competence ----- Confidence

Can do ----- will do

Can't do ----- wont do

Being physically active builds capacity to
continue to be physically active

Establishing habits of physical activity

**Active lives
Active futures**

**Resilient
foundations**

Early intervention

Prevention

**Shaping
development**

Building Capacity

