Development of Run2B Youth Running Club and What We Learned

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Introduction

- O Percentage of overweight/obese Americans continues to increase.
- O Children are no exception!
- Despite acknowledgment that PE in schools is a viable and beneficial strategy against obesity and physical inactivity (Li et al.), actual time allocation in schools for physical education (PE) has continued on a downward trend (Booth et al., 1997; Sollerhed & Ejlertsson, 2006).



Intro Continued

- Current guidelines recommend that children spend 60 minutes in vigorous physical activity.
- O This threshold is not being met for the majority children in both in school and out of school PE programs (Strong et al., 2005).
- CDC physical activity levels report on children aged between 9-13 years, outside of school 62% of children were reported as having no participation in "organized physical activity outside of school" and "... 23% had no reported moderate-to-vigorous physical activity (MVPA) during their free time." (CDC, 2003; Trost, Rosenkranz, & Dzewaltowski, 2008)

Intro Cont.

O "Out of school running" programs are one such option that offers physical education and activity beyond school. The physical inactivity problem does not begin at the school gate and does not end on the way out of school" (Sollerhed & Ejlertsson, 2006).



Purpose

- To develop and implement a city-wide running program for youth in 1st 5th grade as a pilot program to determine whether it could improve participants' sprint speed, fitness levels, and self-concept.
- To evaluate the successes and failures of the program to better understand how similar initiatives could use bestpractices to develop their own programs.





27 (10 male, 17 female) youth
1st - 5th grade
From multiple schools as well as children who were homeschooled



Instruments

- Participants enrolled in a running program advertised as Run2B.
- Offered citywide and lasted for four weeks during the spring on a Tuesday and Thursday after school.
- Participants completed three measures at the beginning and end of the program.



Sprint Measures

 Four sprint trials of 20 meters (2 standing, 2 running start).
 Only best time was recorded for each condition (avoids circumstances where a participant scored poorly).



PACER Test

O Measure of aerobic capacity whereby participants transverse between two lines 20 meters apart for a long as possible adhering to the timing of synchronous beeps, which gradually increase in speed as the participant continues in the test.



Self-Description Questionnaire-I

O Designed for use with preadolescents (i.e., as young as 5 years of age), was employed to assess multidimensional selfconcept (Marsh et al., 1998).

 Only four subscales were used: (a) General Self-concept (e.g., Overall I have a lot to be proud of); (b) Physical Abilities (e.g., I have good muscles); (c) Physical Appearance (e.g., I like the way I look); and (d) Peer Relations (e.g., I make friends easily).



Procedure - Recruitment

- O Collaboration with the City's Parks and Recreation department.
- O Flyers distributed with support of local PE teachers.
- **O** Parks and Rec social media/banners in town.
- O To enroll, participants were required to complete the registration forms at the Parks and Recreation main offices. Cost to participate in the program was \$20.



Procedure – Programmatic

- 8 total sessions
- O 2 sessions testing pre/post
- O 50 minutes total per session
- O Warm-up
- O 4 stations (~10 mins each)
- O Cool down



Results – Sprints and Endurance

- O Significant improvements in the standing but not flying starts [t(20) = 3.78, p = .001; t(20) = 1.02, p = .32].
- Significant improvements in pacer time from level 5.74 (SD = 2.33) to 7.78 (SD = 3.32) demonstrating and improvement in time from 5:02 to 7:10 and in distance from 780 meters to 1170 meters [t(18) = -4.69, p = .000].



Results – SQDI

We made a boo boo!
Mean scores pre-post test were:
Physical Appearance (4.05; 4.51)
Physical Ability (4.31;4.44)
Peer Relations (3.55;3.87)
General Self (4.33;4.50).



Discussion

O Physical activity programs, even those that are relatively short, can positively influence children's behaviors and physical abilities.



What We Learned

- O Control the registration.
- O Get demographics.
- **O** Parks are a good/bad thing.
- O Terrain.
- **O** Weather planning.
- **O** Evaluations are important.
- O Anonymity vs. Data.



Questions?

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