A ‘whole child’ initiative of quality physical activity: A way to go beyond the traditional boundaries of Corporate Social Responsibility?

The plow & the star

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From an idea...
...to a sustainable action
for physical activity promotion
for children: an utopia?

Pedagogy for the third millennium (PTM)
Patrizio Paoletti Foundation (www.patriziopaoletti.com)
The philosophical prioritization of cognition over movement

focus on the evolutionary relevance of running from an energetic and biomechanical perspective

focus on the wide-ranging set of perceptual, cognitive, emotional, and social changes associated to the development of locomotion

**TARGET ARTICLE**

**Travel Broadens the Mind**

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**Charybdis**: Early specialization in youth sport → focus on performance. Contributing factors interacting with the demands of sport systems: perceptions of Eastern European sport programs, parent’s expectations, labeling youth as talented at an early age, sporting goods and services industry, and expertise research (Malina, 2012).

**Scylla**: Predominant “medical” perspective from which researchers generally examine dose-response relations between physical activity and health outcomes to derive prescription guidelines (e.g., Bouchard, 2001; Lee, 2008).

**Against Charybdis:**

(I) Evidence that highly skilled or creative athletes (Baker, 2003; Memmert et al., 2010) have a past history of early diversification → toward a healthier model of socialization into sport (Côté & Hay, 2002); benefits of multi-sport interventions in PE (Pescé et al., 2012).

- Component skills approach to the study of sport in sports can lead to adaptations in basic cognitive broad transfer hypothesis (Furley & Memmert, 2010)


**Against Scylla:**

(I) Evidence that fundamental motor skill proficiency developed in childhood have a strong influence on subsequent PA levels and fitness during adolescence mediated by perceived competence (Barnett et al., 2008, 2009; Stodden, 2008)

(II) Disconfirmations of the hypothesis that physical fitness gains mediate PA effects on cognition (Etnier et al., 2006) → further pathways by which quality PA impacts cognitive functioning
Physical activity promotion for children:

- What is the role of public-private multisectoral strategies?
- What strategies underly corporates' commitment for PA promotion?
- Are there ways to go beyond traditional boundaries of CSR?


Main characteristics of the implemented project:
1. Multisectoral public and private actors
2. Qualitative characteristics of the intervention
3. Joint involvement of generalist and specialist teachers in the intervention and in the teacher training, e-learning facilities
4. Local interfaces (coordinators of each subgroup of actors) to ensure the cascade process (planning → implementation → evaluation)

1. Multisectoral actors:
   - Regional school office and school personnel
   - Municipality and regional administration
   - Regional Olympic Comm.
   - Corporate
   - University

2. Qualitative characteristics of the intervention
   - Multicomponent PA content and delivery
   - Interdisciplinary focus
   - 'Moved' academic learning in the gym
   - Physical activity in the classroom, active breaks

3. Joint involvement of actors:
   - School generalist teachers
   - External specialist teachers
   - Parents
   - Cooperative teacher training
   - E-learning facilities

4. Local interfaces (coordinators of):
   - Generalist teachers at school, district, regional level
   - External specialist teachers
   - Corporate representatives
   - University staff
Variation and variability:

Key words in human motor development qualifying a new perspective in developmental exercise and cognition research (Hadders-Algra, 2010)

From the past century... resurrecting & revisiting... to the new millennium

A dexterous action displays outstanding features of switchability, resourcefulness, maneuverability


"What is old is new again": PA games with contextual interference (Tomporowski, McCullick, & Horvat, 2010)

"Back to the future": youth integrative neuromuscular training (Faigenbaum, 2013)

"Designed sports training": combining novelty & diversification (Moreau & Convay, 2013)

From planning and implementation... translational research... to process and outcome evaluation

Critical analysis

1. Outcome evaluation:
   - Physical fitness
   - Motor coordination and skills
   - Cognition and metacognition
   - Life skills

2. Process evaluation:
   - Local implementation, fidelization, realization
   - Identification of possible areas for improvement: RE-AIM (Glasgow et al., 2004)

Reach: 80% of all preschool and primary school children (900)

Effectiveness: promising preliminary outcomes!

Adoption:
   - Schools, children and school personnel
   - Parents (1:20)

Implementation fidelity:
   - Good homogeneity-diversity trade-off setpoint
   - Organizational problems for cross-over design

Maintenance:
   - Project adherence
   - Adherence to teacher training
   - Dissemination/Institutionalization
Evidence into policy or Policy into evidence?
Moving between evidence generation and dissemination/institutionalization

Dissemination:
- Handbook for in- and out-of-school settings
- Extension of parts of the project in other countries

Institutionalization: counseling in parliament

Thank you for your attention!