

Covid-19 & physical literacy

Questions



In association with



QUESTION 1

What is concerning you about Covid-19 in relation to physical or physical literacy development?

Children are moving towards to the **virtual games** instead of to get participate in the outdoor activities.

The younger ages of children who may not be getting exposure to **new movements of challenge** something like a park might bring and the impact on their development. There is also a lot of **mental health concerns** in school children not having access to anyone but the family unit, especially the more vulnerable.

This pandemic has exacerbated **inequality** so when we return, there needs to be a focus on mental and physical wellbeing for the disadvantaged groups so hard hit by this.

Accessibility inequalities in relation to access to places and spaces to be physically active in and around the home.



The **emotional distress** of young people, **mental health** and **resiliency** is key during this time.

Young people are not able to follow their **daily routine**.

Many young people are **restricted to their home environment**, which for a lot is a small room, flat or house with limited opportunity to exercise and play outdoors.

Getting into **bad habits** and **barriers to activity** once things begin to open.

Staying at home without physical activity, getting **overweight**, moving more towards internet and TV.

Children cannot **explore and enhance** their developing **physical skills** like jumping, running, catching, throwing with peer group.

Sleeping disorders and **hygiene** also one challenge for them. They are showing **frustration, stress**, not willing to anything which leads to blockage in **mental wellbeing**.

Delayed implementation of the sustainable **developmental goals**.

QUESTION 2

Is there any evidence of the relationship between Covid-19 and physical literacy here or internationally?

Nationwide Lockdown and it's extensions are the biggest evidences here because of which there has been an **over-reliance on screens** like TV, mobiles, laptops and tabs.

Both negative impact evidence and positive evidence are which I can explain is that after lockdown for a certain number of day without any future plan they were **not in condition do anything** apart from doing some family related work by being inside. Later they started doing **fitness** to make them fit, started **engaging with their class** and teacher on online platform.



No actual evidence - anything I have is **anecdotal**. The impact of parents working from home, so the **TV becomes the teacher** as depending on the age, their kids need help with activities.

I have observed that my own kids staying at home, without physical activity, are **gaining bodyweight**.

There is **little evidence** at the moment but we can potentially refer to previous research that investigate PA engagement over the **summer holidays**. We know that physical activity engagement tends to **decline**, with **less structured days** and reduced engagement in organised or formal activity being cited often as some of the main reasons. www.ncbi.nlm.nih.gov/pmc/articles/PMC6572055

Yes. People showing **frustrations, stress**, eye problem due to more connect visual devices, disturbed in daily routine etc.

Yes. In the study of NIHR Oxford Health Biomedical Research Centre found that how the impact of COVID-19 **badly effects our young people**.

I have a colleague in the **US** who has observed a **negative emotional response** to Covid-19 in college softball players in the Midwest and the general public in South Dakota. This highlights how sports and physical activity more widely play a significant role in not only the activity of children, but their **mental health**.

Hard to say at this stage.

QUESTION 3

What could the long-term consequences be?

Major increase in **screen time** of an individual rather than a physical workout.

High levels of **stress** and isolation can affect **brain development**, sometimes with **irreparable** long-term consequences.

Motivating people **'get back'** to activity and stop using the gizmos that have been a great release for parents and that have not been discouraged. Some people forgetting they have been pretty inactive and remembering to **'take it steady'** when they start again.

Obesity and related physical disorders.

Performance of the athlete will decrease. To come back in the same performance athletes need to work harder than before. People will be **more creative** in their work and **less social**.

There is a question to be asked about **the role the school unit plays** and the importance of being active.

We are likely to have a further increase in the **disparity** between those who are partaking in physical activity and those who are not. With an obvious **knock on effect** to health and wellbeing. Engagement in team and social sports are likely to be hit most while individual sports and activity may flourish. And **accessibility inequalities** may potentially be magnified.



Potentially a highly skilled sporting community that will need **re-educating** around corporate **problem solving** and dynamic **decision making**.

The government had suggested that **the right to exercise** is in the same standing as the right to food and medical treatment. This may mean a shift in **future priorities** towards encouraging people to be more physically active.

Physical inactive time increases. Social distancing **deteriorates socialization**. Bad habits develop. Children continue the habit of being **device friendly**.

QUESTION 4

What good practice are you seeing?

Whole families cycling, walking and running. A sense of **creativity** regarding physical activity which has been **shared** with others via social media.



People more **mentally strong**, more socially **interaction** with relatives, trying to do some physical activity exercise in daily basis using available stuff in their house. **Encouraging** others to be active sending own short videos, people come out with **different ideas** where they can keep themselves fit and life sustain skills etc.

There has ben the ability for families to come together within the home, more **quality time** and ability to undertake **joint activities**, without the pressures of work and general day-to-day life.

We all are away from **pollution**, eating **home food**, spending good **time** with family.

Engagement by PE teachers with their pupils to encourage physical activity at home, thinking creatively to come up with a variety of challenges and activities. **Families** being active together and rediscovering their **local environment**. An opportunity to **press pause** and consider how we approach PE / PA as a society

Work being done on **fitness theory, first aid, nutrition** and **yoga** - activities that in the UK we do not tend to do much of in schools.

Simplify your life, connect with your memories, be more **creative**, prepare better for the next crises, add a **new talent**, get organised.

People are exploring themselves to getting new ideas do things in a **different way**. Individuals are coming with **hidden talents** which is very helpful to gain confidence. Most importantly people are **cooperating** with each other and trying to do best for their organisation.

Loads of great **energy** in trying to provide activities and wrestle with the **education bit** of all of this.

QUESTION 5

What would be your call to action?

Provide opportunities for **interactive play**, give their **personal space** too. Understand their needs to be online. Encourage them to **exercise every day**.

To consider the **inequalities** being highlighted during this current time. To consider how we can encourage all to be physically active and overcome **personal barriers** and challenges. And to be **proactive** in reconceptualising what PA and PE will look like when restrictions are lifted. Consider how PE lessons should be **integral** to their day given the social distancing guidance thus far from other countries.

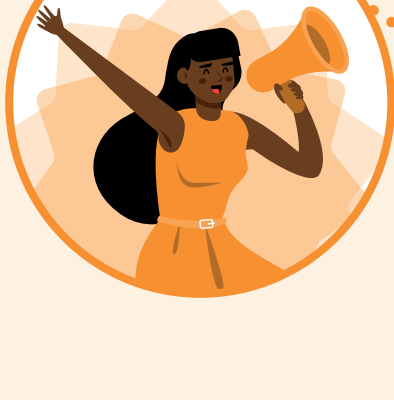
Initiate whatever resources I have at home to will **engage** my family in a different kinds of tasks and games to make fit and **healthy at home**. Teach them the importance of physical fitness and make them aware of physical literacy.

Be active, acquire **knowledge** how to be fit physically **and mentally fit**, find alternate way to achieve and maintain good health. Develop own **routine** or framework based on our own need.

Continue the physical activities you have enjoyed during lock-down. Serious consideration to allow youngsters to use **play grounds** and adults to use leisure centres and gyms. Sensible re-instating of **group games** and **classes**.

A collaborative effort at designing **'at home' physical literacy resources!**

A **long term plan** should be made by knowing that covid is going to be a **part of our life** for a little longer than expected.



Just one good practice - do not change your **routine**.

Government / policy makers should **promote physical activity**. Teachers should keep **innovating** and providing different challenges for the children.

Like Hand-washing, physical activity is established at an early age. An emphasis on habitual behavior patterns should be a focus in early childhood. and primary schools

GENERAL COMMENTS

Make time for activities that provide **joy**, are calming, and/or are healthy distractions. Use coping tools that can reduce **anxiety**, like **deep breathing**, muscle relaxation, imagery, mindfulness.

A lot of **"coaches"** instead of helping and listening people needs, they are posting their **training sessions**, sometimes with a high difficulty. I think they are only showing their capacity rather than delivering a service of **smart coaching**, advising people in terms of **sleep** habits, **recovery** and **nutrition** would be more beneficial than lots of training during this quarantine.

There is so much **information** about how to help ourselves, physically and emotionally at the moment through the media, but unless there is the **individual understanding** and ability to put strategies in place, these are lost and may pose further **anxiety** - A **vicious cycle**.

There is an opportunity to show how **important** this is to us and it is something that we are neglecting as a human race...until the government say it is requirement to have exercise each day for our own **mental health!**

It would be good to get across that there is a **difference** between **PE, PA, Sport** etc and that whilst the 'follow my lead' approach to PA (being called PE) is OK, it is not **sustainable**. This pandemic has exacerbated **inequality** (school meals, active parents, a garden, access to facilities) so when we return, there needs to be a focus on **mental** and **physical wellbeing** for the **disadvantaged** groups so hard hit by this.

Make the best of the situation and **focus on the positives**.

Interesting how as the economy reopens, **gyms** and **leisure centres** needs to be done to allow the public to access these facilities safely.

There is a demographic who's **motivation, confidence** and **self identity** will be hit because they require **specialist facilities** (swimming pools for example) or specialist coaches / equipment (disability sport) which is currently inaccessible these individuals.

