1 Why Research This?

i) Physical Activity Level (%) of UK Children in 2019

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
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<tr>
<td>85%</td>
<td>78%</td>
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<tr>
<td>75%</td>
<td>68%</td>
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<tr>
<td>65%</td>
<td>58%</td>
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<tr>
<td>55%</td>
<td>48%</td>
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ii) During Covid-19 more children experienced mental health issues through the transition

iii) Physical activity (PA) levels often decrease during and following the transition

iv) Adolescents Meeting WHO Recommended Physical Activity Levels in 2018 - Europe

2 Research Question and Objectives

“How can it be ensured that the physical activity children have access to supports their mental and physical development as they transition from primary to secondary school?”

1. Engage with children’s voices to determine what makes PA positive or negative through the transition.
2. Engage with children’s voices to find out what impact moving to secondary school has on access to, motivation towards, and participation in PA.
3. Use the findings to inform schools, parents, sport governing bodies and government on what children want and need from PA through the transition and beyond.

3 Methodology

- Ontology: Relativist
- Paradigm: Interpretivist
- Epistemology: Naturalist

Methodology:
- Drawing on Ethnographic and Sociological Principles
- Research Design: Inductive Qualitative Case Study

Influences on experiences of PA and the transition

- Creative Participatory Methods
- Informal Interviews
- Observation

4 Creative Artefacts

“I would fly the stadium round the world so everyone can watch football”

“My favourite thing about physical activity would probably be that it gets you very like pumped up…like it just makes you happy really”

“Dodgeball makes you feel so good! What makes you feel so good the most, is when you catch one”

“PE in school is like for children who haven’t done it before and so they can do it as well”

5 Early Analysis

- Physical Activity Experiences
- Awareness of Professional Sport
- Impact of Covid
- Gender
- Safety

6 Discussion

**Methods Findings**

To truly hear children's voices, they must be involved through the analysis and interpretation of the data.

**What’s Next?**

The outcomes of the study will not be known until Study 2 has been completed in which the same children will explore their PA experiences at the end of their first year in secondary school. Watch this space!!

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“It's so much better, normally we're told to do it one way and then we get told off if we do it wrong!” Capybara (pseudonym), aged 11

**Additional Creative Artefacts**

**References**