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UNIT 2

PHYSICAL ACTIVITY, SPORT AND SOCIETY

AREA OF STUDY 1

WHAT ARE THE RELATIONSHIPS BETWEEN PHYSICAL ACTIVITY, SPORT, HEALTH AND SOCIETY?

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CHAPTER 12

SOCIOCULTURAL INFLUENCES ON PARTICIPATION IN PHYSICAL ACTIVITY

Key knowledge
» sociocultural influences on participation in physical activity across the lifespan such as historical, social, cultural, environmental, geographic and personal factors
» enablers and barriers of physical activity behaviours including demographic, social, cultural and environmental factors

Key skills
» investigate and determine factors that influence an individual's participation in physical activity across the lifespan
» analyse sociocultural influences on physical activity participation across the lifespan
Participation in physical activity is important for improving and maintaining both our physical and mental health. Unit 1 looked at how physical activity can prevent diseases such as type 2 diabetes, cardiovascular disease, osteoporosis, obesity and other musculoskeletal and cardiorespiratory injuries and illnesses. Participation in physical activity can also reduce depression, stress and anxiety, improve self confidence and self-esteem, and increase your energy levels and sleep quality, improving concentration [Australian Institute of Health and Welfare, 2010].

With so many proven benefits, why don’t all people participate in regular physical activity? What influences the decision to be physically active? This chapter will look at the influences on, and enablers and barriers to, participation in physical activity.

**SOCIOCULTURAL INFLUENCES ON PARTICIPATION**

Sociocultural influences on participation in physical activity include historical influences, individual factors and social influences.

**Historical influences**

Has physical education changed in schools in the last 100 years? This picture shows calisthenics being performed in an Australian school in 1912.

Australia’s national identity is intertwined with sport and being physically active. The ‘great outdoors’ presents numerous opportunities to participate in physical activity and sport, and this has influenced the image of the bronzed Aussie and the stereotypical ‘sports-mad Australian’. Many events in Australia’s short history have influenced the national identity.
‘Sport to many Australians is life and the rest a shadow. Sport has been the one national institution that has had no “knockers”. To many it is considered a sign of degeneracy not to be interested in it. To play sport, or watch others and to read and talk about it is to uphold the nation and build its character. Australia’s success at competitive international sport is considered an important part of its foreign policy.’

_The Lucky Country_, Donald Horne, 1964

1. What does the author mean by ‘knockers’?
2. How does the author interpret the importance of an interest in sport as a national value?
3. How has Australia’s success in international competition influenced the perception of Australia as a ‘sporting nation’?
4. To what extent do you think this statement accurately reflects Australia in the past, present and future?

Go to the Australian Government Sport and Recreation website via http://vcepe12.nelsonnet.com.au. The website hosts a number of articles that identify historical and cultural influences on sport and recreation in Australia. Select three different topics and summarise the influence that the person, sport, event or environment has had on shaping Australia’s sporting identity. Also consider the influence on participation in physical activity and sport in the past, present and future.

Historically, Australia has experienced success in many different sports and competitions, both locally and on the world stage. This includes team sports, individual pursuits and Olympic competition. Despite this, the Australian Sports Commission (2003) found that success in elite sport had little impact on choice of sport and physical activity. The sports that shaped Australia’s early success, such as cricket, tennis, football and netball, are not necessarily those chosen by young (and not so young) Australians today. (See chapter 13 for more on participation rates.)

Participation in physical activity has changed dramatically in Australia over the last 50 years. Society has gone from being generally physically active to one that is predominantly sedentary. This chapter will focus on the individual, social, cultural, environmental and geographic factors that influence participation in physical activity.
Social influences on participation in physical activity

Social or interpersonal factors that influence involvement in physical activity include supportive behaviours, social climate and culture. Social environment refers to the people around you: your parents, siblings, peers, work colleagues, health professionals and even your pets!

Social support can come from a number of different sources. It may come from your family, peers, classmates, work colleagues or teammates. Supportive behaviours can include being active with someone, encouraging others to be active, and providing support to be active, such as by offering transport or financial support.

Research has shown that people who own a dog walk more and are more likely to achieve sufficient physical activity than those who do not own a dog. Dogs are said to be man’s best friend – they’re a vital form of social support!

The culture of an organisation is shaped by the nature of the social relationships within it. You may have heard phrases such as ‘This school has a strong sporting culture’ or ‘There is a culture of inactivity within this workplace’.

Changing the culture of an organisation is often very difficult, but a supportive culture is vital to encouraging participation in physical activity. Social relationships provide emotional support, develop expectations, and provide opportunities to take on various roles (coach, umpire, manager). The capacity of people to connect with others in the community enhances their social environment, which may have a positive impact on their participation in physical activity within that community.

Parental support across the lifespan

Your parents play an active role in supporting your involvement in physical activity. This support may include driving you to games and training, paying for fees, uniforms, equipment and membership, providing you with opportunities to be active, and playing with you or supporting and encouraging you when you are active. This role changes as you grow older.
Play! 

Opportunity! 

Support!
Cultural influences on participation

Culturally and linguistically diverse population groups are less likely to participate in sufficient physical activity to provide health benefits. People from non-English speaking backgrounds are at a higher risk of being inactive. Certain cultural expectations, obligations and religious beliefs can also restrict opportunities to be physically active.

Australia’s migrant population has introduced a wide range of activities; for example, the high levels of participation in soccer in Australia have been partially attributed to the European migrant population.

FYI
Tai chi is part of the traditional Chinese culture and promotes health and overall wellbeing.
Environmental influences on participation in physical activity

The physical environment can also influence participation in physical activity. Studies have shown that accessibility of facilities, opportunities for activity, aesthetics and, to a lesser extent, safety and weather, all influence physical activity behaviour (Humpel, Owen & Leslie, 2002).

The natural environment includes features such as water (beaches, rivers, lakes), trees, grasslands and bushlands. These places provide aesthetically pleasing environments in which to be active.

Other factors of the natural environment can also influence participation in physical activity, including where you live – the location, the terrain and the infrastructure – and the weather.
Built or constructed environments include buildings, the grounds around buildings, layout of communities, transportation, infrastructure and parks and trails. The availability of facilities can influence physical activity levels. Having an aquatic centre in with well-maintained grounds and grass areas, ample parking, and access by public transport and walking/cycling paths may encourage people within the community to be more active.

Community design and land use can also influence physical activity levels within the community. The proportion of land distributed across residential, commercial, institutional, or park and open spaces, as well as the connectedness and aesthetics of the environment, all influence physical activity. For example, having cycling trails that connect communities can encourage active transport for members of the community.

**CHAPTER CHECK-UP**

1. Identify three social environmental factors that influence physical activities.
2. Describe how a lack of social support can be a barrier to physical activity for an older person.
3. Suggest three changes to the physical environment in your school that may encourage physical activity.
4. Does close proximity to physical activity facilities guarantee a person’s access to these facilities? Discuss.

**INVESTIGATION**

**COMMUNITY AUDIT**

---

Weblink

- Whitehorse Club
- Bill Stewart Athletic Track
- East Burwood Reserve
- LincoIn St
- Maidstone Ave
- Newhaven Rd
- East Burwood Tennis Club
- East Burwood Hall
- Nunawading Basketball Centre
- Blackburn Cycling Club
- Nunawading Basketball Centre
- East Burwood Reserve
- Whitehorse Club
Identify and locate one recreational facility in your community and answer the following questions:

1. Is it a natural or built environment?
2. How accessible is the facility by foot (e.g. footpaths) or bike (cycling paths)?
3. Is there a cost associated with using the facility? If yes, what is the cost?
4. What opportunities for physical activity are available in the facility?
5. How would you rate the safety of the facility? Consider lighting, crime rates in the neighbourhood, traffic, etc.
6. Is the facility aesthetically pleasing? Why/why not?
7. Is use of the facility weather dependent?
8. Which of these factors (accessibility, aesthetics, safety, weather) are modifiable and which are not? How could you modify one of these factors to increase the likelihood of using the facility?

Geographic influences on participation in physical activity

Both geography and geographic location can also influence participation in physical activity. The geography of the physical environment refers to the nature and arrangement of places in a given area. Geographic location refers to the position of the area. If the area you live in is particularly hilly (geography), this may influence your decision to ride to school or to a friend’s house. If you live in a rural area (geographic location) that is some distance from the town, schools or shops, this may influence your access to sporting facilities.

Individual influences on participation in physical activity

There are a number of individual factors that influence participation in physical activity. Some of these factors are non-modifiable – that is, they cannot be changed. Non-modifiable factors include age, sex, ethnicity or cultural background and genetic or inherited factors. Modifiable factors at the individual level include socioeconomic status (SES), level of education, self-efficacy and other cognitive variables.

The influences of individual factors on physical activity levels

Gender

According to the Australian Bureau of Statistics (ABS, 2015), in 2013–14 male and female participation rates in sport and physical recreation were similar, except in the 25–34 age group, where more males (67 per cent) participated in physical activity than females (61 per cent).
However, when looking specifically at vigorous-intensity activity, males tend to be more active than females. Older women, mothers, and women from non-European speaking backgrounds are less likely to engage in sufficient levels of physical activity for health benefits. Involvement in physical activity is often influenced by cultural beliefs about gender appropriateness of various forms of physical activity.

**WRITTEN ANALYSIS**

**FLIPPING THE STEREOTYPE ON GENDER**

AFL has long been considered a sport for men, but a number of women are changing that. Women’s football in Victoria is the fastest-growing segment of the game, with more girls and women than ever involved in playing, coaching, umpiring and administration.

Peta Searle was the first woman to join the senior coaching staff at an AFL club. You can read Peta’s story at the AFL Saints’ website, or link direct via [http://vcepe12.nelsonnet.com.au](http://vcepe12.nelsonnet.com.au).

After reading the article, discuss the issues that Peta may have faced in playing and then coaching AFL football throughout her career.

Do you think that gender stereotypes exist in other sports? Provide examples of other sports that have a ‘gender’ appropriate stereotype associated with participation.

**Socioeconomic status**

Socioeconomic status affects a number of factors, including but not limited to level of education, household income, workforce participation, and area of residence. These factors all influence participation rates. Men and women from low socioeconomic groups have lower rates of participation in physical activity. The impact of lower levels of education, lower household income and area of residence is that people in this group, particularly women, participate in insufficient physical activity to benefit their health.

**Self-efficacy and other cognitive variables**

Some cognitive variables (positive attitude, self-efficacy, enjoyment, expected benefits, intention to exercise) have a positive influence on physical activity. Others (perceived barriers to exercise, depression, negative attitude) have a negative influence. Importantly, these factors are modifiable – they can be changed!

A recent study found that children from lower-income households had greater media (TV, DVD player, video games) in their bedroom but less access to play equipment (bikes and jump ropes) than those from higher-income households, meaning that lower SES homes provided more opportunities to be sedentary and fewer opportunities to be active (Tandon et al., 2012).
Research suggests that regular exercise can be effective in preventing depression, and a moderately helpful treatment for mild to moderate depression in adults. It may also be as helpful as psychological therapy or antidepressants in preventing or treating mild to moderate depression. Regular exercise alters the brain chemistry, which leads to a better mood and feelings of wellbeing.

**CHAPTER CHECK-UP**

1. List four non-modifiable individual influences on physical activity behaviour.
2. Provide an example of how socioeconomic status can influence physical activity behaviour.
3. What is the association between people from non-English-speaking backgrounds and physical activity?
4. Explain how self-efficacy affects physical activity behaviour.

**ENABLERS AND BARRIERS OF PHYSICAL ACTIVITY BEHAVIOURS**

Enablers of physical activity are people or things that make it possible to participate in physical activity. Barriers are obstacles that block or impede access to physical activity. Enablers and barriers can be physical or psychological, perceived or real. They may fall into a number of categories, such as demographic (age, gender, level of education, income, marital status), social, cultural or environmental. Enablers and barriers differ between population groups, as they are specific to the circumstances of a given population. The following examples demonstrate how enablers of physical activity vary across four diverse groups within the population.

**Enablers of physical activity**

- **Children**
  - motor skill competence (locomotor and gross motor skills)
  - perceived motor competence
  - design of outdoors
  - time of the week
Older adults
» social support
» time

People with chronic pulmonary disease
» access to health professionals
» equipment
» social support
» routine and extra-curricular activities
» goals and motivation
» ‘feeling better’ after being active

People from rural locations
» functionality (infrastructure, accessibility/connectivity, distance, safety and continuity of activity)
» diversity
» spaces and places for all
» realistic expectations

Barriers to participation in physical activity
Barriers are those factors that make it difficult to do something. Barriers to participation in physical activity vary depending on the person and the situation. Table 12.1 provides some examples of types of barriers.

**TABLE 12.1 Outline of categories and examples of barriers**

<table>
<thead>
<tr>
<th>Perceived barrier</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Time constraints and competing roles</td>
<td>Being a parent, spouse or partner Caregiving of family members Occupational roles Roles within relationships (i.e. picking up groceries, collecting children from school, completing chores around the home/garden)</td>
</tr>
<tr>
<td>2 Personal physical and psychological health</td>
<td>Chronic diseases including diabetes, hypertension, arthritis, chronic pain, depression, back pain or injury</td>
</tr>
<tr>
<td>3 Individual (internal) factors</td>
<td>Lack of self-efficacy, motivation, determination, interest Lack of energy, due to fatigue or lethargy Health problems Lack of social support from family, spouse, partner or friends Body weight or perception of appearance</td>
</tr>
</tbody>
</table>
The main reported barriers to physical activity are:
» lack of time
» dislike of exercise
» feeling too tired
» lack of company
» lack of money.

Other factors that impact on participation in physical activity include injury or disability, lack of enjoyment, health issues and feeling self-conscious.

Barriers across the lifespan
Just as some factors can be a positive influence for one person and a barrier for another, barriers can also vary for an individual across their lifespan. Some examples are shown in table 12.2. Personal circumstances change throughout life, as do priorities. Certain periods within your life are known as transition periods. Key transitions include the transition from primary school to secondary school, from secondary school to TAFE/university or the workplace, from further study/training to full-time work, from being single to living with a partner, having a baby or even retirement. These transitions can be stressful and may trigger behaviours that are not good for your health, such as unhealthy eating, lack of sleep or lower levels of physical activity.

**TABLE 12.2 Barriers to being fit, across the lifespan**

<table>
<thead>
<tr>
<th>Age group</th>
<th>Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young children</td>
<td>Competitive sports</td>
</tr>
<tr>
<td></td>
<td>Highly structured activities</td>
</tr>
<tr>
<td>Teenagers and young women</td>
<td>Negative experiences at school</td>
</tr>
<tr>
<td></td>
<td>Peer pressure</td>
</tr>
<tr>
<td></td>
<td>Identity conflict</td>
</tr>
<tr>
<td></td>
<td>Sports uniforms</td>
</tr>
<tr>
<td></td>
<td>Boys’ dominance in class</td>
</tr>
<tr>
<td></td>
<td>Competitive classes</td>
</tr>
<tr>
<td></td>
<td>Lack of teacher support</td>
</tr>
<tr>
<td>Adults</td>
<td>Negative school experiences</td>
</tr>
<tr>
<td></td>
<td>Anxiety in unfamiliar surrounds</td>
</tr>
<tr>
<td></td>
<td>Lack of social network</td>
</tr>
<tr>
<td></td>
<td>Identity conflict</td>
</tr>
<tr>
<td></td>
<td>Lack of role models</td>
</tr>
<tr>
<td>Older adults</td>
<td>Unclear guidelines</td>
</tr>
<tr>
<td></td>
<td>Limited resources</td>
</tr>
<tr>
<td></td>
<td>Access [transport]</td>
</tr>
<tr>
<td></td>
<td>Pain/illness</td>
</tr>
<tr>
<td></td>
<td>Lack of social support</td>
</tr>
<tr>
<td></td>
<td>Lack of role models</td>
</tr>
</tbody>
</table>
Barriers according to type of physical activity

The barriers to participation in physical activity may be different depending on the activity. For example, the barriers to walking may be different from the barriers to more vigorous activities such as jogging. Walking is considered accessible to all because it is a lifestyle physical activity that does not require expensive equipment or a high level of fitness. Walking can be planned or spontaneous and does not cost anything.

Commonly cited barriers to vigorous physical activity include:
» feeling self-conscious
» lack of energy
» the discomfort associated with strenuous exercise
» lack of financial resources.

DATA ANALYSIS

There are many reasons that people give for not being as physically active as they think they should be. Read each statement in the quiz below and indicate how likely you are to agree, using the digital version of this table at http://vcepe12.nelsonnet.com.au.

BARRIERS TO BEING ACTIVE QUIZ

<table>
<thead>
<tr>
<th>How likely are you to say ...</th>
<th>Very likely</th>
<th>Somewhat likely</th>
<th>Somewhat unlikely</th>
<th>Very unlikely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My day is so busy now. I just don’t think I can make the time to include physical activity in my regular schedule.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>None of my family members or friends likes to do anything active, so I don’t have a chance to exercise.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>I’m just too tired after work to get any exercise.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>I’ve been thinking about getting more exercise, but I just can’t seem to get started.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>I’m getting older so exercise can be risky.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>I don’t get enough exercise because I have never learnt the skills for any sport.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>I don’t have access to jogging trails, swimming pools, bike paths etc.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Physical activity takes too much time away from other commitments – like work, family, etc.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>I’m embarrassed about how I will look when I exercise with others.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>I don’t get enough sleep as it is. I just couldn’t get up early or stay up late to get some exercise.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>It’s easier for me to find excuses not to exercise than to go out and do something.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Statement</td>
<td>Score 1</td>
<td>Score 2</td>
<td>Score 3</td>
<td>Score 4</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>I know of too many people who have hurt themselves by overdoing it with exercise.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I really can’t see myself learning a new sport at my age.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>It’s just too expensive. You have to take a class or join a club or buy the right equipment.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>My free times during the day are too short to include exercise.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>My usual social activities with family or friends do not include physical activity.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I’m too tired during the week and I need the weekend to catch up on my rest.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I want to get more exercise, but I just can’t seem to make myself stick to anything.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I’m afraid I might injure myself or have a heart attack.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I’m not good enough at any physical activity to make it fun.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>If we had exercise facilities and showers at work, then I would be more likely to exercise.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>


**SCORING**

Follow these instructions to score yourself:

1. Enter the circled number in the spaces provided, putting the number for statement 1 on line 1, statement 2 on line 2, and so on.
2. Add the three scores on each line. Your barriers to physical activity fall into one or more of seven categories: lack of time, social influences, lack of energy, lack of willpower, fear of injury, lack of skill, and lack of resources. A score of 5 or above in any category shows that this is an important barrier for you to overcome.

```
1 8 15 = Lack of time
2 9 16 = Social influence
3 10 17 = Lack of energy
4 11 18 = Lack of willpower
5 12 19 = Fear of injury
6 13 20 = Lack of skill
7 14 21 = Lack of resources
```
Demographic barriers – males and females
Many men and women feel self-conscious about exercising or being physically active in front of others. Entering an unfamiliar setting, such as a gym, can cause some anxiety. Some women feel more comfortable exercising in front of other women – this has led to the popularity of women-only gyms such as Fernwood and Curves.

Many women (and some men) hold multiple roles, and research has shown that these competing demands are a huge barrier to engaging in regular physical activity. These demands include being in paid employment, caring for children, and completing household chores, all in the same week, every week.

Social barriers – lack of social support
Social support has a positive influence on physical activity in general. Having someone to go for a walk, play sport or go for a ride with has an important influence on participation. People who feel isolated due to age, geographic location, or cultural or linguistic differences may not feel safe or confident participating in physical activity alone. Lack of social support can be a barrier to participation at all ages, from young children to the elderly.

Cultural barriers – Indigenous Australians
Indigenous Australians are at a higher risk of being inactive than non-Indigenous Australians. This may be due to the fact that for some Aboriginal and Torres Strait Islander people, physical activity is not thought of in the same way as for non-Indigenous Australians.
Traditional activities, such as hunting, gathering and participation in customs, are important and have been linked to health aspects of life, social structure, education, building and maintaining relationships, building and maintaining wealth, and managing and preserving the environment.

The National Aboriginal Sporting Chance Academy works with young Aboriginal people to empower them through health, education, sport and cultural programs. The program uses elite athletes as role models, and engages with business partners and sporting organisations to deliver positive programs and measurable outcomes. Find out more at NASCA, or link direct via http://vcepe12.nelsonnet.com.au.

A cultural barrier to physical activity for Indigenous Australians is the importance of family and friends. Many Indigenous people prefer to spend time with loved ones, rather than exercising alone for personal benefit or for health reasons.

Other common barriers to physical activity for Indigenous Australians include:
- Fewer sports facilities and healthcare providers in remote areas
- Indigenous Australians are twice as likely to be victims of racism than non-Indigenous Australians
- Low incomes mean less money to spend on physical activity opportunities
- Living in remote areas means limited access to public transport, making it hard to get to physical activity venues and programs.

Sporting and recreational environments need to ensure that they are culturally inclusive and that the environment is safe and supportive for everyone.

**PRACTICAL ACTIVITY**

**KEENTAN**

‘Keentan’ is a traditional Indigenous running, passing and catching team keep-away game.

**BACKGROUND**

A keep-away game of catch-ball was played by both genders in the northwest central districts of Queensland. Because the action of the players jumping up to catch the ball resembled the movements of a kangaroo, the Kalkadoon people sometimes described this game as the ‘kangaroo-play’. The ball itself was made from possum, wallaby or kangaroo hide tied up with twine.

**PLAYERS**

- Teams of four to eight players

**PLAYING AREA**

- A designated area suitable for the activity
EQUIPMENT
» A ball such as a size 3 football (soccer ball) or gator skin ball.

GAME PLAY AND BASIC RULES
The ball is thrown from one player to another player on the same team. The players on the opposing team attempt to intercept the ball while they are off the ground (only a small jump is needed). The ball is only gained if it is caught while the defender is in the air.

If the ball is dropped or knocked to the ground by a player attempting to catch it, the other team gains possession. A change in possession also occurs when a thrown ball falls to the ground untouched. No physical contact is allowed.

Players cannot stop opposing players from moving around the area – no interference is allowed. Passes must be a minimum of 3 metres.

The player in possession of the ball may run around the playing area for up to 5 metres. This player cannot be guarded (marked) or obstructed while he or she is attempting to pass the ball – the defender must be at least 1 metre away.

Source: http://www.ausport.gov.au

Environmental barriers
A major barrier to being physically active is the physical environment, in particular the built (man-made) environment. New housing areas are commonly laid out in a cul de sac formation, in contrast to the traditional grid network. A cul-de-sac design (see below) generally has poor connectivity, which makes walking directly to specific destinations very
In Western Australia, a physical activity task force was set up to 'review emerging trends and issues, analyse current policies and delivery frameworks and set a vision and strategic framework for physical activity in this state' (Diagnosis of Physical Activity in Western Australia, 2011).

The task force found a number of enablers and barriers specific to Western Australia. Read the report, 'Diagnosis of physical activity in Western Australia', commissioned by the Western Australian government’s physical activity taskforce, via http://vcepe12.nelsonnet.com.au (enablers and barriers can be found on pages 40–49).

**Question**
From the report, list the enablers and barriers that are specific to Western Australia and then compare these to your perceptions of enablers and barriers to physical activity in Victoria, identifying similarities and differences.

**CHAPTER CHECK-UP**

1. Discuss how motor skill competence may enable children to participate in physical activity.
2. Identify two physical environmental factors that have a convincing association with adult physical activity.
3. The main reported barriers to physical activity are:
   - lack of time
   - dislike of exercise
   - feeling too tired
   - lack of company
   - lack of money.

Suggest a strategy that could be implemented at the individual level for a 16-year-old student to overcome each of these barriers.

4. Lack of role models has been identified as a barrier to physical activity for adults and older adults. Suggest reasons why this may not be a barrier for children and young people.
Influences on physical activity across the lifespan, and the enablers and barriers of physical activity will change based on specific circumstances and contexts. Parental support may not be as important at 25 years of age as it was at 15. Social support from peers may be of greater influence for teenage boys than for middle-aged men, but just as important for older adults. It is important to remember that these factors are often interrelated; for example, access to some physical activity opportunities will be influenced by cost. An understanding of the influences, enablers and barriers to physical activity means strategies and intervention programs can be tailored to specific groups and settings, such as individuals, workplaces, schools and communities. Chapter 14 will look at these strategies and interventions in more detail.
CHAPTER SUMMARY

- The factors influencing physical activity behaviours are very complex and vary across the lifespan.
- Many factors that influence physical activity participation are considered ‘modifiable’ and can be targeted for change within intervention programs.
- Historical influences can shape the cultural identify of a population and influence stereotypes and perceptions of cultural ‘norms’.
- Individual factors that influence physical activity include age, sex, cultural background, SES, self-efficacy and other cognitive variables.
- Social support (family, peers, health professionals) can range from being driven to sporting venues to receiving praise and encouragement for being active.

- Physical environmental factors can facilitate or hinder physical activity. Physical environmental factors in both the natural and manmade environments include access to facilities, opportunities to be active, aesthetics of the environment, safety and weather.
- Barriers can differ depending on the type of physical activity. The barriers to walking are different from the barriers to more vigorous activity, such as jogging.
- Demographic, social, cultural and environmental enablers of physical activity may be different for different people. What might be an enabler for one person may be a barrier for another.
- Aboriginal and Torres Strait Islander people and people living in rural and remote communities are at higher risk of being inactive.
CHAPTER REVIEW QUESTIONS

Multiple choice

1. Generally, factors influencing physical activity behaviour are
   A. generic across all age groups.
   B. varied according to age group and context.
   C. consistent across all contexts.
   D. not related to age, gender or socioeconomic status.

2. Which of the following influences would not be considered an environmental factor?
   A. social factors
   B. age
   C. dog ownership
   D. constructed environment

3. Which of the following factors would encourage walking as a form of physical activity?
   A. walking groups [school or community based]
   B. lighting on walking paths
   C. connected communities
   D. all of the above

Short answer

4. Can the same factor be an enabler for one person and a barrier for another? Explain in your own words, and provide an example.

5. Identify three individual influences on participation in physical activity.

6. Describe what self-efficacy is and how it relates to physical activity.

7. Environmental influences may be within the physical or social environment. Outline three examples of each.

8. a. Social support can be provided to a child in many forms. Give three examples.
    b. Describe the link between dog ownership and physical activity behaviour.

9. a. Explain what is meant by a barrier.
    b. Describe how the competing roles of a student juggling part-time work, study and family commitments can be a barrier to physical activity. Suggest three ways to overcome these barriers so that more physical activity can be included in the day/week.

10. State three commonly reported barriers to vigorous physical activity.

11. a. Identify why Indigenous Australians are more likely to be inactive than non-Indigenous Australians.
    b. Think about some of the people you know who are aged over 65 years, and describe four potential barriers that they may need to overcome in order to be active on a regular basis.
    c. Provide three examples of barriers to children being active. Explain one of these examples.

12. a. Patrick is eight years old. He has a trampoline and a pool in his backyard, has a bike and a scooter, and plays cricket, football and tennis. Both of Patrick’s parents are physically active themselves, and support his activity by paying his fees, buying uniforms and equipment and driving him to venues. Identify the physical activity enablers for Patrick and explain how they have influenced his participation. Use correct terminology in your answer.
    b. Children who are active are more likely to be active adults. Discuss this statement.

13. Kimiko recently moved to Australia from Japan. When she lived in Japan, Kimiko was a keen distance runner, but she has found it difficult to start running again since settling in Australia. She speaks limited English, has two young children and is caring for her elderly mother-in-law. Identify the barriers that Kimiko faces to being active, and suggest ways she may be able to increase her physical activity levels.