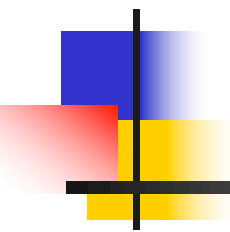
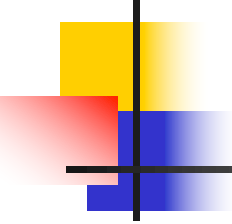


Social class, health and physical activity



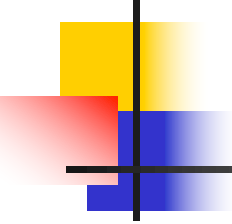


Outline

- Class – meaning and definitions
- Poverty – absolute and relative
- Social class and health inequalities
- Explanations
- Childhood Obesity
- Young Ambassador scheme

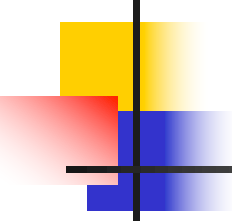
Images of class





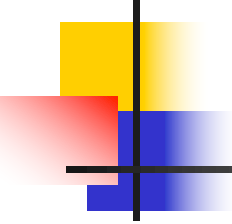
What do we mean by class?

- Can be used to describe economic relationships – e.g. employer/worker
- Can be used to describe social status – e.g. professional/manual
- Class is also about a sense of identity



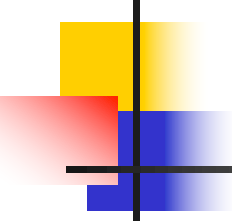
Class identity – British Social Attitudes Survey

- No decline in the overall proportion of people identifying themselves as belonging to a social class;
- Increasing numbers of people identify themselves as middle class, with fewer describing themselves as working class;
- 57% still identify themselves as working class, and 37% as middle class.
 - British Social Attitudes Survey (2007)



Ways of defining class: early writers

- Karl Marx (1818-1883) – class as primarily an economic relationship (i.e. employer and worker)
- Max Weber (1864-1920) – saw class as reflecting economic inequalities, but also emphasised the importance alongside this of *status* (i.e. social prestige), and other sources of power.



Measurements of social class:

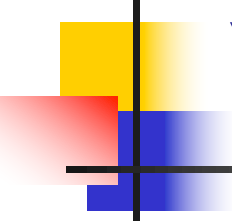
1. The Registrar General's scale

- One of the most frequent used classification system during 20th century
- Categories:
 - I Professional
 - II Intermediate professional
 - IIIN Skilled non-manual
 - IIIM Skilled manual
 - IV Semi-skilled manual
 - V Unskilled manual

Measurements of social class:

2. National Statistics Socio-economic Classification (NS-SEC)

- Replaced Registrar Generals' scale in official statistics
- Categories:
 - Higher managerial & professional occupations
 - Lower managerial & professional occupations
 - Intermediate occupations
 - Small employers & own account workers
 - Lower supervisory and technical occupations
 - Semi-routine occupations
 - Routine occupations
 - Never worked & long-term unemployed



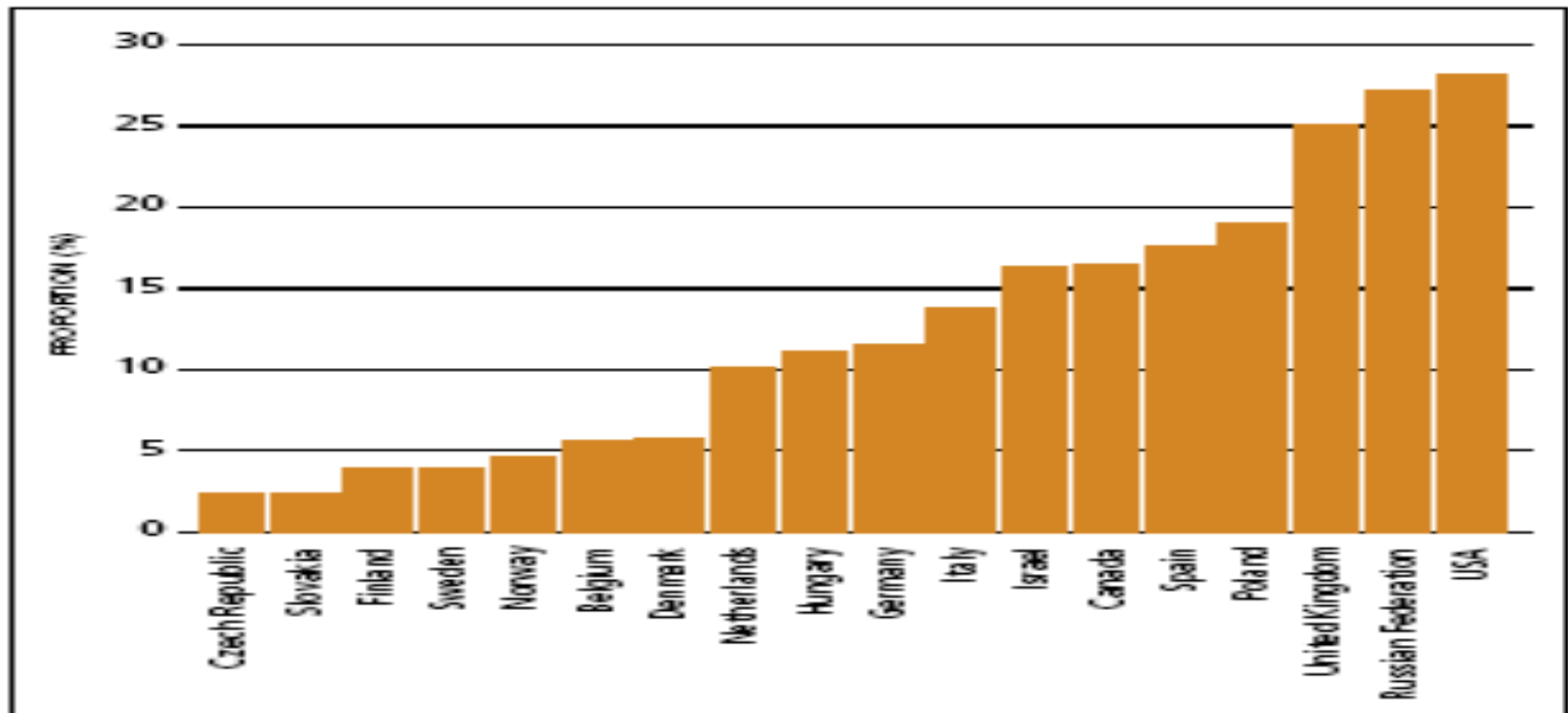
Poverty – ‘absolute’ and ‘relative’

- “Individuals, families and groups in the population can be said to be in poverty when they lack the resources to obtain the types of diets, participate in the activities and have the living conditions and amenities which are customary, or are at least widely encouraged or approved, in the societies to which they belong”
 - Townsend, P., *in* Wedderburn, D. (1974) Poverty, Inequality and Class Structure (p15)

Child poverty in Britain

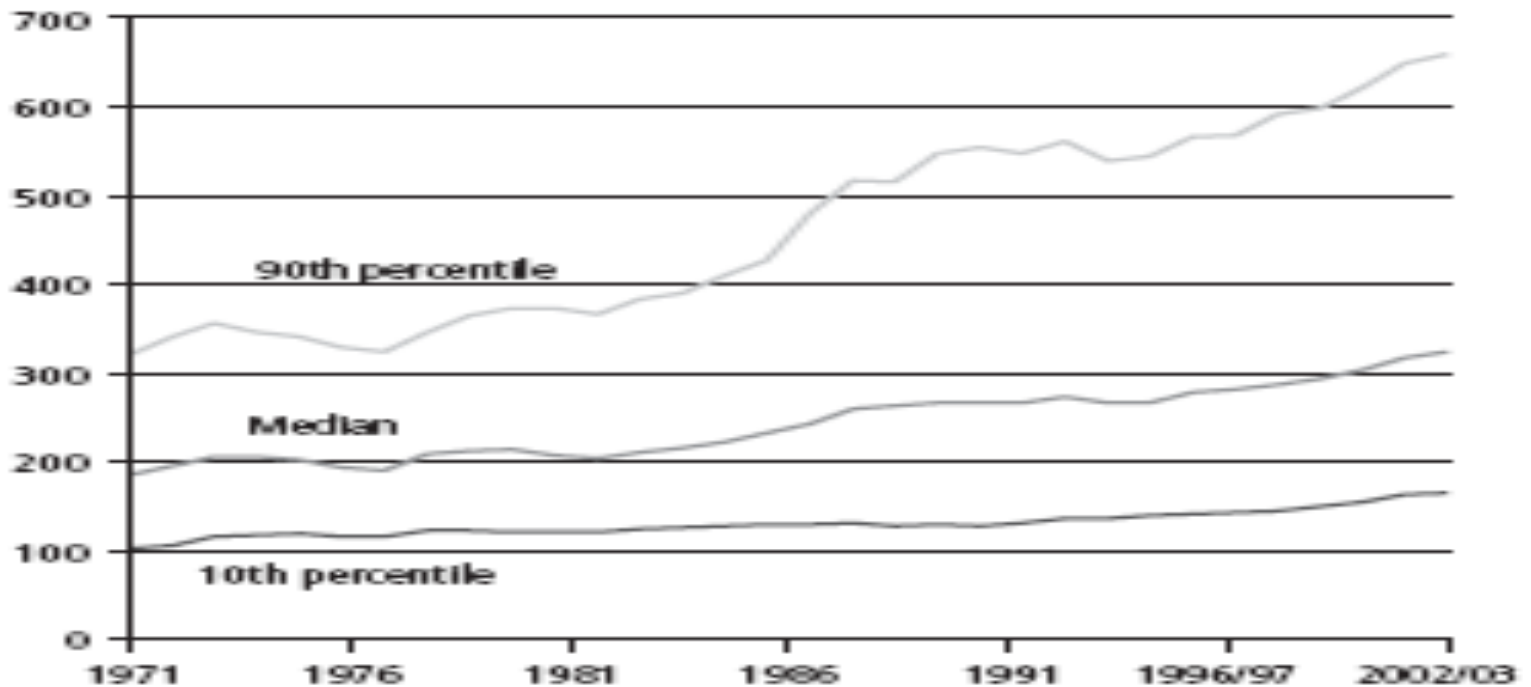
Bradshaw J. Child poverty in comparative perspective. In: Gordon D, Townsend P. Breadline Europe: the measurement of poverty. Bristol, The Policy Press, 2000.

Fig. 3. Proportion of children living in poor households (below 50% of the national average income)

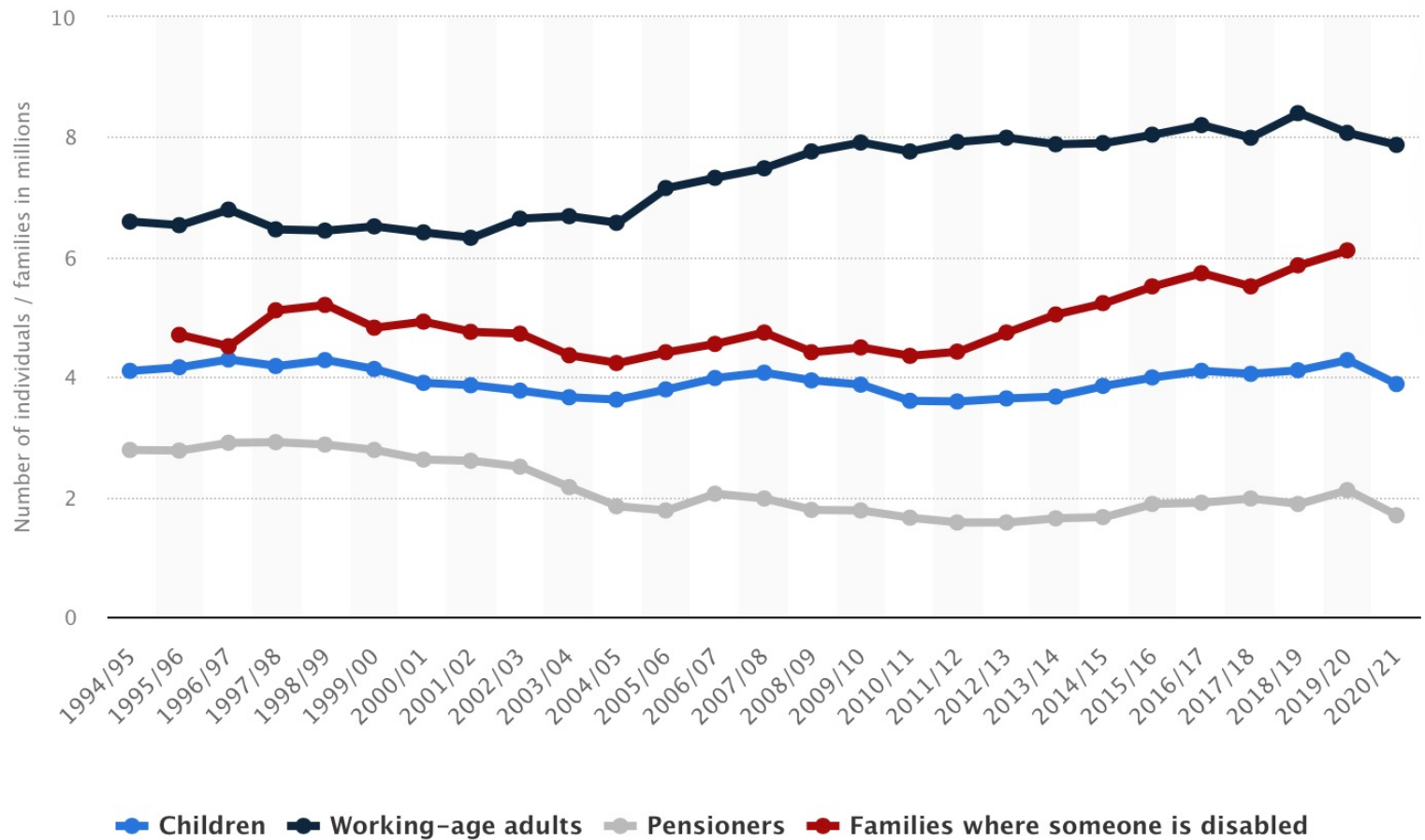


Widening inequalities in income in the UK

Distribution of real household disposable income
United Kingdom/Great Britain
£ per week at 2002/03 prices

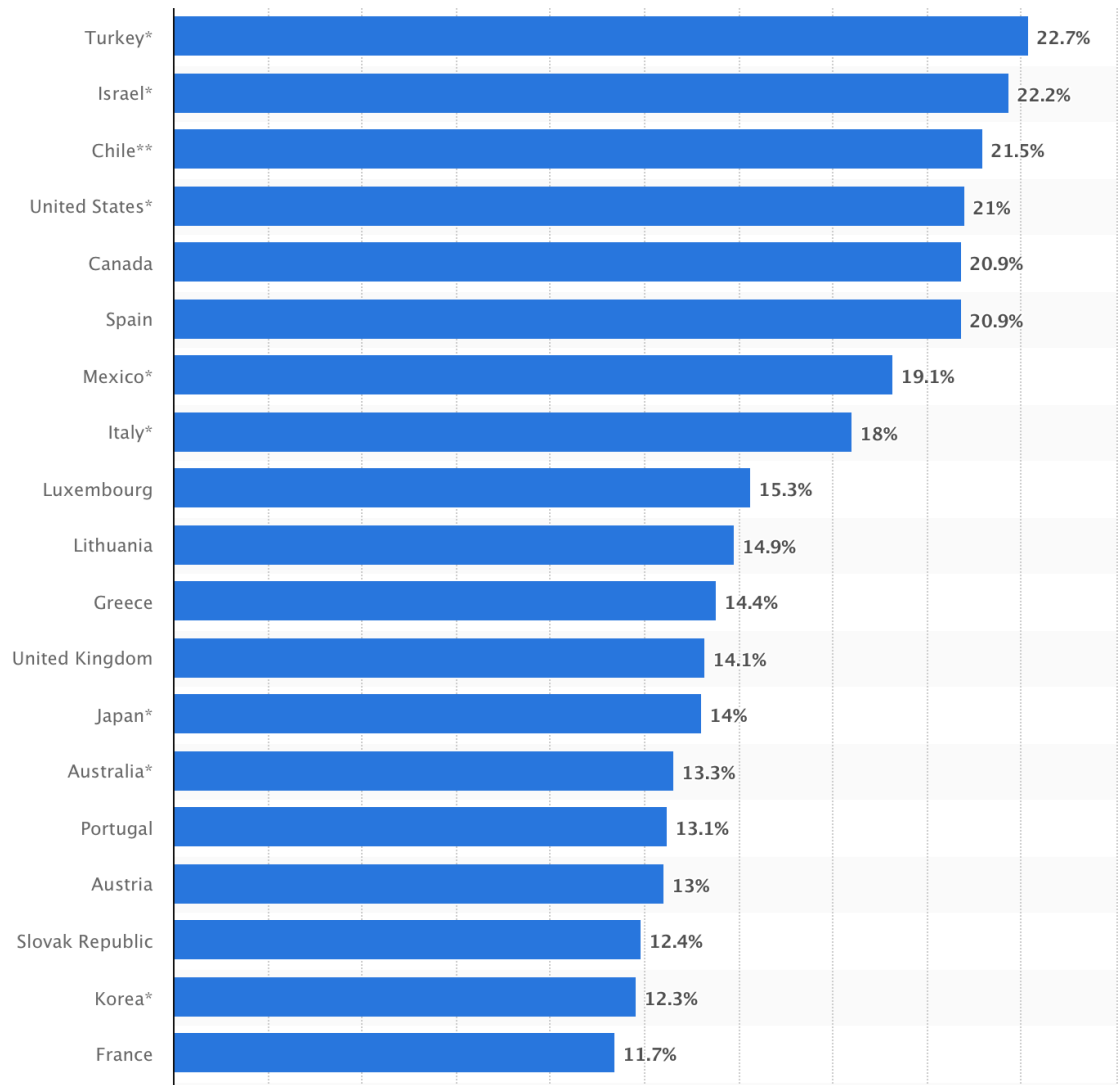


Number of individuals in relative low income after housing costs in United Kingdom from 1994/95 to 2020/21, by demographic



Details: United Kingdom; Department for Work and Pensions UK; April 1, 1994 to March 31, 2021

Proportion of children living in poverty in the OECD countries in 2019





Rich Londoners live up to
25 years longer than
those from poorer parts
of the capital



The richest 10 % of
households own 850
times the wealth of
the poorest 10 %



UK inequality has
increased by 42 %
since 1977 (on the
Gini Coefficient)

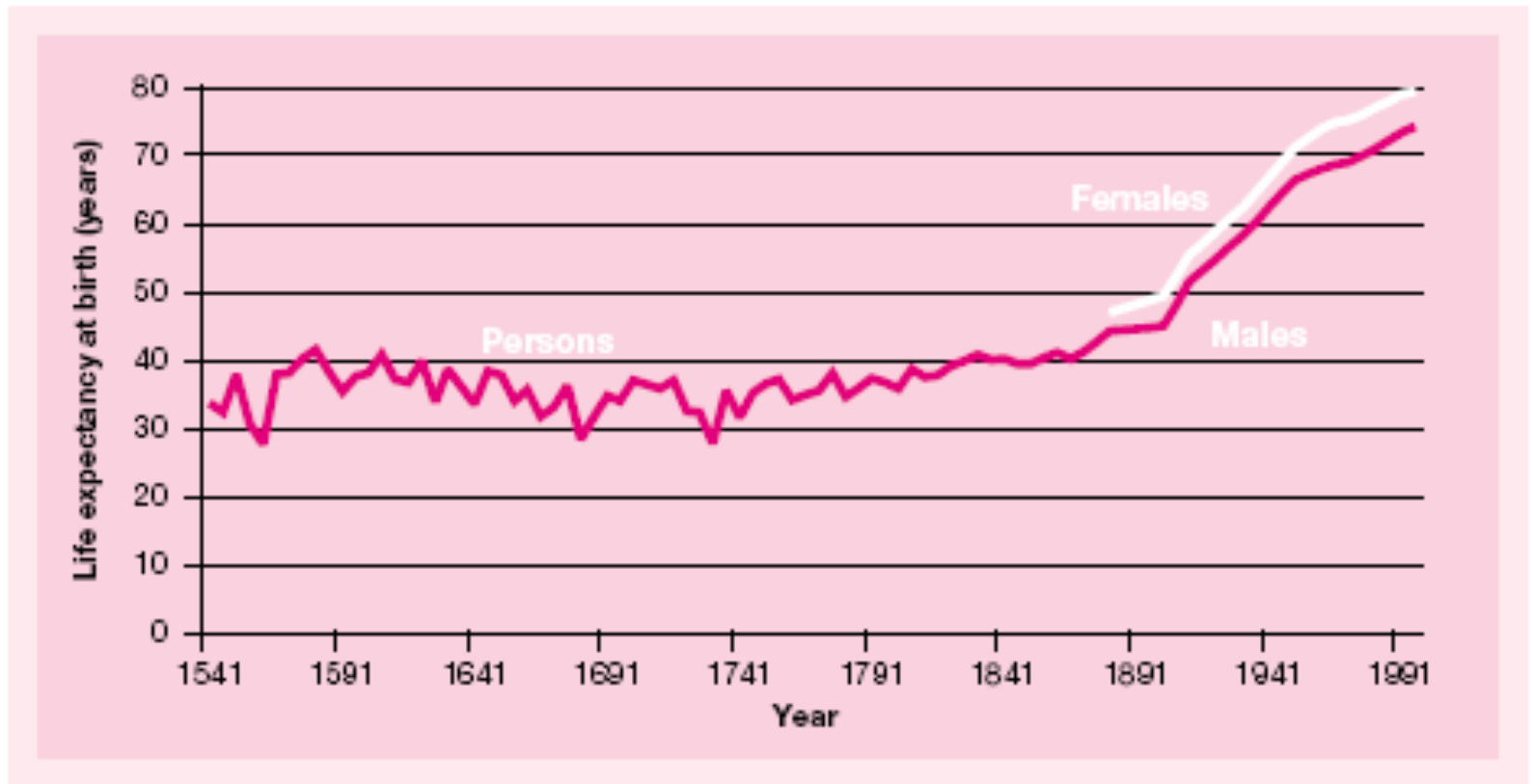


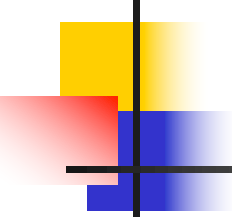
Income inequality:
Out of 34 developed
OECD countries, the
UK ranks 7th



Inequality costs the
UK £31-33bn per
year in productivity
and lost taxes

Life expectancy at birth: England 1541 - 1994

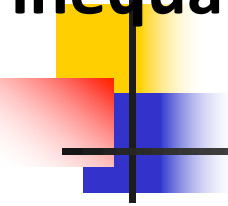




Despite rising life expectancy, inequalities remain

- “In Manchester, boys can expect to live almost eight years fewer, and girls almost seven years fewer than their contemporaries in Kensington, Chelsea and Westminster”
 - UK Government report, ‘Tackling Health Inequalities: 2002 Cross-Cutting Review’
- The gap in life expectancy between men in Kensington & Chelsea and in Glasgow increased from 9.8 years in 1992-4 to 11.00 years in 2001-03
 - Shaw, M., Smith G.D. & Dorling, D. (2005) Health inequalities and New Labour: how the promises compare with real progress. *British Medical Journal*, 330: 1016-1021

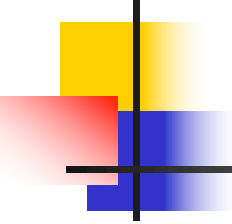
How successful has Government been in reducing health inequalities?



Social Class / Geography

The **health gap** between most affluent/most deprived areas in society is, if anything, **widening**. Since 1999, the average life expectancy among males in the poorest areas of Scotland has increased 1.4 years compared to 2.1 years for the rest of the country. For women the figures are 1.2 years and 1.6 years respectively.

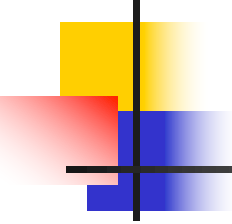
Note: Scotland remains behind many of our European neighbours in terms of life expectancy.



Recent focus

- Material factors – home environment, neighbourhood and workplace; income and living standards
- Behavioural factors – routines and habits, including diet, exercise and smoking
- Psychosocial factors – e.g. “perceiving oneself to be worse off relative to others may carry a health penalty, in terms of increased stress and risk-taking behaviour”

From Graham, H. Understanding Health Inequalities (2000: 14-15)



Individual lifestyle and behaviour

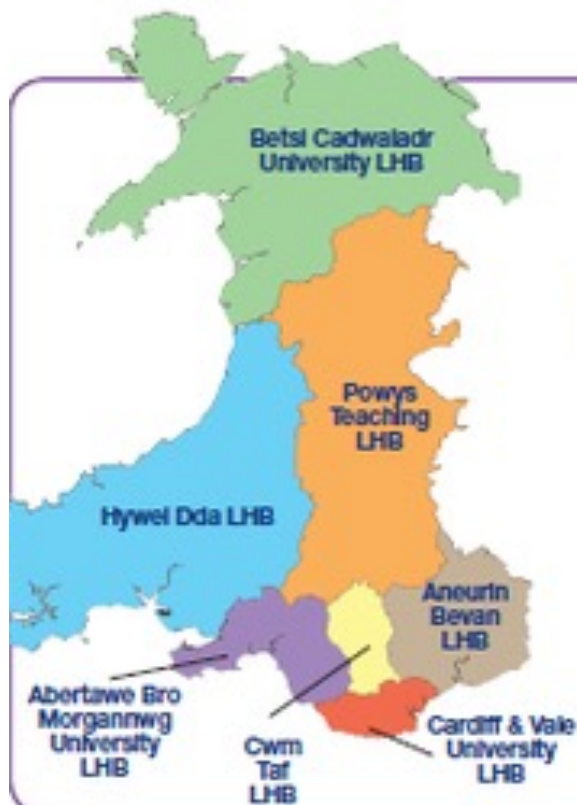
Policy has often focused on individual behaviour:

“The prime responsibility for improving the health of the public does not rest with the NHS nor with the Government, but with the public themselves. . .

“no government or doctor can make a person healthy on their own. Ultimately, that responsibility has to lie with the individual. Only they can make the choice to healthy lives, to change their lives for the benefit of themselves and their families.

John Reid, Secretary of State for Health, 3rd February 2004

Diabetes

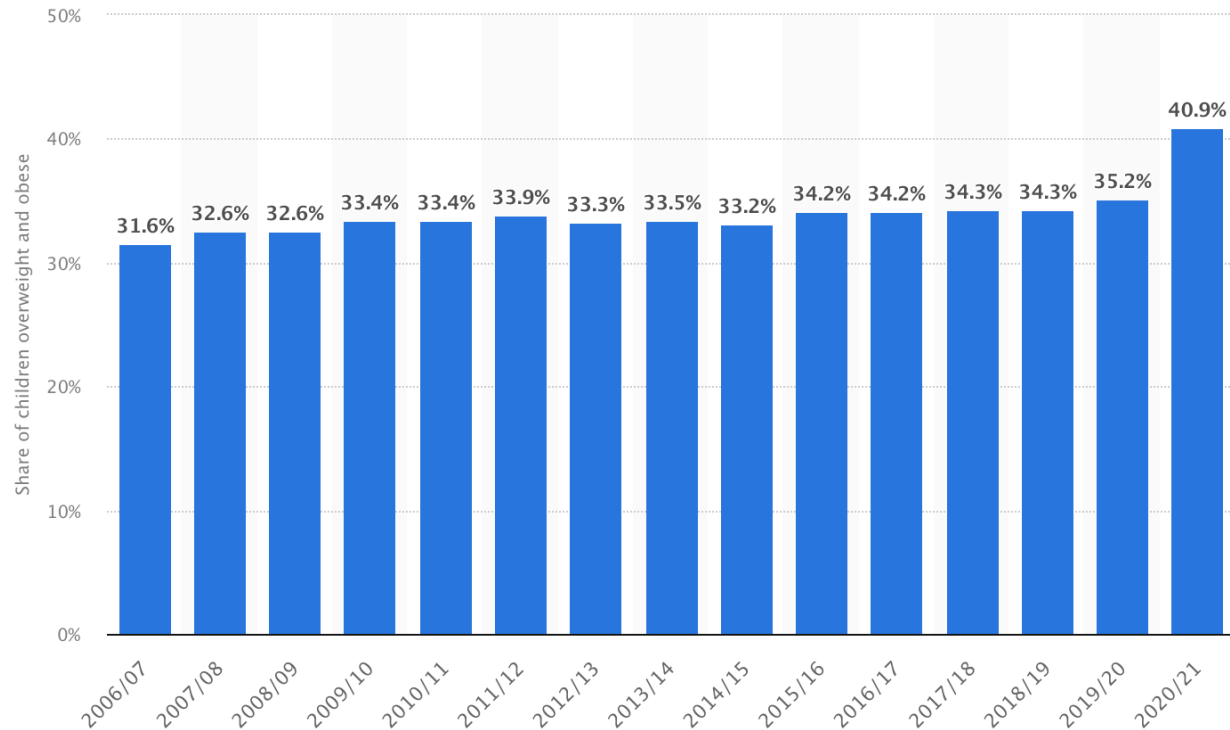


Increasing prevalence in Wales

Prevalence of diabetes expected to increase significantly

Area	2010	2020	2030
Abertawe Bro Morgannwg	(5.61%)	(7.96%)	(11.3%)
Aneurin Bevan	(5.70%)	(8.09%)	(11.5%)
Betsi	(4.90%)	(6.95%)	(9.86%)
Cardiff & Vale	(4.32%)	(6.13%)	(8.70%)
Cwm Taf	(5.02%)	(7.12%)	(10.11%)
Hywel Dda	(5.15%)	(7.31%)	(10.38%)
Powys	(5.03%)	(7.14%)	(10.13%)

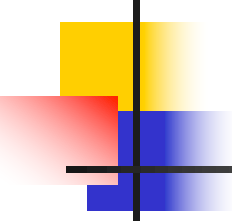
Share of children aged 10-11 years overweight and obese in England from 2006/07 to 2020/21



Details: United Kingdom (England); NHS Digital; 2006 to 2021

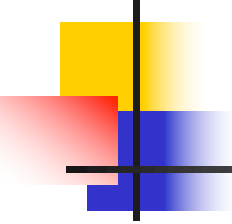
© Statista

Source- NHS Digital, November 2021



Student Task

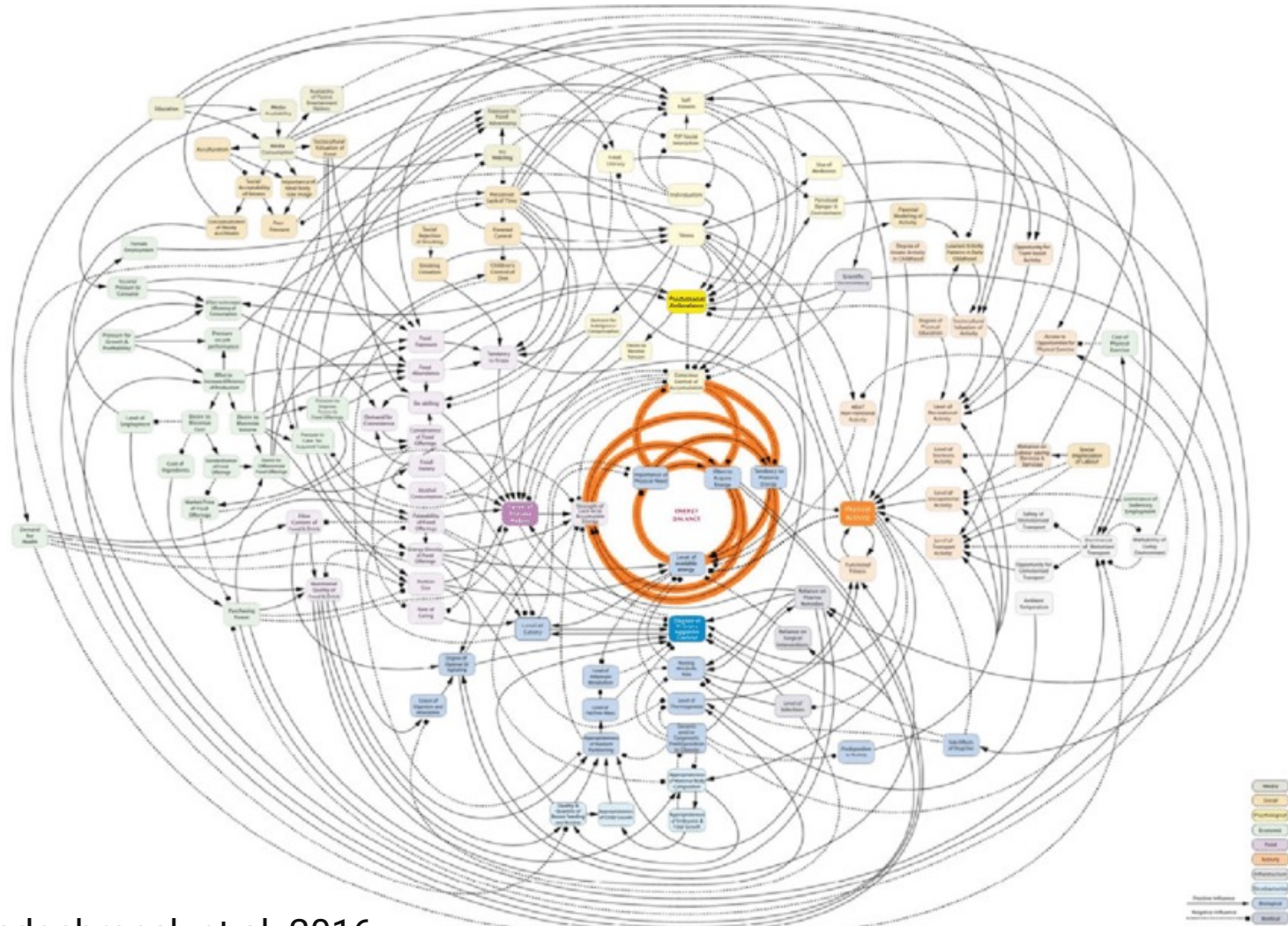
- In 2 groups
- Use the flip chart to create a mind map highlighting the factors that are contributing to childhood obesity
- Present your findings back to the group



Task in pairs

- How are we going to tackle the obesity crisis?
- What type of project is needed?
- Think- type of activity, target audience, content, parental engagement, facility, costing, how you will get the children there

Obesity System Map

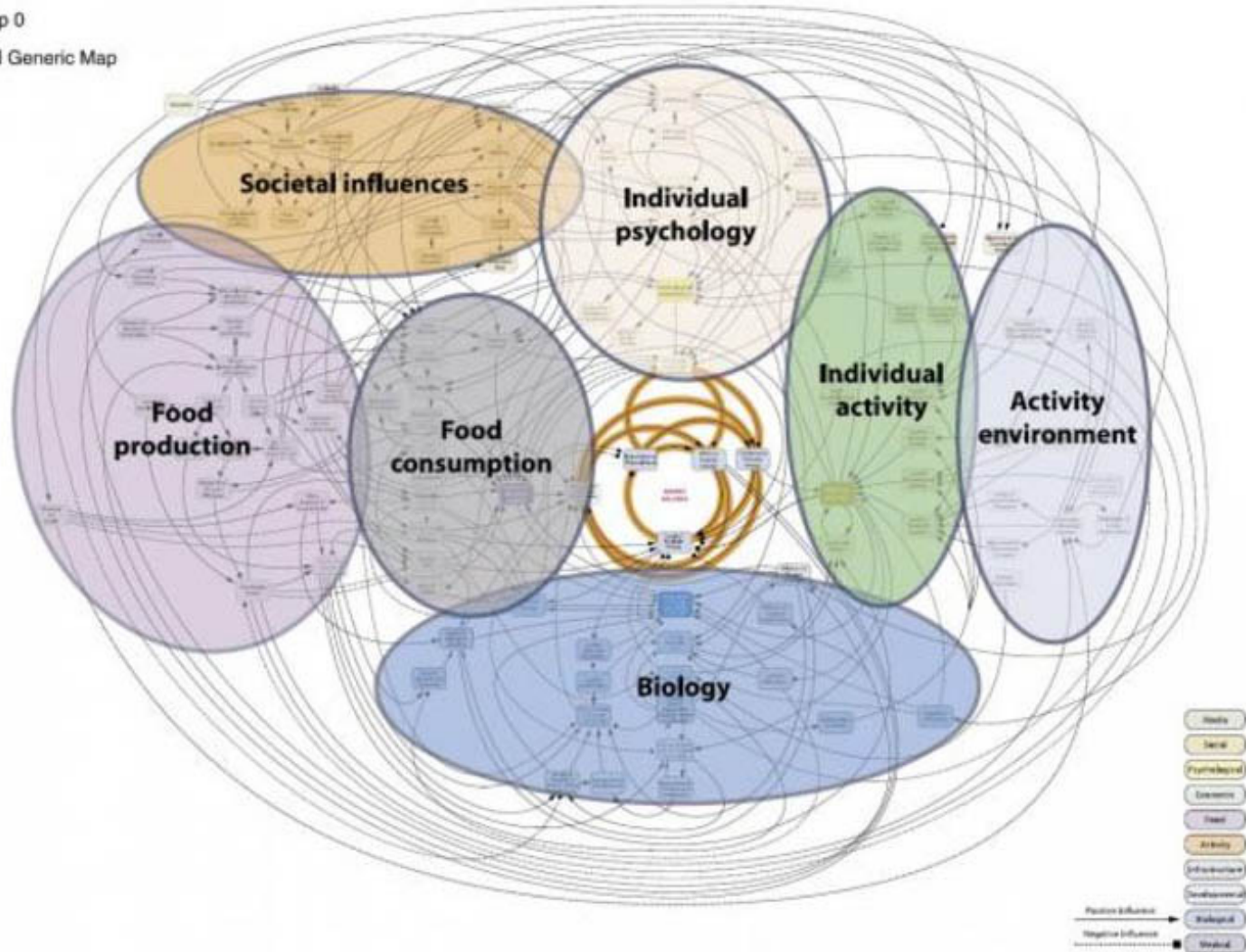


From Vandebroek et al. 2016

Obesity System Map

Map 0

Full Generic Map



MEND



Mind, Exercise, Nutrition, Do It!

Empowering children and families to live fitter, healthier, and happier lives.

We all want healthy kids!

MEND



Use the Moodle resource to read the report on the Mend project

1

Research Mind exercise nutrition do it on the online library. Find a report that evaluates the scheme

2

Make notes as you read through

3

Highlight the key findings

4

Share your findings with the group

5

If you do not understand please ask for help

Young Ambassador Scheme

The Singapore promise 2005:

London made a promise to the world that showed the commitment from London to use the power of the Games to inspire millions of Young People to choose sport

Young Ambassador Scheme

Introduced to Wales in 2009 with the following outcomes:

- ✓ Increase healthy lifestyles and participation in physical activity in their school.
- ✓ To promote the positive values of sport in and through sport
- ✓ To be an ambassador and role-model advocating PE and school sport
- ✓ To be the young person's voice on PE and school sport in our schools and communities
- ✓ Bring the inspiration of major sporting events to schools and communities e.g. London 2012, Glasgow 2014
- ✓ To get every child hooked on sport for life!

Young Ambassador roles

PLATINUM (MENTOR)

Set and lead the YA movement in your local area

Plan the year with your teacher and Gold YAs

Your role in your area:

- 1.To promote London 2012 and the Get Set network
- 2.To use the inspiration of the Olympic and Paralympic Games to increase participation in sport and healthy active lifestyles
- 3.To train and mentor new Young Ambassadors in the local area
- 4.To promote the YA movement in the local area.

GOLD

Plan the year with your teacher and Platinum YAs

Your role in your area:

- 1.To represent and work across the local area
- 2.To use the inspiration of the Olympic and Paralympic Games to increase participation in sport and healthy active lifestyles
- 3.To raise the profile and understanding of the Olympic and Paralympic Values
- 4.To promote London 2012 and the Get Set network

adistars

Learn how to be an adiStar YA at the local training day/conference

Your role in your area:

- 1.To support adidas' involvement in London 2012
- 2.To promote London 2012 and the Get Set network
- 3.To be a role model for the Olympic and Paralympic Values

BRONZE

Learn how to be a Bronze YA with the support from other YAs

Your role in your area:

- 1.To use the inspiration of the Olympic and Paralympic Games to increase participation in sport and healthy active lifestyles
- 2.To promote London 2012 and the Get Set network
- 3.To be a role model for the Olympic and Paralympic Values

Bronze What can they do?

- ✓ Be a voice for sport- promote sport
- ✓ Run their own lunchtime club
- ✓ Help out in PE / After school clubs
- ✓ Arrange taster sessions
- ✓ Festivals- sign up / create own
- ✓ Trips / visits
- ✓ Anything to inspire more people to be active
- ✓ Be a good role model

Bronze Training Thursday

Training plan: Meet 10:15am LC Swansea Finish- 2pm

10:45am-11:40am Session 1 - 4x10 min rotations

Lunch

12:30pm-1:25pm Session 2- 4 x10 min rotations

UWTSD- STEP Principle- practical demonstration (EDD)

Space- Tagging game

Task- Something to hard Demonstrations of

Equipment- Inappropriate what to consider

People- How to pick teams / why