

<b>Title of Intervention</b>	<b>Switch-Play</b>	
<b>Intervention Strategies</b>	Group education	
<b>Purpose</b>	"To prevent excess weight gain, reduce time spent in screen behaviors, promote participation in and enjoyment of physical activity (PA), and improve fundamental movement skills among children."	
<b>Populations</b>	5th grade children in government schools in low socioeconomic areas of Melbourne, Australia	
<b>Settings</b>	School-based	
<b>Partners</b>	Local schools	
<b>Intervention Description</b>	Each of the intervention conditions consisted of 19 lessons (40–50 min each), which were delivered by one qualified physical education teacher from March to November 2002 (1 school year in Australia). <sup>1</sup> These lessons were in addition to regular physical education classes. Three separate interventions were tested: Behavioral modification (BM); Fundamental movement skills (FM); and a combination group receiving both BM and FM courses.	
	Behavioral Modification: 'The BM lessons were delivered in the classroom and incorporated: self-monitoring (increasing children's awareness of time spent in physical activity and screen behaviors); the health benefits of physical activity; awareness of the home and community physical activity, and sedentary behavior environments; decision-making and identifying alternatives to screen behaviors that included designing their own physical activity games; intelligent TV viewing and reducing viewing time; advocacy of reduced screen time through poster displays and role plays; use of pedometers; and group games including all children in the BM condition at each of the schools. From Lessons 11 to 14, children completed a weekly contract undertaking to switch off one television program per week over the 4-week period. A newsletter was sent home to parents of children in the BM or combined BM/FMS condition asking them to sign their child's switch-off contracts each week to confirm that the nominated program was turned off, and after Lesson 14 parents were encouraged to help their child maintain the switch-off.'	
	Fundamental Movement Skills: 'The FMS lessons were delivered either in the indoor or outdoor physical activity facilities at each school. Through games and activities developed for this intervention, 29 these lessons focused on mastery of six FMS. The interventionist taught the skills with an emphasis on enjoyment and fun through games and maximum involvement for all the children. Most lessons focused on at least two skills. The six skills were selected on the basis that they are commonly used in children's games, sports and physical activities.'	
<b>Theory</b>	Social cognitive theory and behavioral choice theory	
<b>Resources required</b>	<b>Staff/Volunteers:</b>	Physical Education Instructor
	<b>Training:</b>	Not mentioned

	<b>Technology:</b>	Not mentioned
	<b>Space:</b>	Indoor and/or outdoor recreation/sports/play area
	<b>Budget:</b>	Not mentioned
	<b>Intervention:</b>	Behavioral Modification and Fundamental Movements curriculum.
	<b>Evaluation</b>	Scales, Actigraph Model, AM7164-2.2C accelerometers, Study questionnaire.
<b>Evaluation</b>	<b>Design:</b>	Group-randomized controlled trial
	<b>Methods and Measures:</b>	Children were randomized by class to one of the four conditions: a behavioral modification (BM) group; a fundamental movement skills (FM) group; a combined BM/FMS group; and a control (usual curriculum) group. Data was collected at baseline, post intervention, 6- and 12-month follow-up periods. Measures included body mass index (BMI), accelerometry, self-reported screen behaviors, self-reported enjoyment of physical activity, fundamental movement skills, and food intake.
<b>Outcomes</b>	<b>Short term impact:</b>	Compared with controls, the Fundamental Movement Skills group children recorded higher levels and greater enjoyment of physical activity; and Behavioral Modification children recorded higher levels of PA and TV viewing across all four time points.'
	<b>Long term impact:</b>	'BM/FMS group were more than 60% less likely to be overweight or obese on average over time compared with those in the control group.'
<b>Maintenance</b>	Not mentioned	
<b>Lessons Learned</b>	Physical activity interventions should accommodate both male and female interests to be effective in both groups. There is a significant difference seen in physical activity level, by gender, based on activity type.	
<b>Citation(s)</b>	Salmon, J., Ball, K., Hume, C., Booth, M., & Crawford, D. (2008). Outcomes of a group-randomized trial to prevent excess weight gain reduce screen behaviors and promote physical activity in 10-year-old children: Switch-Play. <i>International Journal of Obesity</i> , 32(4), 601-612.	