



Exploring the socioeconomic gradients in youth obesity

Dr Jim Dollman
Nutritional Physiology Research Centre
University of South Australia

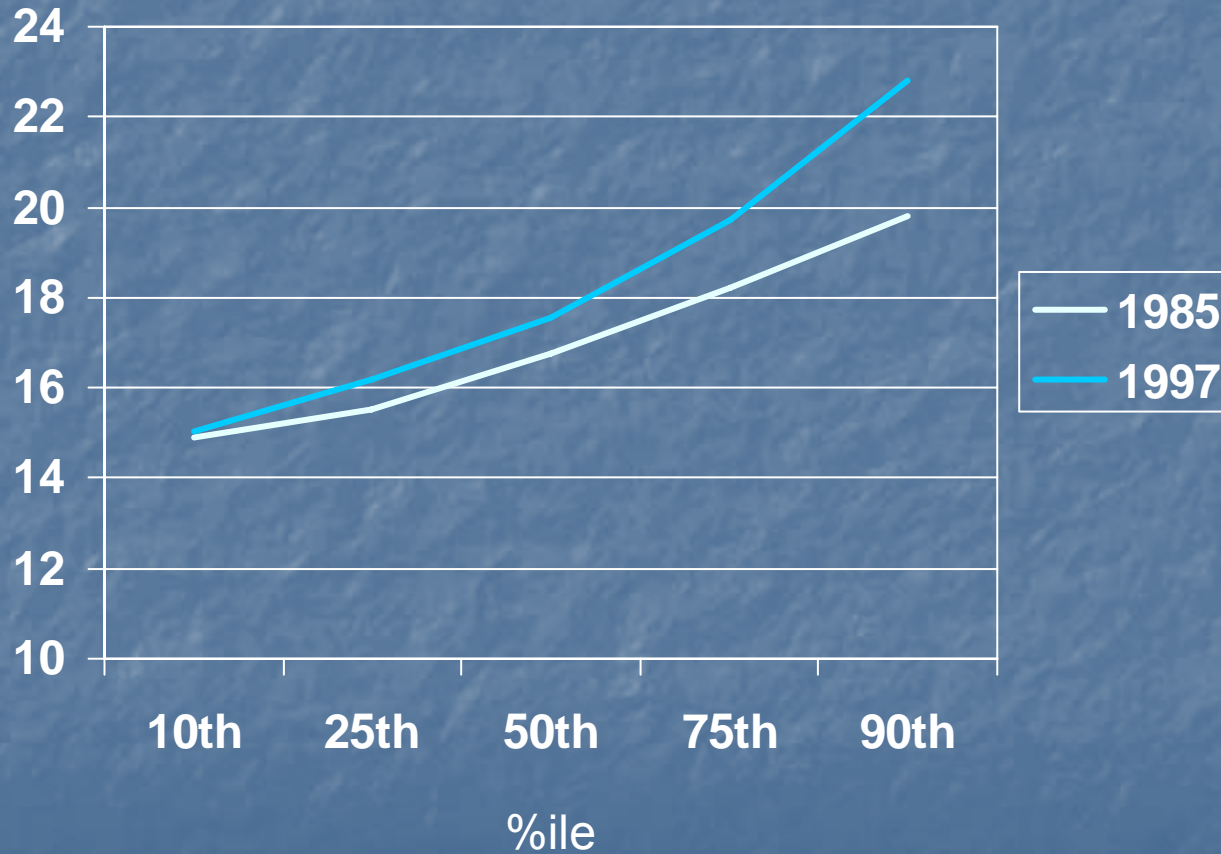
Acknowledgements
Nicole Lewis, Amanda Pilgrim
Prof's Tim Olds and Kevin Norton

1985-1997 distributional shifts

Dollman J, Olds T, Norton K, Stuart D (1999). The evolution of fitness and fatness in 10-11 year old Australian children; changes in distributional characteristics between 1985 and 1997. *Pediatric Exercise Science*, 11, 108-121.

1985-1997 distributional shifts

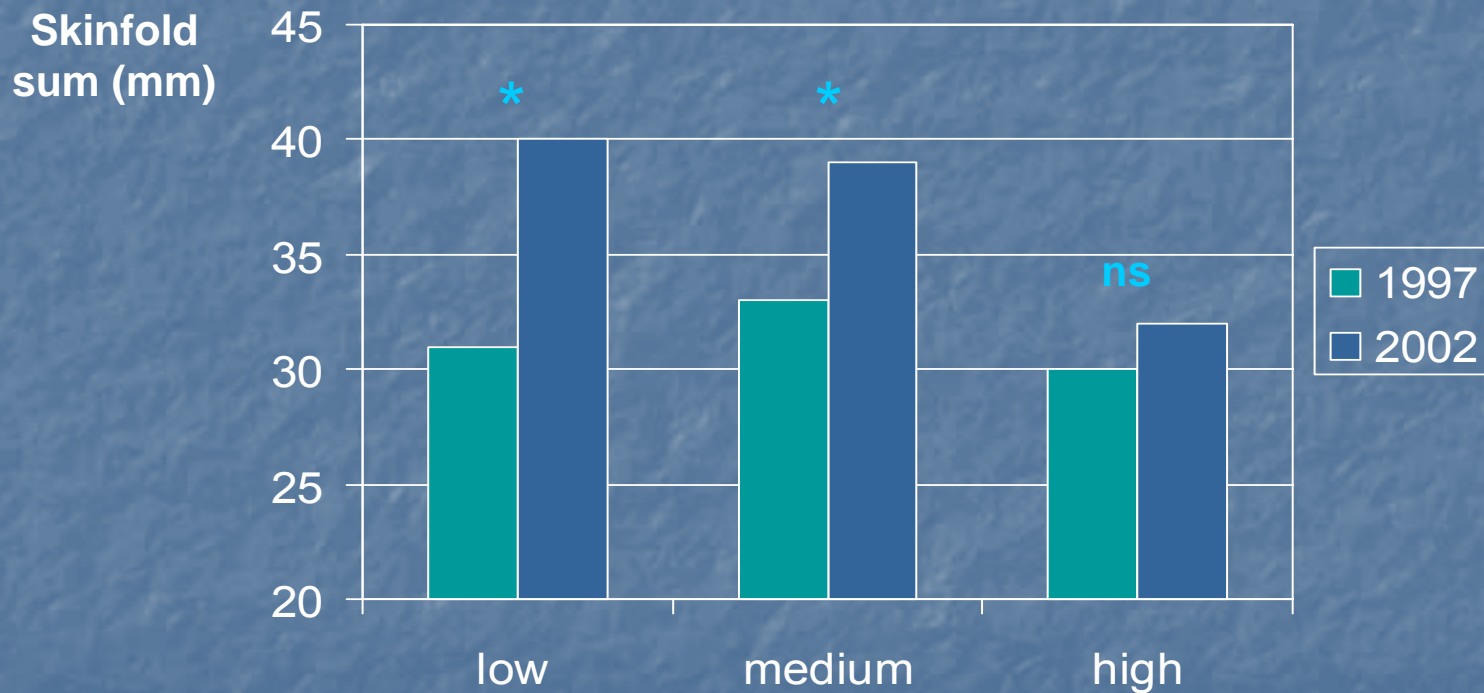
BMI



1997 – 2002 SES trajectories

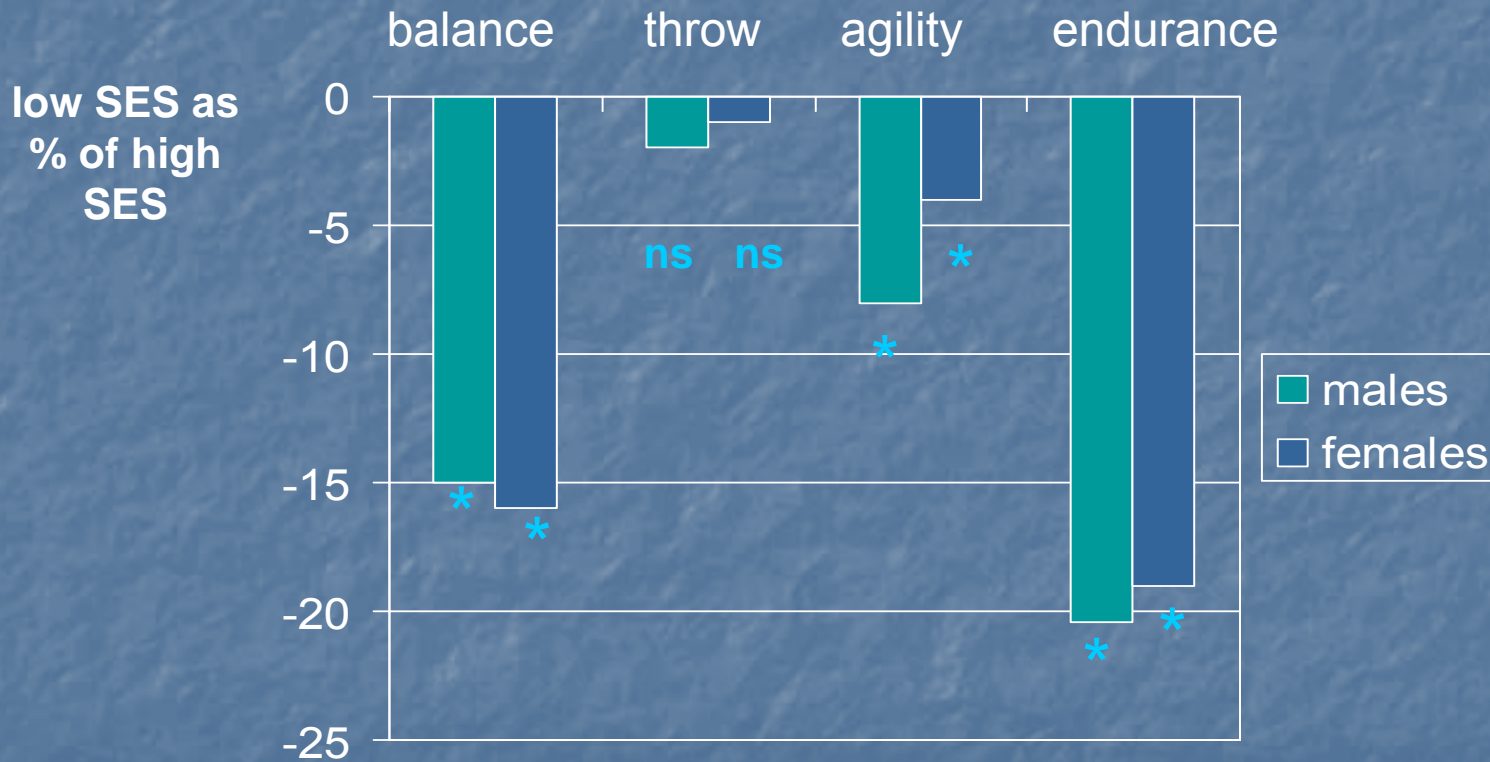
Dollman J, Pilgrim A (2005). Changes in body composition between 1997 and 2002 among South Australian children: influences of socio-economic status and location of residence. *Australian and New Zealand Journal of Public Health*, 29(2); 166-170.

Trends in demographic subgroups: girls; 1997-2002



SES and fitness

2002



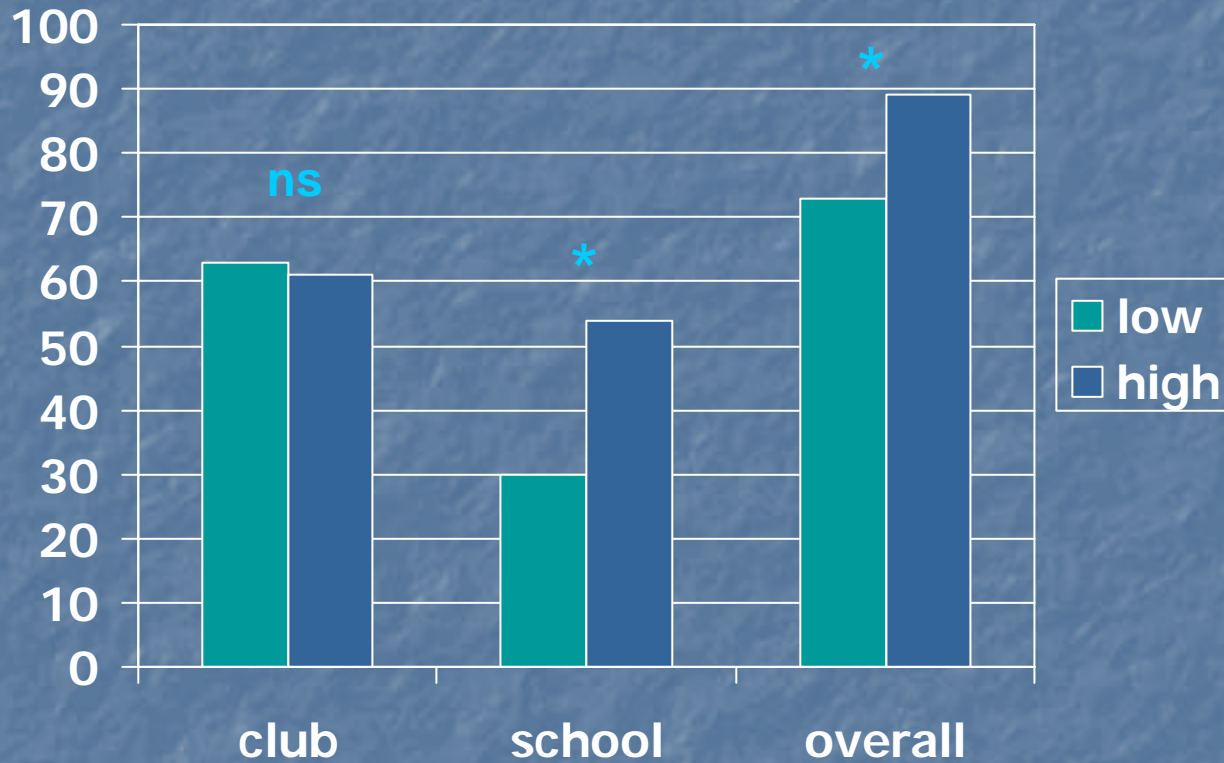
A blurred background image showing a group of people sitting around a table in what appears to be a meeting or conference. The people are out of focus, but their presence is clear. The text 'Behaviours?' is overlaid in the center of the image.

Behaviours?

Sport participation

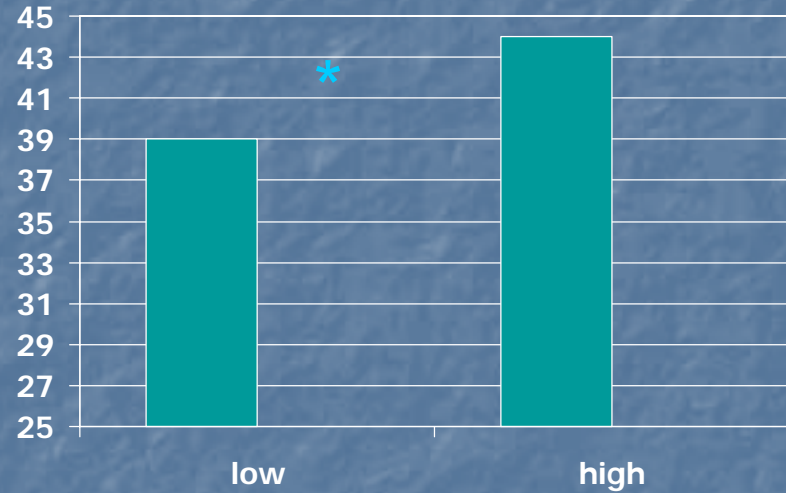
2002

%yes



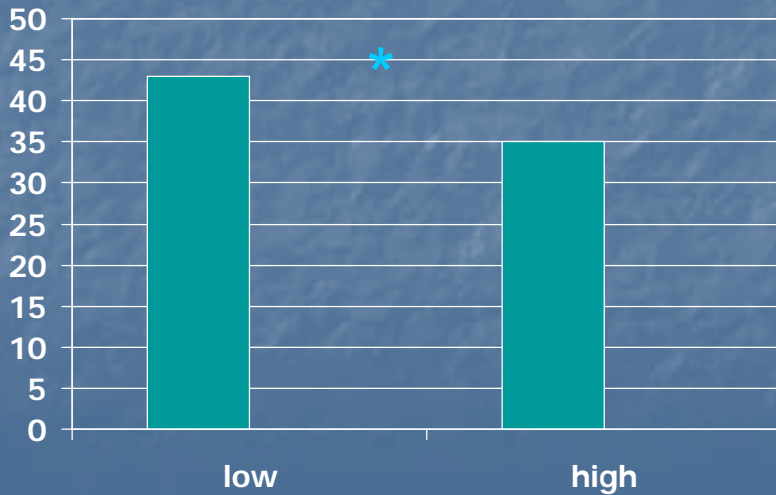
Meet TV guidelines

%yes



Walk to school

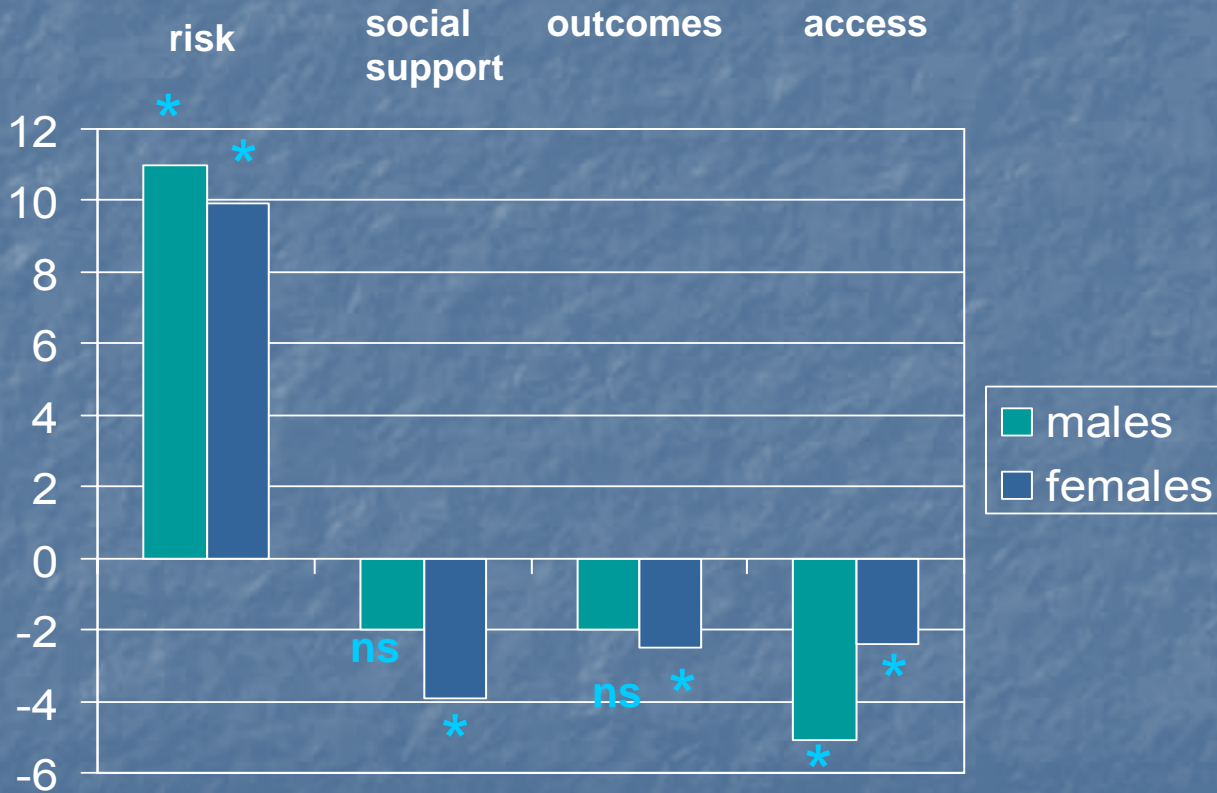
%yes



SES and predictors of PA

2005

low SES as
% of high
SES



Role of the social and physical environments

Role of the environment

2005

Global PA

Lower parent
education

Both parents university
educated



Am I able?
Barriers

Outcomes
Reinforcing

Outcomes

Outcomes

Role of the environment

Global PA

Lower parent
education

Both parents university
educated



Am I able?

Outcomes

Outcomes

Outcomes

Barriers

Reinforcing

Conclusions

- **The physical and social environments are limiting factors**
- **School is important**
- **Parental support is particularly important for girls**
- **Roles of sleep and stress should be explored**
- **Future research should include an exploration of 'resilient' behaviours**

**Theory into practice –
what can schools do?**

