

# Les Mills Lab

## BORN TO MOVE Youth Leadership Study



### INTRODUCTION

Identifying ways to increase opportunities for children and adolescents to be physically active has global significance. Students teaching and leading their peers (sometimes referred to as ‘peer tutoring’) is a powerful pedagogical tool and can result in positive impacts for the leaders involved.

### RESEARCH QUESTION

This study aims to investigate the benefits and potential challenges of being a peer leader of BORN TO MOVE™ (BTM) as perceived by the leaders themselves.

### METHOD

This study was conducted in four schools across the elementary and middle school sectors in NZ and involved children aged 9–13 years. Each school offered the BTM program to students, who volunteered to be part of the program. All program participants were given the chance to lead BTM PA sessions for their peers. Data were collected via an online questionnaire.

### RESULTS

Implementation of the BTM peer leadership program has had primarily positive outcomes for the leaders across a range of areas. Not only do they find it enjoyable, it also provides a challenging PA (physical activity) experience that positively impacts their PA and fitness levels. Additionally, the peer leadership aspect of the program offers scope for schools to provide leaders with the opportunity to foster skills that build resilience.

### CONCLUSION

The implementation in a school of peer-led BORN TO MOVE, where the student leaders explicitly offer PA directly to their peers, appears to be a successful endeavor for the leaders involved.

[View the full study report here.](#)