

Overall Summary and Areas of Improvement



Low grades in behavioral indicators with gender disparities remain as major challenges in physical activity promotion

Climate change and the COVID-19 pandemic emerged as new challenges to physical activity among children and adolescents



Efforts to promote physical activity among children and adolescents while reducing gender disparities should be accompanied with equitable physical activity promotion among parents

Government and school policies/programs and the built environment are, in general, conducive to physically active lifestyles for children and adolescents; however, behavioral indicators received poor grades except for Active Transportation



A thorough evaluation of policies/programs at government, local, and school levels are needed to ensure that the efforts to have PA-enhancing infrastructure and systems are actually being translated into the behavior of children and adolescents

Improving PA surveillance, monitoring, and advocacy to ultimately establish healthy lifestyle patterns among children and adolescents is a top priority



Additional Information

Data sources

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Ministry of Health and Welfare: <http://www.mohw.go.kr/eng/index.jsp>

*+Benchmarks used for Behavioral Indicators

*Physical Activity: ≥ 60 minutes of moderate-to vigorous-intensity physical activity (MVPA) for at least 4 days/week

*Sedentary Behavior: ≤ 2 hours/day for recreational screen time

*Sleep: 9-11 hours/day for ≤ 13 -year-old; 8-10 hours/day for 14-18-year-olds

+Parental Modelling of Physical Activity: ≥ 150 minutes of MVPA per week

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Active Healthy Kids South Korea

2022 Report Card on Physical Activity for Children and Adolescents

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Report Cards: Past and Present



Success 1: 2022 Report Card grades improved from 2016 and 2018 Report Cards in terms of the number of indicators graded and the grades for three indicators (Overall Physical Activity, School, Government)



Success 2: Two indicators that were not graded previously due to insufficient data were given a grade (Family and Peers, Community and Environment)



Success 3: Sleep was a new indicator added to the evaluation for 2022 Report Card



Gap 1: Two indicators that were previously graded were not graded this round due to insufficient data (organized Sport and Physical Activity, Physical Fitness)



Gap 2: Active Play remained ungraded due to insufficient data and absence of measurement tools

Indicator	2016 Grades	2018 Grades	2022 Grade
Overall Physical Activity	D-	F	D-
Organized Sport & Physical Activity	C-	C	INC
Active Play	INC	INC	INC
Active Transportation	C+	B+	B+
Sedentary Behaviors	F	D	D
Physical Fitness	NA	D+	INC
Family and Peers	INC	INC	C-
School	D	D+	A
Community and Environment	INC	INC	B-
Government	C	D	A
Sleep	NA	NA	F

A A+ 94-100% A 87-93% A- 80-86%
B B+ 74-79% B 67-73% B- 60-66%
C C+ 54-59% C 47-53% C- 40-46%
D D+ 34-39% D 27-33% D- 20-26%
F F 0-20%

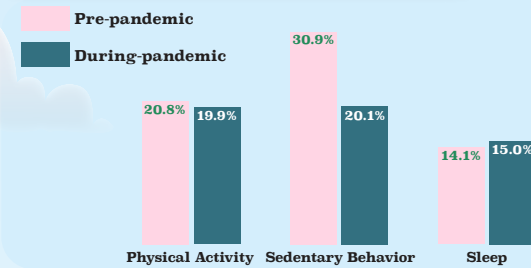
INC Incomplete-insufficient or inadequate information to assign a grade

NOTE: % Successful

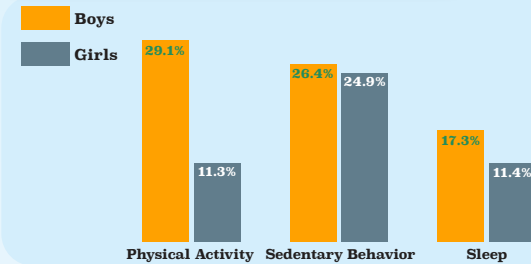


Existing and New Challenges: Gender and COVID-19 Pandemic

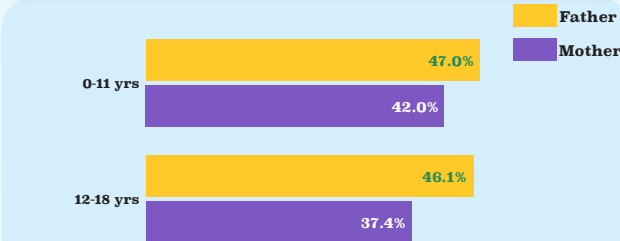
How COVID-19 Pandemic Impacted Behaviors?*



Gender Differences in Behavioral Indicators*



Gender Differences in Parental Modelling of Physical Activity+



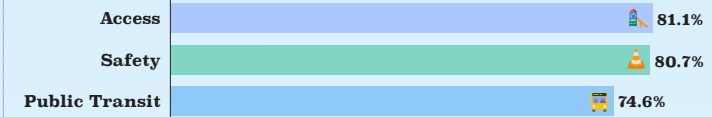
Weekday/Weekend Differences in Sedentary Behavior and Sleep (Hr/day)



NOTE: % met benchmarks **

Environment as a Double-edged Sword

The built environment that is conducive to physical activity



Factors related to climate change that are detrimental to physical activity



NOTE: % satisfaction

Improvement but with Limitations in School and Government



The "A" grade received for School in 2022 Report Card is a significant improvement from 2016 (D) and 2018 (D+) Report Cards. However, the change is likely due to the use of the standardized tool that evaluates school-based policies based on quantification

Notwithstanding the high grade received, the quality of the implementation and evaluation of policies and programs is largely unknown



The "A" grade received for Government in 2022 Report Card is a significant improvement from 2016 (C) and 2018 (D) Report Cards. However, the improvement may likely be driven by the use of a different evaluation tool and the quality of the implementation and evaluation of policies and programs is unknown