



Los beneficios de la actividad física

Cómo The Daily Mile puede ser una gran ayuda

Realizar actividad física de forma habitual tiene numerosos beneficios para la salud física y mental de los niños, así como para su bienestar y capacidad de aprendizaje.¹



Mejora la salud ósea y la fuerza muscular de los niños.²



Contribuye a mejorar el estado de forma y la salud cardiovascular.^{3, 4}



Reduce la grasa corporal y promueve una composición corporal saludable.^{4, 5}



Mejora la autoestima y la felicidad.^{6, 7, 8}



Ayuda a reducir la ansiedad y aumenta la autoconfianza.^{9, 10}



Mejora la atención y concentración¹¹ y puede ayudar a mejorar el comportamiento.¹²



Aumenta la capacidad de memoria,³ la resolución de problemas matemáticos y el rendimiento escolar.^{13, 14}



Ayuda a alcanzar mayores logros académicos¹⁵ y un mayor rendimiento cognitivo.^{16, 17, 18}

Los beneficios de la actividad física son evidentes, pero sabemos que un tercio de los niños no alcanzan los 30 minutos de actividad física diaria.¹⁹ Las recomendaciones internacionales de la Organización Mundial de la Salud indican que los niños deben hacer como mínimo 60 minutos de actividad física cada día.²⁰

The Daily Mile es una iniciativa sencilla y gratuita para colegios. Los niños corren o trotan, cada uno a su ritmo, durante tan solo 15 minutos cada día, al aire libre y en grupo. No supone una carga de trabajo adicional para los profesores ni requiere cambio de ropa ni material especial - los niños participan con lo que lleven puesto.

Más de 11.000 colegios ya están inscritos en The Daily Mile en 78 países.

Una creciente red de investigadores de todo el mundo está estudiando los beneficios que aporta The Daily Mile. Las conclusiones de esos estudios se han ido publicando en diversas revistas académicas y en Internet. A los colegios y profesores les gusta The Daily Mile porque es fácil de implementar, flexible y funciona en todo tipo de contextos.²¹ También sabemos que The Daily Mile tiene muchos beneficios para la salud física y mental de los niños, así como para su bienestar y capacidad de aprendizaje:

... salud y bienestar físico

The Daily Mile ayuda a los niños y niñas a ser más activos/as y menos sedentarios/as^{22, 23} y mejora significativamente su condición física.^{1, 24, 25, 26, 27}

The Daily Mile mejora la composición corporal de los niños reduciendo masa grasa²² y tiene un impacto positivo sobre el IMC en las niñas.²⁸

... salud y bienestar mental

Los niños dicen sentirse más felices, despiertos y en calma tras hacer The Daily Mile^{27, 29, 30} y conduce a una percepción más positiva de la actividad física.²⁷

Los profesores afirman que The Daily Mile mejora tanto la relación alumno-profesor como entre alumnos.^{27, 31, 32}

... aprendizaje

The Daily Mile aumenta la atención y puede ayudar a mejorar la memoria verbal - estas aptitudes realzan la capacidad de aprendizaje.³⁰

Los profesores indican que The Daily Mile mejora la capacidad de concentración en clase.^{31, 32, 33, 34} Su naturaleza social contribuye a mejorar la cooperación entre los alumnos.^{27, 35}

Descubre más

Para aprender más sobre The Daily Mile, la investigación sobre la iniciativa, o para inscribir a vuestro colegio, no dudéis en visitar nuestra web: www.thedailymile.es

Referencias de investigación

Para profundizar sobre los estudios mencionados en este documento, a continuación tenéis los detalles.

1. Department of Health, Physical Activity and Health Improvement and Protection, "Start Active, Stay Active: A report on physical activity from the four home countries' Chief Medical Officers," www.gov.uk, 2011.
2. C. W. Slemenda, J. Z. Miller, S. L. Hui, T. K. Reister and C. C. Johnston Jr., "Role of physical activity in the development of skeletal mass in children," *Journal of Bone Mineral Research*, vol. 6, pp. 1227-1233, 1991.
3. N. A. Proudfoot, S. King-Dowling, J. Cairney, S. R. Bray, M. J. MacDonald and B. W. Timmons, "Physical Activity and Trajectories of Cardiovascular Health Indicators During Early Childhood," *Pediatrics*, vol. 144, no. 1, p. e20182242, 17 2019.
4. I. Janssen and A. G. LeBlanc, "Systematic review of the health benefits of physical activity and fitness in school-aged children and youth," *International Journal of Behavioral Nutrition and Physical Activity*, vol. 7, no. 1, p. 40, 5 2010.
5. L. B. Sardinha, A. Marques, C. Minderico and U. Ekelund, "Cross-sectional and prospective impact of reallocating sedentary time to physical activity on children's body composition," *Pediatric obesity*, vol. 12, no. 5, pp. 373-379, 2017.
6. M. Liu, L. Wu and Q. Ming, "How Does Physical Activity Intervention Improve Self-Esteem and Self-Concept in Children and Adolescents? Evidence from a Meta-Analysis," *PLOS ONE*, vol. 10, no. 8, p. e0134804, 4 8 2015.
7. J. Richards, X. Jiang, P. Kelly, J. Chau, A. Bauman and D. Ding, "Don't worry, be happy: Cross-sectional associations between physical activity and happiness in 15 European countries," *BMC Public Health*, vol. 15, no. 1, 2015.
8. M. D. Holder, B. Coleman and Z. L. Sehn, "The Contribution of Active and Passive Leisure to Children's Well-being," *Journal of Health Psychology*, vol. 14, no. 3, pp. 378-386, 1 4 2009.
9. S. J. H. Biddle and M. Asare, "Physical activity and mental health in children and adolescents: a review of reviews," *British Journal of Sports Medicine*, vol. 45, no. 11, pp. 886-95, 1 9 2011.
10. L. Larun, L. V. Nordheim, E. Ekeland, K. B. Hagen and F. Heian, "Exercise in prevention and treatment of anxiety and depression among children and young people," *Cochrane Database of Systematic Reviews*, 19 7 2006.
11. A. L. Fedewa and S. Ahn, "The effects of physical activity and physical fitness on children's achievement and cognitive outcomes: a metaanalysis," *Research Quarterly for Exercise and Sport*, vol. 82, no. 3, pp. 521-535, 9 2011.
12. A. J. Daly-Smith, S. Zwolinsky, J. McKenna, P. D. Tomporowski, M. A. Defeyter and A. Manley, "Systematic review of acute physically active learning and classroom movement breaks on children's physical activity, cognition, academic performance and classroom behaviour: understanding critical design features," *BMJ Open Sport & Exercise Medicine*, vol. 4, no. 1, p. e000341, 27 3 2018.
13. R. Mualem, G. Leisman, Y. Zbedat, S. Ganem, O. Mualem, M. Amaria, A. Kozle, S. Khayat-Moughrabi and A. Ornai, "The Effect of Movement on Cognitive Performance," *Frontiers in Public Health*, vol. 6, 20 4 2018.
14. E. K. Howie, J. Schatz and R. R. Pate, "Acute Effects of Classroom Exercise Breaks on Executive Function and Math Performance: A Dose-Response Study," *Research Quarterly for Exercise and Sport*, vol. 86, no. 3, pp. 217-224, 3 7 2015.
15. A. Singh, L. Uijtdewilligen, J. W. R. Twisk, W. van Mechelen and M. J. M. Chinapaw, "Physical Activity and Performance at School: A Systematic Review of the Literature Including a Methodological Quality Assessment," *Archives of Pediatrics and Adolescent Medicine*, vol. 166, no. 1, pp. 49-55, 2012.
16. J. E. Donnelly and K. Lambourne, "Classroom-based physical activity, cognition, and academic achievement," *Preventive Medicine*, vol. 52, pp. S36-S42, 2011.
17. A. Diamond and K. Lee, "Interventions shown to aid executive function development in children 4 to 12 years old," *Science*, vol. 333, no. 6045, pp. 959-964, 2011.
18. I. Bidzan-Bluma and M. Lipowska, "Physical Activity and Cognitive Functioning of Children: A Systematic Review," *International journal of environmental research and public health*, vol. 15, no. 4, p. 800, 4 2018.
19. Sport England, "Active Lives Children and Young People Survey," 2018. [Online]. Available: <https://www.sportengland.org/media/13698/active-lives-children-survey-academic-year-17-18.pdf>.
20. World Health Organization, "Global recommendations on physical activity for health," 2010. [Online]. Available: <https://www.who.int/dietphysicalactivity/publications/physical-activity-recommendations-5-17years.pdf>.
21. G. C. Ryde, J. N. Booth, N. E. Brooks, R. A. Chesham, C. N. Moran and T. Gorely, "The Daily Mile: What factors are associated with its implementation success?" *PLOS ONE*, vol. 13, no. 10, p. e0204988, 4 10 2018.
22. R. A. Chesham et al., "The Daily Mile makes primary school children more active, less sedentary and improves their fitness and body composition: A quasi-experimental pilot study," *BMC Med.*, vol. 16, May 2018, doi: 10.1186/s12916-019-1336-3.
23. J. L. Morris, A. Daly-Smith, V. S. Archbold, E. L. Wilkins, and J. McKenna, "The Daily MileTM initiative: Exploring physical activity and the acute effects on executive function and academic performance in primary school children," *Psychology of Sport and Exercise*, vol. 45. Elsevier Ltd, 01-Nov-2019, doi: 10.1016/j.psychsport.2019.101583.
24. P. R. Brustio et al., "The daily mile: 15 minutes running improves the physical fitness of Italian primary school children," *Int. J. Environ. Res. Public Health*, vol. 16, no. 20, Oct. 2019, doi: 10.3390/ijerph16203921.
25. P. R. Brustio, A. Mulasso, C. Lupo, A. Massasso, A. Rainoldi, and G. Boccia, "The Daily Mile Is Able to Improve Cardiorespiratory Fitness When Practiced Three Times a Week," *Int. J. Environ. Res. Public Health*, vol. 17, no. 6, p. 2095, 2020, doi: 10.3390/ijerph17062095.
26. M. de Jonge, J. J. Slot-Heijls, R. G. Prins, and A. S. Singh, "The effect of the daily mile on primary school children's aerobic fitness levels after 12 weeks: A controlled trial," *Int. J. Environ. Res. Public Health*, vol. 17, no. 7, 2020, doi: 10.3390/ijerph17072198.
27. E. Marchant, C. Todd, G. Stratton, and S. Brophy, "The Daily Mile: Whole-school recommendations for implementation and sustainability. A mixed-methods study," *PLoS One*, vol. 15, no. 2, p. e0228149, Feb. 2020, doi: 10.1371/journal.pone.0228149.
28. K. Breheny et al., "Effectiveness and cost-effectiveness of The Daily Mile on childhood weight outcomes and wellbeing: a cluster randomised controlled trial," *Int. J. Obes.*, Jan. 2020, doi: 10.1038/s41366-019-0511-0.
29. A. S. Slot-Heijls, J. J. Singh, "The Daily Mile," 2019.
30. J. N. Booth, R. A. Chesham, N. E. Brooks, T. Gorely, and C. N. Moran, "A citizen science study of short physical activity breaks at school: improvements in cognition and wellbeing with self-paced activity," pp. 1-11, 2020.
31. S. Malden and L. Doi, "The Daily Mile: teachers' perspectives of the barriers and facilitators to the delivery of a school-based physical activity intervention," *BMJ Open*, vol. 9, no. 3, p. e027169, Mar. 2019, doi: 10.1136/BMJOOPEN-2018-027169.
32. B. Hanckel, D. Ruta, G. Scott, J. L. Peacock, and J. Green, "The Daily Mile as a public health intervention: a rapid ethnographic assessment of uptake and implementation in South London, UK," *BMC Public Health*, vol. 19, no. 1, p. 1167, Dec. 2019, doi: 10.1186/s12889-019-7511-9.
33. S. Sykes, "Miles Ahead: A project exploring the impact of 'The Daily Mile' exercise programme, as part of the school routine, on pupils' learning," 2016.
34. G. C. Ryde, J. N. Booth, N. E. Brooks, R. A. Chesham, C. N. Moran, and T. Gorely, "The Daily Mile: What factors are associated with its implementation success?" *PLoS One*, vol. 13, no. 10, p. e0204988, Oct. 2018, doi: 10.1371/journal.pone.0204988.
35. D. Scholten, Vera: Collard, "Evaluatie van The Daily Mile," 2017.