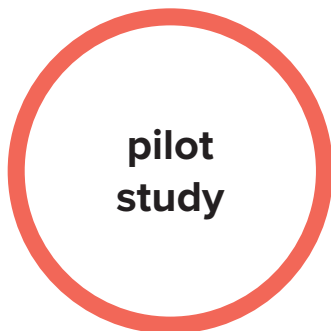


Reducing children's classroom sitting time using sit-to-stand desks



FINDINGS FROM PILOT STUDIES IN UK AND AUSTRALIAN PRIMARY SCHOOLS

In this pilot study published by the *Journal of Public Health*, irrespective of implementation, incorporating sit-to-stand desks into classrooms appears to have effectively reduced classroom sitting in a diverse sample of children. Based on these findings, longer-term efficacy trials will determine effects on children's health and learning.



UK

- 30 students from Bradford, UK
- Six sit-to-stand desks replaced a bank of standard desks
- Each child exposed to the sit-to-stand desk once a day for at least one hour

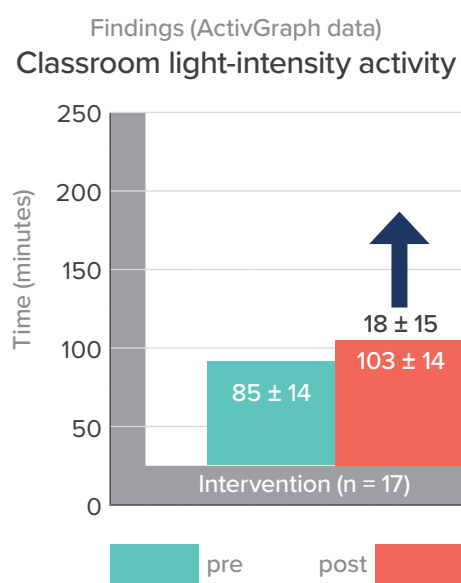
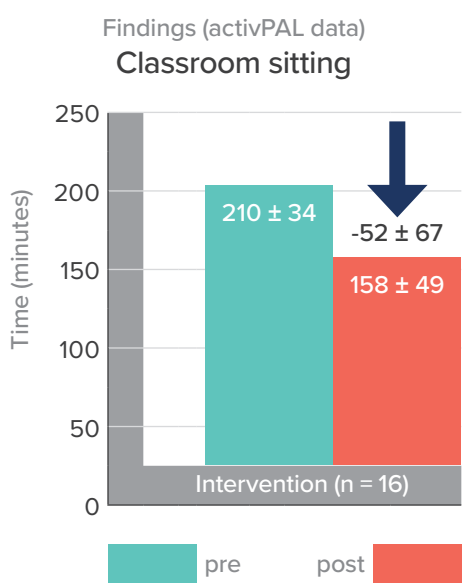
AU

- 44 students from Melbourne, AU
- Sit-to-stand desks replaced all standard desks
- Children initially encouraged to stand for at least one 30-minute class per day, increased gradually over trial

Pilot controlled trials with similar intervention strategies were conducted in primary schools using LearnFit™ sit-stand desks by Ergotron.

- * Children were exposed to the sit-to-stand desks for 9–10 weeks
- * Control classrooms retained their normal seated desks
- * Classroom sitting time was measured at baseline and follow-up using the activPAL3 inclinometer

RESULTS: Students provided valid activPAL data at baseline and follow-up. The proportion of time spent sitting in class decreased significantly at follow-up in both intervention groups.



In children, adverse associations between sedentary behavior (sitting) and the following have been reported¹⁻⁴

- **CARDIO-METABOLIC HEALTH RISK MARKERS** (obesity, blood pressure, cholesterol, insulin)
- **FITNESS**
- **COGNITIVE DEVELOPMENT**
- **ACADEMIC ACHIEVEMENT**

From a pedagogical standpoint there are wider benefits in “promoting children’s social, emotional and cognitive development”
Parents and children expressed support for sit-to-stand desks in classrooms

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