

Conclusions The media can be a useful tool for the implementation of strategies for the promotion and prevention of mental disorders. However, we are not fully taking advantage of the benefits that mass media has to offer in order to educate and raise awareness about said disorders.

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EW0214

Icehearts: Sport-based early support program for children at risk

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Icehearts program aims to prevent social exclusion, to promote socio-emotional skills and mental well-being and to provide a secure, long-term adult commitment throughout the child's life using team sport as a tool. The program is facilitated by an Icehearts-mentor providing sports activities as well as support at school and home for a period of 12 years starting at age of 7. Currently, the program is reaching about 500 children in 29 Icehearts teams in Finland. The longitudinal study aims at investigating: (1) the psychosocial well-being and (2) the life course of participating children as well as perceived impact, benefits and challenges of the program. The baseline data was gathered in 2015–2016 by questionnaires and interviews among 7 years old program participants ($n = 46$) and controls at same age not participating in the program ($n = 180$), their parents, and teachers. The measures included i.e the Strengths and Difficulties Questionnaire (SDQ). According to the SDQ-scores assessed by the teachers, two of third among program participants had behavioural difficulties. One-fourth had used mental health services. The parents of program participants reported need for more support for their parenting. The results showed that the Icehearts program is reaching out a target group in need for help and support. Further, the study provides valuable information about the role of a NGO organisation offering long-term and intensive support with the help of sport-based intervention program targeted at vulnerable children. In the presentation, the program, study design and the baseline results are presented in more detail.

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Relationships between leisure time physical activity, physical fitness and mental health among young adult males

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Physical activity has been seen as an important tool to prevent both physical and mental disorders like depression and anxiety. However, previous research has mainly focused on mental health problems rather than positive mental health. The aim of the present study was to investigate the association of leisure time physical activity (LTPA) and physical fitness with mental distress and positive mental health. The study sample consisted of 792 men (mean age 26 years) who participated in the study prior their military refresher-training course. Cardio-respiratory and muscle fitness tests were measured, and LTPA, positive mental health (Warwick–Edinburgh Mental Wellbeing Scale, SWEMWBS) and mental distress were assessed with a questionnaire. Analysis of variance and linear regressions were used as statistical methods. Younger age and lower military education were associated with mental distress, whereas older age and higher military education were inversely associated with high positive mental health (flourishing). Moreover, individuals reporting vigorous LTPA at least 1–2 times per week had lower level of mental distress and were more commonly experiencing flourishing compared to their less physically active counterparts. Physical fitness (both aerobic and muscular) was associated with lower mental distress, but not with flourishing. In conclusion, leisure time physical activity and physical fitness may contribute to mental health. The present results highlight that even low amount of leisure-time physical activity may promote mental health and prevent mental disorders. Leisure time physical activity, rather than physical fitness, seems to be more essential for positive mental health.

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The impact of the transition from primary school to secondary school on young adolescents

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Introduction Previous research suggests that adult anxiety disorders begin in adolescence and the transition from primary school to secondary school is the first challenge many young adolescents face, which could test their resilience for the first time.

Objectives To examine students' anxiety scores before and after their transition, and what protective and risk factors are present during this challenge.

Aims To determine how the transition can impact anxiety in children, and if protective factors can help decrease the disruption that the transition can cause.

Methods One hundred and eighty-four pupils completed questionnaires in their last term of primary school and during the first term of secondary school. At time 1: the attachment, school membership, and bullying and victimization measures were compared with pupils' anxiety scores, along with whether their friends or siblings will be attending the same secondary school as them. These analyses will also be conducted once the pupils start secondary school, at time 2.

Results Secure attachment was associated with lower anxiety and transition anxiety ($F(2.56) = 7.255, P = .002; F(2.52) = 19.245, P = .000; F(2.181) = 10.181, P = .000; F(2.53) = 20.545, P = .000$). School membership was associated with lower transition anxiety ($F(2.181) = 4.151, P = .017; F(2.181) = 3.632, P = .028$). Low victimisation was also associated with low anxiety and transition anxiety ($F(2.181) = 14.024, P = .000; F(2.181) = 14.529, P = .000; F(2.181) = 9.381, P = .000$).

Conclusions These preliminary results suggest that attachment, school membership and victimisation all impact on pupils anxiety