



SPORTS
SCIENCE
INSTITUTE OF
SOUTH AFRICA



Champion's manual



Primary

school

Champion's manual



Introduction

3

Health risks facing South Africa's children

4

Health promotion

5

Summary of tools you can find on the website

6

Primary school material

6

High school material

8

Your role as the champion

9

Steps to a healthier school

9

10 ways to make your school a healthier environment

12

Nutrition at school

13

Create a healthier tuck shop: food swaps

13

Physical activity

15

Create an active playground

20

Coaching at school

22

Conclusion

23

Appendix

24

A: Lesson plans promoting physical activity and healthy eating

24

B: Checklist for a healthy school

29

C: Healthy schools action plan

34

D: Activities promoting physical activity skills development

36

A CATHSSETA-accredited training provider. 613/P/000126/2008

Introduction

In 2008, Discovery Vitality introduced the Vitality Schools Programme to address risk factors facing the health of our youth as identified in the Healthy Active Kids SA Report Card. A similar report card, released in 2010, has shown that South African children are at medium to high risk of developing chronic lifestyle diseases. These diseases (such as cardiovascular disease, type 2 diabetes, obesity, high blood pressure, cancer and lung disease) already account for nearly 40% of deaths in South Africa.

We believe there is an urgency to educate children, teachers, parents and communities on leading healthier lifestyles, and recognise the importance of physical activity and nutrition in improving children's health and wellness. That's why the Vitality Schools Programme has developed lesson plans, worksheets, posters, information guides and manuals that focus on promoting physical activity, sports development and good nutrition in schools. The aim is to help teachers, coaches and principals turn South Africa's children into the fittest kids in the world by 2020.

Your chance to make history

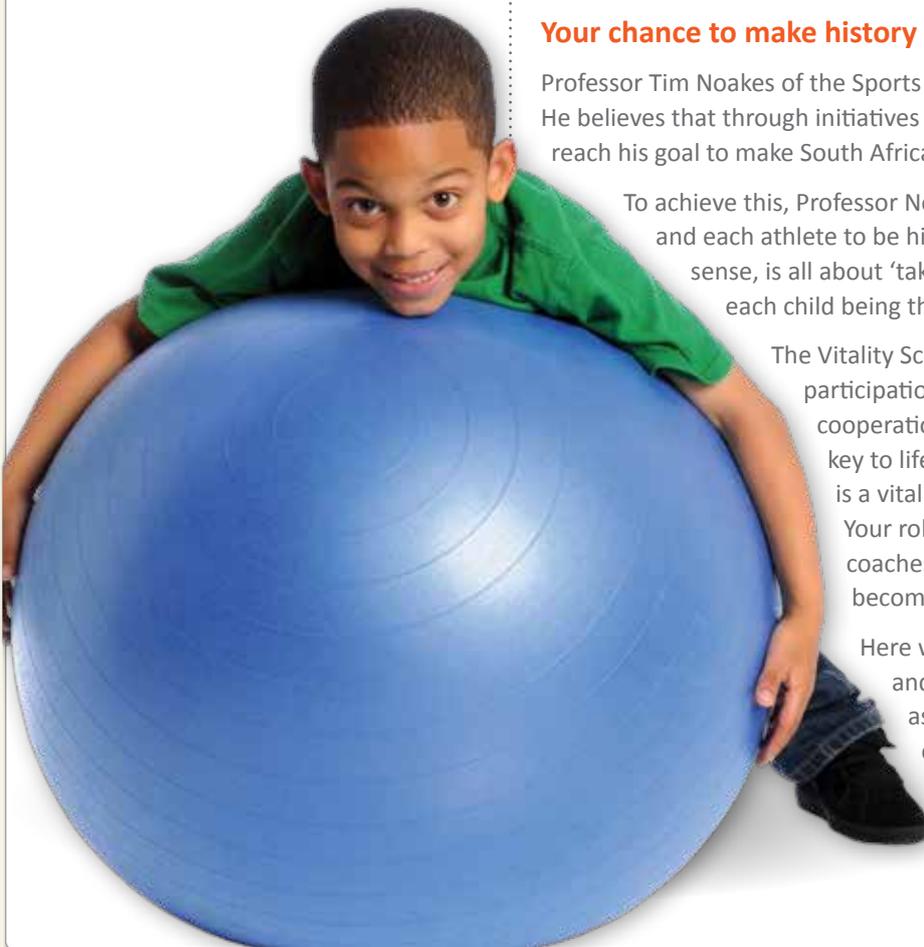
Professor Tim Noakes of the Sports Science Institute of South Africa has a dream. He believes that through initiatives like the Vitality Schools Programme we can reach his goal to make South African children the **'fittest in the world by 2020'**.

To achieve this, Professor Noakes encourages 'each child to be an athlete, and each athlete to be his or her own hero.' Being an athlete, in this sense, is all about 'taking part' and being your own hero is about each child being the best that he or she can be.

The Vitality Schools Programme recognises the sports participation at all levels provides an outlet for creativity, cooperation, teamwork and fair play. This may be the key to lifelong participation in physical activity, which is a vital part of leading a healthy lifestyle as adults. Your role, as a champion, involves working with coaches, teachers and parents to help 'each child become his or her own hero.'

Here we will introduce you to these manuals and other resources and information, such as newsletters, health tips, conferences and competitions, available on our website:

www.vitalityschools.co.za



Did you know?

South Africa is home to nearly 16 million youths and children.

Health risks facing South Africa's children

Statistics on children's health in South Africa

- Less than a third of youth reported doing any moderate physical activity, and nearly 42% do little or no physical activity weekly
- 43% don't do enough physical activity to gain any health benefits from it
- 20% of learners are overweight and 5% are obese
- 8% of learners are underweight and 13% of teens are stunted
- 30% of children eat fast food 2 to 3 times a week
- 30% watch TV or play computer games for over 3 hours a day (such extended periods of screen time are strongly linked to obesity)
- About 30% of high school learners have ever smoked cigarettes in their lifetime and 1 in 5 learners are current smokers
- Nearly 50% of learners have drunk alcohol and 28.5% binge-drink in a month.

(Taken from the Healthy Active Kids SA Report Card 2010 and the Second South African National Youth Risk Behaviour Survey 2008 Report.)

Evidence shows that unhealthy behaviours such as physical inactivity, poor diet, being overweight and tobacco use place young people at greater risk for chronic diseases later in life. These behaviours become habits as children grow older and become difficult, if not impossible, to change in adulthood. So, it is crucial that we improve children's knowledge and understanding of these unhealthy behaviours and make it easier for them to adopt healthier ones.



Did you know?

Studies suggest that school-based programmes, like the Vitality Schools Programme, help to increase children's participation in physical activity.

Health promotion

The aim of health promotion is to reduce the risk of chronic disease and premature death by encouraging, educating and empowering individuals to lead healthier, more active lifestyles.

The World Health Organization Global School Health Initiative recognises the school as an ideal setting for introducing such positive and lasting changes. The school plays an integral part in the lives of children. It is a place where they go to engage with peers and learn, as well as a centre for community activity where the promotion of healthy eating and active lifestyles can take place.

Many countries around the world, including Canada, New Zealand and England, already have school programmes in place that aid health promotion. The Vitality Schools Programme now aims to increase the number of health-promoting schools across South Africa.

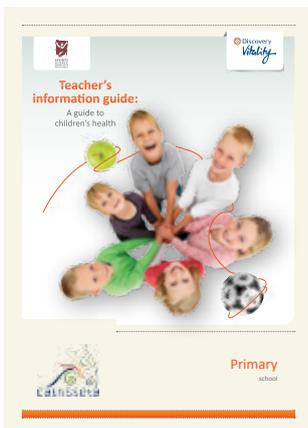
Health-promoting schools

According to the World Health Organization, a health-promoting school is one that constantly strengthens its capacity as a healthy setting for living, learning and working.

A health-promoting school:

- Strives to improve the health of learners, school personnel, families and community members by whatever means it can
- Engages health and education officials, teachers, teachers' unions, students, parents, health providers and community leaders so as to make the school a healthier place
- Strives to provide a healthy environment through school health education, school health services and school / community projects and outreach
- Includes health promotion programmes for staff, nutrition and food safety, opportunities for physical education and recreation, and programmes for counselling, social support and mental health promotion
- Focuses on preventing leading causes of death, disease and disability: a sedentary lifestyle, lack of physical activity, poor nutrition and tobacco use
- Focuses on influencing health-related behaviours by addressing individuals' knowledge, beliefs, skills, attitudes and values.

The Vitality Schools Programme manuals are provided to assist you, the champion, and other teachers in your school when it comes to promoting health to learners and the entire school community. You can find these manuals in the schools pack and if you would like to order more for free, simply e-mail vitalityschools@discovery.co.za



Summary of tools you can find on the website

Primary school material

Primary school teachers' material

Helps educators teach children to follow a healthier lifestyle by looking at risk factors such as sedentary lifestyles, low levels of physical activity and poor nutrition.

Tools include:

- Primary school Champion's manual
- Teacher's information guide
- Grade 1 - 3 lesson plans
- Grade 4 - 5 lesson plans
- Grade 6 - 7 lesson plans.

(Refer to Appendix A on page 24 for information on and page 25 an example of the lesson plans.)



Physical activity skills manuals

Allow users to teach learners fundamental physical movement skills.

Tools include:

- A guide to skills development
- Activities to promote skills development
- Checklist to assess learners' skills development.

(Refer to page 15 for more information on these manuals.)



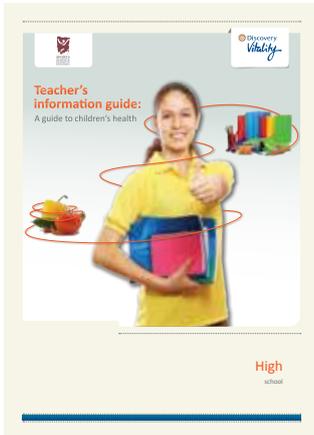
Junior sports coaching manuals

Give teachers and coaches up-to-date knowledge of the skills, techniques, drills, rules and aims of the sports they teach.

Tools include:

- General sports coaching manual
- Junior sports coaching manuals.

(Refer to page 22 for more information on these manuals.)



High school material

High school teachers' material

This material helps teachers teach learners to follow healthier, more active lifestyles.

Tools include:

- High school Champion's manual
- Teacher's information guide
- Grade 8 and 9 lesson plans
- Grade 10, 11 and 12 lesson plans

School intervention programmes

Tuck shop

Refer to primary school intervention programmes on the previous page for information on the tuck shop programme.

Your role as the champion

If the school is the vehicle that moves the programme forward, the champion is the driver who is involved in introducing and creating awareness of wellness initiatives. Such a person – whether a parent, grandparent, teacher, principal or coach – needs to be enthusiastic and passionate about children’s wellness and promoting health at school.

Your three main objectives are:

- 1) Support the school to develop a healthier environment
- 2) Support and motivate teachers to implement the lesson plans and activities of the Vitality Schools Programme
- 3) Promote parent, community and professional involvement.

The success of the Vitality Schools Programme in making your learners healthier relies largely on the initiatives you, the champion, introduce.

Steps to a healthier school

1. Select a school wellness committee

The role of the wellness committee

According to the Alliance for a Healthier Generation, a school wellness committee should:

- Support the school in developing a healthier school environment
- Support the teachers who are implementing the school’s health programme (in this case, the Vitality Schools Programme)
- Create the vision and goals for the school’s health programme
- Assist with policy development to support a healthy school environment
- Promote parent, community and professional involvement to develop a healthier school environment
- Advocate school health programmes and policies within the broader school community
- Tap into funding and resources for student and staff wellness initiatives
- Plan and implement programmes for students and staff
- Evaluate the school’s programmes and policies, make changes and recognise successes.

How to select the wellness committee

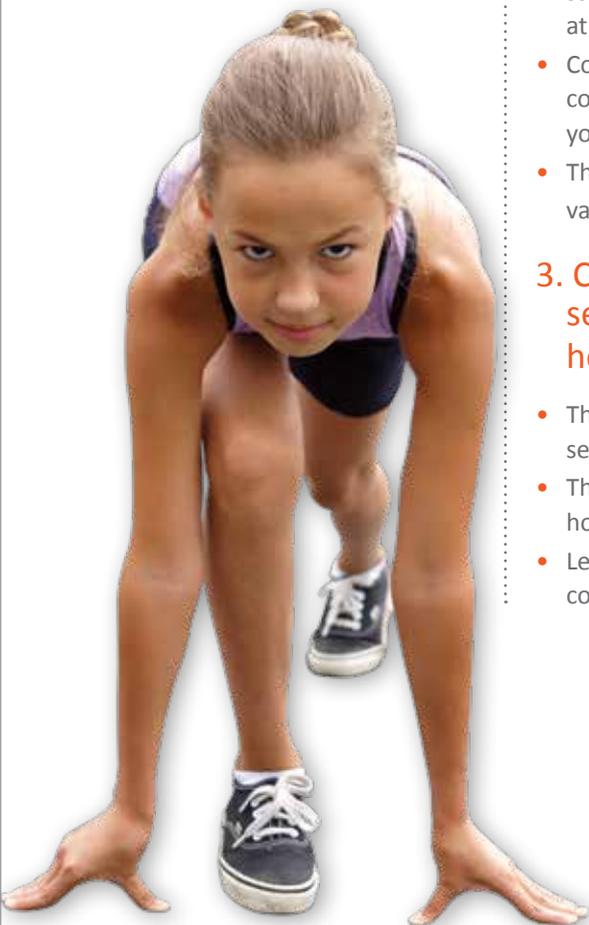
- The champion and principal can identify who they would like to appoint to the committee, or ask for volunteers through the system of class representatives or the school governing body
- These members can be teachers, volunteers from a parent-teacher meeting, learners or members of the community
- The members should have a variety of skills
- Not everyone needs be involved in every activity; however, keenness and commitment are very important if the team is to achieve its goals
- The wellness committee should try and meet regularly.

2. Conduct an audit on the health of the school

- Appendix B on page 29 is a template of a checklist for a healthy school which you can use to assess the health of your school
- Try to use this tool for your consultations with parents, teachers and learners so you can set health priorities and health goals around policies, sports, structures/physical environment, physical education lessons and staff wellness at your school
- Consider those activities that are important and doable. From this consultation, you can set goals the school and wellness committee can help you to achieve
- This can be used to form the basis of the consultations with various stakeholders.

3. Consult with parents, teachers and learners to set wellness goals to change the school's health environment

- The wellness committee should consult with parents, teachers, coaches, service providers, vendors and tuck shop managers and learners
- This can take place in a parent-teacher meeting or through a survey (sent home), with feedback in a newsletter or by web communication
- Learners can be consulted in individual grades, at assembly, by voting or by completing a survey.



4. Develop and implement an action plan

- The school can now develop an action plan, which will focus on policies, physical activities, sports, structures/physical environment, physical education lessons and staff wellness. An example of this action plan can be found in Appendix C on page 34
- To create your school's action plan, you can use the practical suggestions laid out in the 'Checklist for a healthy school' or the '10 ways to make your school a healthier environment', which can be found on the next page
- Visit www.vitalityschools.co.za for more ideas and to get physical activity, nutrition and no-smoking policy templates for your school.

5. Evaluate success and look for areas to improve

- Consult with the wellness committee each term and evaluate whether or not you have achieved your goals
- Use the 'Checklist for a healthy school' to assess improvement and identify new opportunities for action
- Champions should submit an evaluation form to their school to show the extent to which the school has achieved its set goals.

10 ways to make your school a healthier environment

Choose one thing at a time to change in your school to make it a healthier environment.

Here are some ideas:

1. Work with teachers, learners, parents and administrators to develop school nutrition, physical activity and no-smoking policies (visit www.vitalityschools.co.za for templates of physical activity, nutrition and no-smoking policies).
2. Encourage fitness and sports clubs to use the school facilities after hours.
3. Organise an event where you invite learners to bring activities, which they have learned or in which they participate, to share with their classmates. Have a special event to highlight the different types of activities all learners do (for example dancing, martial arts and unconventional sports).
4. Create a newsletter that includes healthy eating tips and notices of community events such as fun runs or craft markets.
5. Invite families to contribute a favourite healthy recipe to a school cookbook (this can be used as an item to raise funds).
6. Highlight success stories of families who have become more active and include inspirational stories of individuals or families who have overcome adversity.
7. Start a school vegetable garden: invite classes to participate or give each grade a section to plan and look after.
8. Encourage walking groups by providing contact details of those who are interested.
9. Invite a local dietitian or sports personality to come and give a talk at a parent-teacher gathering or function. Choose something topical or seasonal and have a panel discussion afterwards.
10. Engage learners in consultation with the tuck shop managers over the items, pricing structure and marketing to learners.



Did you know?

30% of children eat fast foods 2 to 3 times a week.

Nutrition at school

Good nutrition is crucial to the healthy development of a child. For children to learn and grow, they need to get nutrients from a variety of foods like fruits, vegetables, dairy and wholegrains. Children who eat a healthy and balanced diet perform and behave better at school.

Challenges to promoting good nutrition

Modern society has made it a lot easier for children to slip into bad eating habits. Factors such as poverty, not having time to prepare and eat healthy meals, not being aware of the available healthy food choices, or not having healthy and positive role models to learn from, will make promoting good nutrition at schools a challenge.

The Vitality Schools Programme aims to make it easier for learners to make healthy food choices so they can experience the benefits of good nutrition. We recommend creating a healthier school tuck shop as one way to do this.

Create a healthier tuck shop: food swaps

School tuck shops play a major role in shaping learners' attitudes and behaviours towards food. Tuck shops that give a range of healthier options to learners assist them in developing healthy bodies, minds and attitudes.

Making the tuck shop a healthier environment will not happen overnight. Small changes are suitable and will help learners to adjust. Here are some tips on how to provide healthier options in your tuck shop:

- Replace chips with homemade popcorn
- For those with a sweet tooth, provide raisins, dried fruit and nuts instead of the usual sweets, chocolates, energy bars, fudge and coconut ice
- Replace biscuits, cakes, doughnuts and muffins with foods higher in fibre like bran muffins
- Replace unhealthy drinks like fizzy drinks, energy drinks, iced tea, milkshakes and flavoured water with healthy drinks like water or milk (low-fat/fat-free)
- Replace unhealthy meals such as burgers, hot dogs, pies, samoosas, sausage rolls, hot chips, pizza, white bread/rolls/pita, with more wholesome options like homemade vegetable soup, tomato-based pasta, or a wholewheat roll/bread/pita with tuna/chicken/egg/cheese, served with salad
- Replace ice-cream and ice-lollies with other icy treats like low-fat yoghurt, fresh fruit/fruit salad, frozen yoghurt and ice-bites
- Position healthier food options at the front of the tuck shop so that healthier food choices become the easy choice for learners
- **Do all of this gradually**, one or two small changes every month
- **Communicate to parents about these initiatives and get them involved.** You could do this through the school's newsletter. In the newsletter, you could explain the importance of a healthy diet and an active lifestyle for healthy development, and explain that making healthy food options available in the school will make a positive difference.

More nutritional tips and advice for a school of bright and healthy learners can be found in the Teacher's information guide, at www.vitalityschools.co.za

For an example of a lesson plan on nutrition that can be found in the manuals, please see Appendix A on page 24.





Physical activity

Physical activity has multiple benefits for children’s health. It stimulates their mental development – they find it easier to concentrate and are more motivated and productive in class – and it also has social benefits such as improving children’s self-esteem and lowering the likelihood of anti-social behaviour. All of this results in a more positive environment for teachers and children to work and learn in.

Challenges to promoting physical activity

- Lack of time for physical activity or low importance (schoolwork or other cultural activities can appear to be more important)
- Lack of self-confidence to participate in physical activity or sport
- Poor body image or obesity interferes with participation in physical activity
- Watching TV, playing computer games and other sedentary activities compete with physical activity during leisure time
- Lack of resources and facilities for school physical activity and sport
- Lack of trained teachers and coaches or committed parents to help with after-school sport and physical activities.

Physical activity skills manuals

Physical literacy does not happen automatically; it needs to be taught. For children to become more active, they need to learn to do certain physical movements. These movements, such as kicking, running and throwing form the basis of all sports. The Vitality Schools Programme provides you with Physical activity skills manuals that offer a range of fun activities and lesson plans to help teach these skills to children and address the above-mentioned challenges to promoting physical activity. These lesson plans are based on a review of all the best international practices and are in line with the National Curriculum. The Vitality Schools Programme manuals are also based on the Long-Term Participant Development model (LTPD). This model was first developed in Canada, and is used to help athletes reach their highest potential and remain physically active throughout their lives.

Did you know?

Less than half of South African youths participate in physical activity that is enough to be considered health-enhancing.



Following LTPD, we understand that just as children learn to read or write, so they learn the skills to participate successfully in physical activities and sport. This is why we recommend that one looks at a child's developmental age (cognitive, emotional, physical and mental) so as to develop an appropriate sports development programme to meet that child's needs. We believe that this method of teaching physical activity and sports will give learners more confidence and more of a chance to stay physically active throughout their lives. The manuals incorporate LTPD so that teachers can help children progress at a pace that is appropriate to their developmental level rather than pushing them to perform skills they are not yet ready to perform. You can download these manuals from www.vitalityschools.co.za

An example of what you might find in the Physical activity skills manuals

There are a wide range of activities that teach skills like running, catching, jumping, dodging, kicking and skipping. Here is an example of a fun activity that teaches learners running and makes them aware of space while they change direction, height and speed.

How to do the activity

Divide the learners into groups of four with one leader in each group. The leader takes their group around a defined area while the children run:

- Like a pixie or an elephant
- On or across a line
- At a high or low height
- As fast or slowly or smoothly as they can
- Forwards or backwards
- As far as they can
- Holding hands with a partner.

A different learner becomes the leader every few minutes.

This exercise develops important skills needed for a number of sports such as soccer, rugby, hockey, netball, athletics and cricket.

Active schools

The Vitality Schools Programme provides great ideas on how to make kids more active at school. Here are a few examples of how you can promote physical activity at your school:

- Help to plan a workshop for teachers introducing a new activity (eg traditional games). Consult the community and local or web-based resources
- Identify parents with coaching skills and those willing to organise events and catering. You can help with fundraising ideas for equipment, facilities and tours
- Create an action bin for play areas, which contains soccer balls, skipping ropes, playground chalk, baskets, tennis balls, whistles and traffic cones
- Help with playground supervision and make a volunteer roster. **Children are more likely to be active during break time when adults are present**
- Organise cultural events that involve physical activity. Speak to the parents with experience in this area
- Create an active playground.

Did you know?

Children in schools with more exercise-related facilities are up to 5 times more active than children with fewer facilities.

Create an active playground

Research studies have suggested that children complete up to 40% of their physical activity during school breaks. It is also known that children who are generally active at school are also generally active after school. This provides more evidence of the vital role schools, and you as a champion, can play in getting children to be more active. Here are some great ways for you to make your school a healthier, more active environment by increasing physical activity on the playground, particularly during break time.

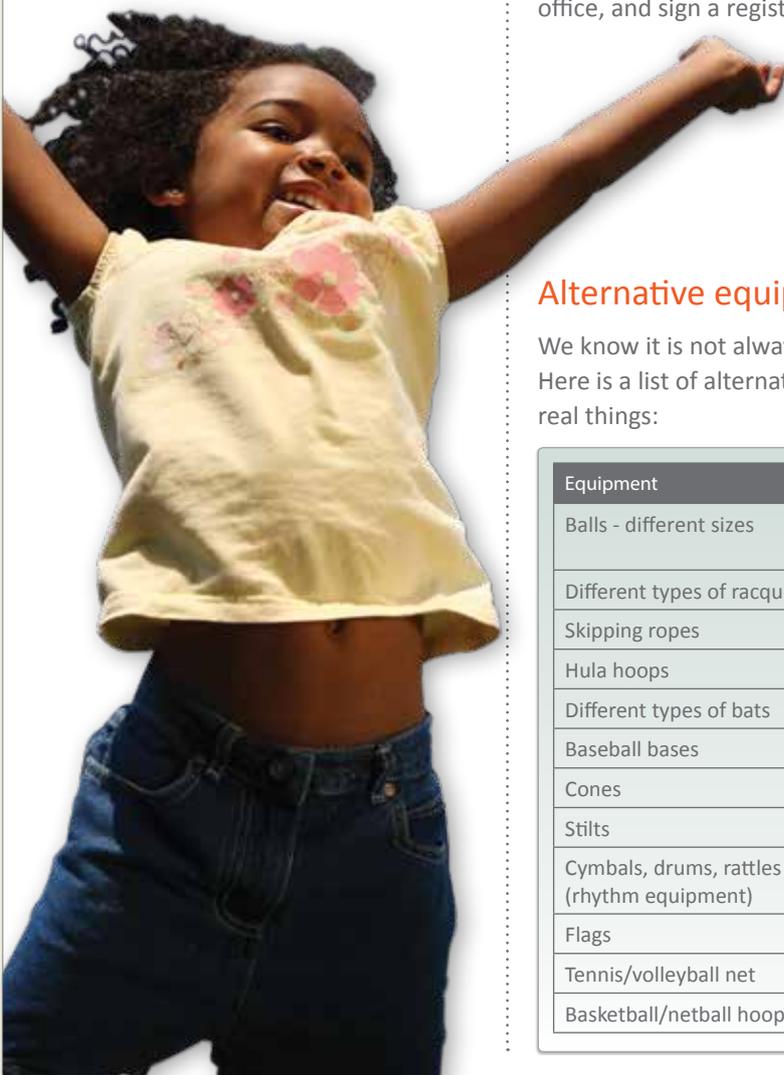
Make sure equipment is available to all learners

Learners at schools with more exercise facilities are up to 5 times more active than those at schools with fewer facilities. So, making sure that equipment (like a ball) is available to learners during break times will increase daily physical activity levels. This can be done on a 'sign in' and 'sign out' basis where learners collect the balls, racquets, hula hoops or other equipment from the tuck shop or school office, and sign a register when collecting and returning the equipment.

Alternative equipment list

We know it is not always easy to get the required equipment for your school. Here is a list of alternative equipment you can use if you don't have access to the real things:

Equipment	Alternatives
Balls - different sizes	Crumpled newspapers or magazines wrapped in an old stocking
Different types of racquets	Wire hangers wrapped in an old stocking
Skipping ropes	Plastic bags plaited together
Hula hoops	Wire folded into a circle
Different types of bats	Newspapers rolled tightly
Baseball bases	Paper plates
Cones	Bottles/tins/paper plates
Stilts	Tins with string attached to them
Cymbals, drums, rattles (rhythm equipment)	Plastic bottles filled with small stones or two sticks
Flags	Old clothes/old shoes
Tennis/volleyball net	Plastic bags tied together between trees or poles
Basketball/netball hoop	Metal hangers that have been stretched into a circle.



Did you know?

More learners play on well-kept playgrounds than those that have not been maintained.



Keep the school fields in good condition

Open fields are inviting for children to play in, but children are more likely to play on well-kept playgrounds than on playgrounds that have not been maintained. So a good idea would be to try and include the learners in maintaining and cleaning the school environment, and encouraging them to keep the sports fields and courts in good condition. This way learners will be active while they look after their fields and they will be involved in creating a play area they can be proud of.

Create playground markings

Multicoloured playground markings could be one of the most effective ways to get involved in physical activity. Permanent hop-scotch markings on the ground, or an outdoor obstacle course, have been shown to increase learners' levels of physical activity. Also, children are more active on playgrounds that have equipment installed, so, basketball hoops could be placed on the courts and in other areas on the playground, or a hop-scotch course could be created. Use your imagination and creativity to come up with different fun ideas that will attract learners to your school's playground.



The playground circuit

Another way to get children more active during break and after school is by creating a playground circuit.

What is a playground circuit?

A playground circuit consists of various stations or exercise points mapped out over a distance of about a kilometre around the school premises. These stations can include existing features of the school like stairs, benches, trees and a jungle gym. The size and complexity of the circuit will depend largely on the space and equipment you have available.

There are easy ways to create a permanent playground circuit in your school that will give learners the opportunity to be more physically active. Learners can use the circuit during Life Orientation, PE classes, breaks and before or after school.

Requirements for a playground circuit

The main requirement is space. This doesn't have to be a large quad. Use what you have available. For example, you could use established sports courts such as the soccer field or tennis court. School corridors can even be part of the circuit if you have very limited space. The circuit should ideally be about one kilometre in distance so that each learner covers at least a kilometre every day.

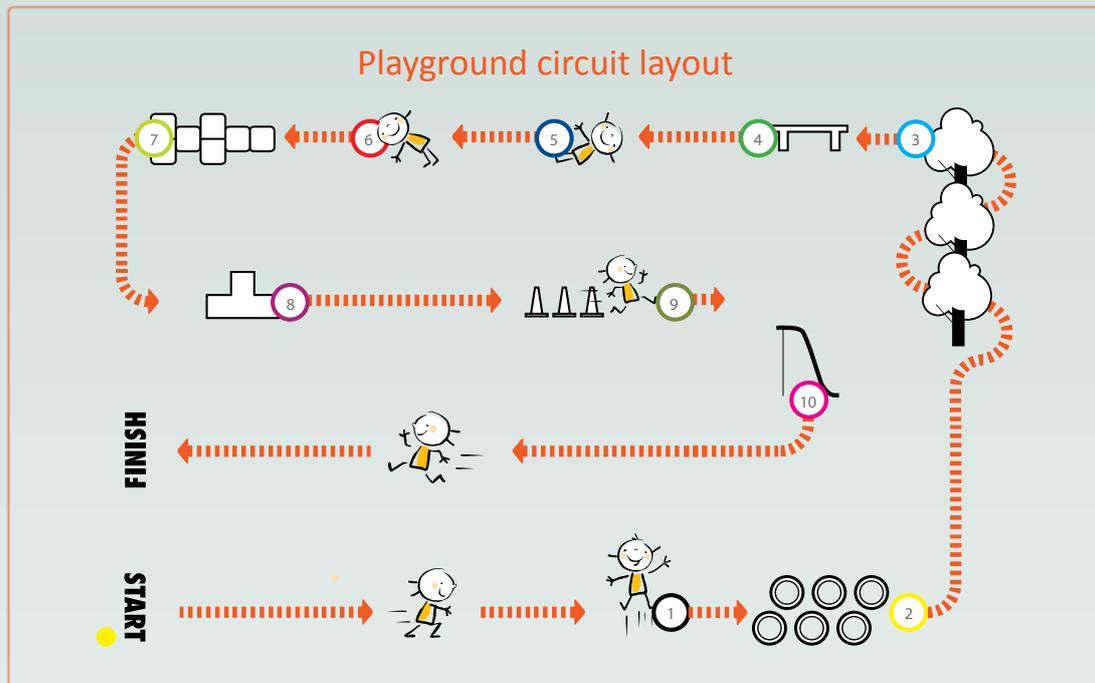
The stations can include stairs, benches, wooden structures and permanent markings on the ground (eg painted hop-scotch blocks). The number of stations in each circuit will differ, but we suggest you have at least 6 stations.

Another requirement is markings or instructions for the learners to travel from one station to the next. Examples of activities between stations include hopping on one leg, skipping, running, walking, side-stepping and stretching. Download and print pictures of these activities from www.vitalityschools.co.za, and create fun and inspirational banners that attract learners and motivate them to participate.

Additional tips for your playground circuit

The design and shape of the circuit will depend on the amount of space you have available and the number of stations you would like to include. Mould the shape of the circuit according to the shape of your playground and design it in such a way that fundamental movement skills are developed.

Example of a playground circuit



Stations of the playground circuit



1
Jumping jacks
Do 10 jumping jacks on the spot inside the circle



2
Tyre run
Run through the tyres placing one leg in each tyre



3
Zigzag
Run between the posts starting on the right of the first post



4
Balance
Walk along the bench without falling off



5
Sit-ups
Do 10 sit-ups in the circle



6
Push-ups
Do 10 push-ups in the circle



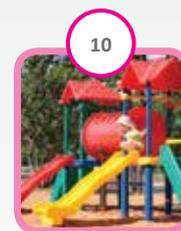
7
Hop-scotch
Hop in the blocks on one or both legs



8
Step up and down
Step up and down the steps



9
Shuttle run
Run to the 2nd cone, then back to the 1st, run to the 3rd cone and back to the first and so on



10
Slide
Climb up the steps and slide down the other side

Introducing sports into the programme

Coaching at school

The effect a good teacher has on a learner will remain with that learner into adulthood. We believe that the same applies with a good coach. Coaches not only teach sport-specific skills and the rules of the game, but also act as role models who encourage learners to participate in sports and remain active right through adolescence, adulthood and the rest of their lives.

Coaches play a major role in transforming children into healthier, stronger and more confident people. Through sport they encourage teamwork, social interaction and discipline in learners, contributing to the development of healthy and effective adults.

Coaches are responsible for making sure that learners have a safe and enjoyable environment in which to learn new sports. They should also make sure that they have up-to-date knowledge of the skills, techniques, drills, rules and aims of the sports they teach. If coaches carry out these responsibilities, and implement their knowledge into practices with creativity and enthusiasm, learning a new sport will be a rewarding and satisfying experience for learners. The Junior sports coaching manuals are aimed at helping coaches achieve this.

The Junior sports coaching manuals

The Junior sports coaching manuals, developed by Vitality and the Sports Science Institute of South Africa (SSISA), aim to teach children how to play some of the most popular sports and make them more physically literate. We have also developed a General coaching manual, which gives coaching guidelines applicable to all the sports below.

The manuals focus on sports such as:

- Football
- Netball
- Rugby
- Swimming
- Hockey
- Athletics
- Cricket.

These manuals focus on developing sport-specific skills such as kicking, dribbling, tackling and correct swimming strokes. The development of these skills is part of LTPD, and aims to give learners the confidence to take part in all sports and remain active for life.



What you will find in the junior sports coaching manuals:

- The nature and aim of the sport
- How to plan a practice session
- Sport-specific warm-up activities
- A detailed description of skills required for each sport
- A list and explanation of activities, designed by the Sports Science Institute of South Africa (SSISA), which can be used to develop these skills
- Tips on how to cool-down
- A checklist that can be used to evaluate players' skills and abilities
- A summary of the rules, positions and equipment specific to each sport.

All the information a coach needs to conduct a coaching session effectively can be found in these manuals. They are easy to follow, well structured for your convenience and provide illustrations to guide you. However, when running the practice session, it is up to you to add your creativity and enthusiasm so that learners get motivated and have fun playing the game. That's your role. The Vitality Schools Programme just makes it easier.

Conclusion

We believe that the interventions you bring into your school by following these guidelines and those set out in the Vitality Schools Programme can have tremendous positive effects on your learners' lives. You can instil in them a love for sport and healthy living - a gift they can enjoy for the rest of their lives.

We hope that with passion, dedication and creativity the champion can inspire the school to develop a respect for health among its learners so that they can lead long and active lives. The Vitality Schools Programme aims to make this happen and to offer whatever support it can to teachers, principals, coaches and you, the champion. Let us work together within schools and with the wider community to secure a healthier, brighter future for South Africa's children.

If you need any help or guidance on your journey to a healthier school please visit www.vitalityschools.co.za

Receive the Vitality Schools Programme material

To download or order the Vitality Schools Programme material, please visit www.vitalityschools.co.za.

If you would like a free delivery of the material to your school please contact us by calling 0860 109 939, or send an email to vitalityschools@discovery.co.za

Appendix A: Lesson plans promoting physical activity and healthy eating

The Vitality Schools Programme has developed lesson plans, which have been developed by experts and are in line with the national curriculum and learning outcomes for each grade.

All the lesson plans are geared towards educating learners about:

- The benefits of a healthy lifestyle
- What makes up a healthy lifestyle
- How they can set up goals to achieve good health
- What they can do in their lives to improve their health.

The lesson plans provide teachers with structured outlines of lessons to develop age-specific skills. On the next page is an example of what you might find in a lesson plan.



Lesson plan	
Lesson theme: Nutrients and good health Duration: 30 to 40 minutes	Grade: 4 Date/week
Context: <ul style="list-style-type: none"> Ways in which to improve health and wellness. 	
Linking with previous lesson: <ul style="list-style-type: none"> Integrate the nutrition and physical activity knowledge the learners gained in the previous 4 lessons. 	Linking with next lesson: <ul style="list-style-type: none"> N/a.
Core knowledge: <ul style="list-style-type: none"> Same theoretical base as for lessons 1 to 4 Carbohydrates are energy-producing fuels while proteins are the building blocks important for muscle strength. 	
Learning activities and assessment: <p>Group work:</p> <ul style="list-style-type: none"> Warm-up Invasion game: involves catching, throwing and running The food group shuffle: helps learners remember the different types of food groups Cool-down. <p>Individual work:</p> <ul style="list-style-type: none"> Introduce learners to the worksheet for lesson 5: learners cut out pictures of foods representing carbohydrates, proteins and fats and paste these onto 3 separate columns on a page. 	
Forms of assessment: <ul style="list-style-type: none"> Observe learners while they play Worksheet. 	Resources: <ul style="list-style-type: none"> Large flat area, such as a grass area, the school quad or a netball or volleyball court Soccer balls or netballs Whistle Magazines Paper Scissors Glue Worksheets.
Expanded opportunities: <ul style="list-style-type: none"> Encourage learners to engage in activities that build cardiovascular fitness and strength training, and to eat healthy foods that build muscles (proteins) and provide energy (carbohydrates and fats). 	Teacher reflection: <ul style="list-style-type: none"> The activities help reinforce what learners have learnt about leading a healthy lifestyle so far in a fun and meaningful way.

Lesson 5: Nutrients and good health (30 to 40 minutes)

1. Outcomes

By the end of this lesson the learners should be able to:

- Explain the functions of macronutrients and how they can influence physical activity and sporting performance
- Identify which foods provide which macronutrients
- Explain the difference between cardiovascular fitness and strength training, and give suggestions on how to improve these components of fitness.

2. Teacher's corner

Most of lesson 5 is theory-based and integrates the previous lessons, including the outcomes from grades 1 to 3.

Nutrition component

The main focus of this lesson is to make sure the learners know that carbohydrates are the energy-producing fuels, while proteins are the building blocks important for muscle strength. Help the learners identify the foods that mainly contain carbohydrates, proteins and fats. You can use empty wrappers, boxes, containers or get each learner to use their lunch as a reference.

There are 'good' and 'bad' fats. Fats give energy and have some important functions, but too much of the 'bad' fats can lead to health problems such as high cholesterol, heart attacks and strokes.

Physical activity component

You should emphasise that endurance activities such as cycling and running require more carbohydrates, but that protein is needed to build and replace muscle tissue. Fats are sometimes important sources of energy, especially for ultra-endurance events such as iron-man, triathlon events or multi-stage races that take place over a few consecutive days.

3. Activities

For activity 3 you will need the following equipment:

- Large flat area: a grass area, the school quad, or a netball or volleyball court
- Soccer balls or netballs
- Whistle
- Magazines
- Paper
- Scissors
- Glue.

Divide the learners into 3 groups at the beginning of the lesson. They must remain in these groups for activities 1 and 2.



Activity 1: Warm-up (5 minutes)

Choose a warm-up activity from the list of warm-up and cool-down exercises. Warm-up exercise 3 is a good choice for this lesson.

Activity 2: Invasion game (10 minutes)

Divide the class into 2 teams and pick a leader for each team. Each team should be on a half court and they have to stay in their own half court.

- The group leader must pick 2 people to go down to the other end to be catchers. The catchers have to stay behind the end line. They cannot go into the other team's half court
- The objective of the game is for the players on one half of the court to throw the ball to their catchers on the other half. Every time the catcher gets the ball, their team scores a point. After they score a point, the catcher should try to throw the ball back to his or her team mates
- The other team can try to block the throw on both ends, as long as they stay on their half court
- The other team will also have 2 catchers
- The first team to get 20 points is the winner
- You can make up new teams after the first game or continue and play the best of 3 games.

Other options

- You can vary the number of catchers or have teams switch half courts after each game
- You can divide the class into 4 groups and have 2 games running at the same time on different playing areas.

Activity 3: The food group shuffle (5 to 10 minutes)

Have all the learners sit in a big circle. Give each learner the name of a food – bread, cereal, meat, chicken, butter and oil.

Level 1

When you call out a particular food, for example cereal, all the 'cereals' have to jump up and swap places with another 'cereal'. They are not allowed to go back to their same spot.

When you shout 'food group shuffle', then all the foods (learners) need to jump up and swap places with someone else.

Level 2

Instead of calling the name of the food, call the name of the food group.

When you call 'carbohydrates' the bread and cereal learners must jump up and change places. Similarly, you can call 'protein' and 'fats'. When you call 'healthy balance', all the learners must jump up and swap places.

Activity 4: Back in the classroom (5 to 10 minutes)

Ask the learners to cut out pictures of foods representing carbohydrates, proteins and fats and paste them into 3 separate sections or columns on a page. This activity must be completed at home, but you must give them clear instructions in class.

Activity 5: Cool-down (3 to 5 minutes)

Choose a cool-down exercise from the list of warm-up and cool-down exercises.

Wrap-up (5 minutes)

Remind the learners what cardiovascular fitness and strength training are and provide examples of activities that require these components of fitness.

Revise the main functions of carbohydrates, proteins and fats. Make sure the learners understand the worksheet and what they need to do at home.



Appendix B: Checklist for a healthy school

1. Participation in physical activity by learners at school

Goal: All learners participate in at least 60 minutes of physical activity a day.

Criteria	Practical suggestions	Yes	No
<ul style="list-style-type: none"> The school has a physical activity policy for all learners Teachers create an environment where every learner wants to participate and feels comfortable to participate in physical activity Active (free) play time is provided to all learners Structured physical activity (teacher-led) is provided to all learners All students have an opportunity to participate in activity breaks on a daily basis. 	<ul style="list-style-type: none"> Create a playground circuit which students can use during breaks and before and after school Physical activity is not used as punishment in the school environment Teachers are made aware of the principle 'If your bum is numb, your brain is dumb' All classrooms have physical activity bins (bins which contain equipment for physical activity – skipping ropes, balls of different sizes and shapes, frisbees, bats etc) which students can use during break The school follows WHO guidelines for health promoting schools (see page 3). 		

2. Participation in physical activity by learners outside of school

Goal: All learners participate in a range of physical activities outside of school.

Criteria	Practical suggestions	Yes	No
<ul style="list-style-type: none"> The school encourages and promotes participation in fun activities outside school. 	<ul style="list-style-type: none"> Get learners to participate in the Discovery 702 Walk the Talk, the Cape Times Big Walk and the 94.7 Cycle Challenge. 		

3. Sedentary behaviour

Goal: Learners engage in play and physical activity rather than screen time

Criteria	Practical suggestions	Yes	No
<ul style="list-style-type: none"> Learners do not spend more than 2 hours a day in front of a screen. This includes spending time in front of the TV, computer and playing computer games. 	<ul style="list-style-type: none"> Implement initiatives such as a 'TV turn-off night' where all learners agree to 'switch off' their TV's one night a week, or even one week a month. Liaise with teachers and administrators and co-ordinate this event with the curriculum Communicate these initiatives to staff and parents via newsletters. 		

4. Healthy eating

Goal: Learners eat a healthy, balanced diet

Criteria	Practical suggestions	Yes	No
<ul style="list-style-type: none"> The school has a tuck shop policy The school has a healthy lunchbox policy Obesity and being overweight are not common problems among the learners. 	<ul style="list-style-type: none"> Tuck shops and/or vendors are prohibited from selling fizzy drinks, chips and sweets. These can be replaced with healthier alternatives like water, popcorn (lightly salted if at all) and fresh and dried fruit The tuck shop communicates its health intentions to teachers and parents Fruit breaks take place at 9am during class time Learners are encouraged to include healthy foods in their lunchboxes. 		

5. Smoking and tobacco use

Goal: Teachers and learners are aware of the harmful effects of smoking and tobacco use

Criteria	Practical suggestions	Yes	No
<ul style="list-style-type: none"> The school has a No Smoking policy for learners The school has a No Smoking policy for teachers Smoking is not a common problem among learners The school has smoking education. 	<ul style="list-style-type: none"> Smokers are encouraged and rewarded for joining smoking cessation programmes (eg Allen Carr's Easyway or Smokenders). 		



Sports

1. Participation

Goal: All learners are given the opportunity to participate in physical education and sports at school regardless of their level of ability

Criteria	Practical suggestions	Yes	No
<ul style="list-style-type: none"> Physical activity and sporting events are organised and held several times a month at the school The focus of these sports and activities is not solely on competition, but is also on participation, social and health purposes Learners do not feel awkward when participating or feel excluded from sports due to lack of skill and/or fitness A range of sports and activities are offered to learners as extra-curricular activities The school is not limited by equipment or its grounds. 	<ul style="list-style-type: none"> Get the school to host an inter-house/inter-grade/inter-class sports day each term. Make sure that the focus is on participation, not competition. Prizes and points can be awarded on the basis of spirit and participation. The activities can be seasonal and do not necessarily have to be conventional (eg hold a playground circuit competition). 		

2. Coaching

Goal: Teachers and coaches are adequately prepared and educated to conduct coaching sessions in the sports they teach

Criteria	Practical suggestions	Yes	No
<ul style="list-style-type: none"> The school enlists the services of parents, past pupils and/or community members and role models to assist with coaching sport Teachers and coaches are encouraged to attend coaching clinics and rewarded for their attendance. 	<ul style="list-style-type: none"> Teachers and coaches make use of the Vitality Schools Programme Junior coaching manuals They attend the Vitality Schools Programme coaching clinics (information on these can be found in the newsletter at www.vitalityschools.co.za). 		

Structures/Physical environment

1. Tuck shops

Goal: The tuck shop is structured so that it is easier for learners to make healthier food choices

Criteria	Practical suggestions	Yes	No
<ul style="list-style-type: none"> Where schools cannot prohibit the selling of unhealthy foods, the healthier foods need to be made the easier and more accessible choice. 	<ul style="list-style-type: none"> Healthy foods can be placed at the front of the counter and made cheaper than the unhealthy alternatives Posters can be placed outside the tuck-shop showing healthy and unhealthy food choices. 		

2. Walkability/physical environment

Goal: The school provides a safe and clean environment for physical activity to take place

Criteria	Practical suggestions	Yes	No
<ul style="list-style-type: none"> Learners are encouraged to look for opportunities to get physically active at school The school grounds are clean, safe and accessible to teachers and learners before, during and after school The pavements and areas around the school are safe for teachers and learners to walk Safety checks on all equipment occurs on a regular basis When weather is not suitable to go outdoors, indoor play space is available. 	<ul style="list-style-type: none"> Encourage learners to participate in the 100 kilometre Challenge: Each learner aims to reach 100 kilometre by walking before/after school or during breaks, 1km each day Encourage them to participate in the Walk to the Moon Challenge: Each grade walks/swims/ cycles a certain distance so that cumulatively the school reaches a distance of 384 000 kilometres. 		

Physical education lessons

1. Teacher training or workshops

Goal: Well-trained teachers run physical education lessons at school.

Criteria	Practical suggestions	Yes	No
<ul style="list-style-type: none"> Teachers attend regular internal and external staff training workshops Physical activity is implemented as intended through the Life Orientation curriculum. 	<ul style="list-style-type: none"> Vitality Schools Programme /DoE workshops (more information on this can be found in the newsletters at www.vitalityschools.co.za) 		



Staff wellness

1. Health promotion for teachers

Goal: Teachers are aware of their health and how to lead a healthy lifestyle

Criteria	Practical suggestions	Yes	No
<ul style="list-style-type: none"> Teachers are aware of their health status and are encouraged to improve their health. 	<ul style="list-style-type: none"> Hold wellness days and talks Chronic disease and cancer screening are offered to staff members General health-related communication and education is provided Walking or running groups and races are encouraged Smoking cessation programme or support is provided. 		

Based on which criteria you ticked 'No', list the priorities you want to focus on this year:

Appendix C: Healthy schools action plan

Below is a template for an action plan you can use to make your school a healthier environment. Suggestions for goals and steps can be found at www.vitalityschools.co.za. You can also use those provided in the '10 ways to make your school a healthier environment' on page 12 or the 'Checklist for a healthy school' in Appendix B.

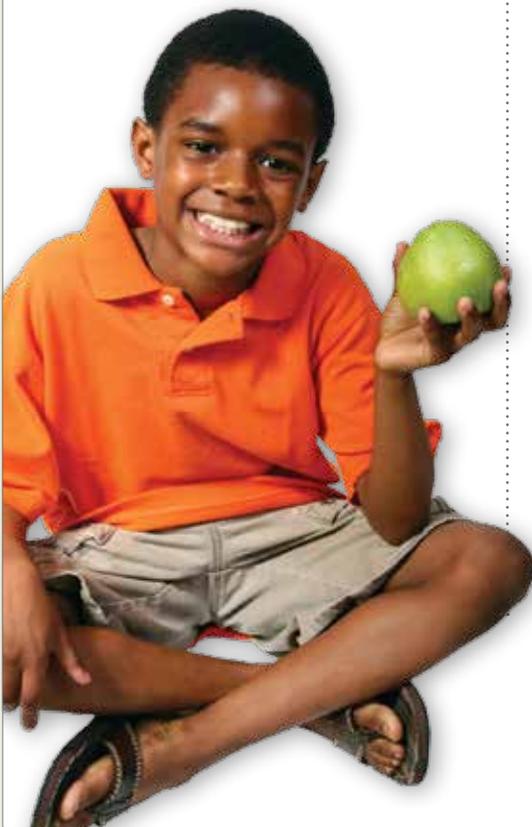
School name: _____

Completed by: _____

Grades: _____

Date completed: _____

Goals	Steps/actions	Dates
Stage		
eg: Develop a physical activity policy	eg: 1. Meet with school wellness committee	20/04/2012
Physical activity		
Sports		



Goals	Steps/actions	Dates
Structures/physical environment		
Physical education lessons		
Staff wellness		

Appendix D: Activities promoting physical activity skills development

Physical literacy doesn't happen automatically, it needs to be taught. Children with better skills and fitness levels play more often and are more active, and through play they develop their skills more. In contrast, children who are less skilled and less fit generally have fewer opportunities to develop their skills. These children fall behind their skilled peers and often stop taking part in physical activities.

To address this, Vitality developed the Physical activity skills manuals, which contained activities to help teach the basic skills. This is an example of an activity taken from the Physical activity skills manuals, which teaches the skill of catching.

Activity 2: Circle catch

In this activity children learn to catch a ball approaching at different angles, heights and speeds. They also learn to pass and throw.

Equipment you'll need for this activity

- A variety of balls.

Alternative equipment

- Newspaper rolled into a ball (can make different sizes and shapes).

How to do the activity

Throw and catch

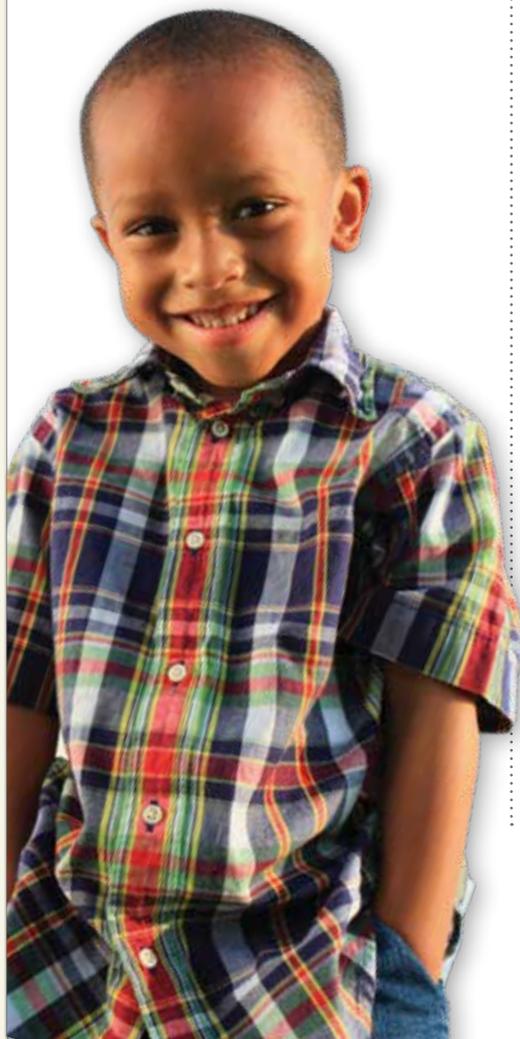
A group of 6 or more players have 1 ball and stand in a circle. The player with the ball throws it to anyone in the circle other than the player next to him or her. The thrower then runs round the circle to the catcher's position while the catcher throws and runs.

Catchers against runners

The player with the ball throws it to one of the players next to him or her, then runs around the circle back to their place. The remaining players pass the ball around the circle to see how many catches they can make before the runner gets back. If the first pass is dropped, the runner starts again.

Your ball

The thrower with the ball stands in the middle of the circle and throws the ball high, calling a player's name. That player moves into the circle and the thrower takes up the player's position outside the circle. The named player catches the ball, then throws it up while naming another player to catch.



Appendix E: Manuals to assist with sports coaching

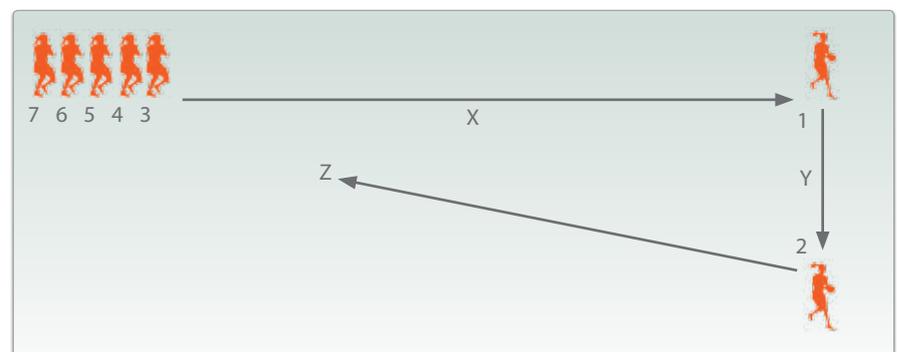
Vitality has developed sports coaching manuals to provide teachers and coaches with relevant information on how to coach various sports so that children get the maximum benefits from doing the sport – to get physically active, healthy and fit. The focus of these manuals is on developing the basic skills needed for juniors (up to the age of 12) to be competent at the sports. The main focus is on providing exercises and drills to help you plan your practice and develop skills, rather than providing a comprehensive framework of the rules of the sport.

We have developed manuals for the following sports:

- Hockey
- Netball
- Rugby
- Football
- Swimming
- Athletics
- Cricket.

We have also developed a General coaching manual that provides coaching guidelines applicable to the coaching of all sports to juniors.

Short pass, drop and overhead





Set up

- Between 6 and 8 players are ideal for this drill
- 1 ball for the group.

How to do the activity

- Players 1 to 7 stand as shown in the diagram
- Player 3 has the ball and passes using a shoulder pass to player 1
- Player 3 moves to the X and receives a short chest pass, passing a chest pass back to player 1
- Player 1 on receiving the ball drops the ball at point Y
- Player 3 must run around the back of player 1 and catch the ball before it bounces twice
- Then pass the ball to player 2 again, using a chest pass
- Then run around the back of player 2 to collect an overhead pass at point Z
- Passing the ball back to player 4 at the front of the line who repeats the exercise.

Coaching points

- The more skilled the players the faster the ball can be passed
- As players improve, the overhead pass should be passed into the space where the player is moving
- Players must be sure not to make a foot fault when running to catch the ball
- Should players fumble with the ball, encourage them to complete the drill a little more slowly and to keep their eyes on the ball.



Discovery Vitality | 155 West Street | Sandton | 0860 109 939 | www.vitalityschools.co.za | vitalityschools@discovery.co.za