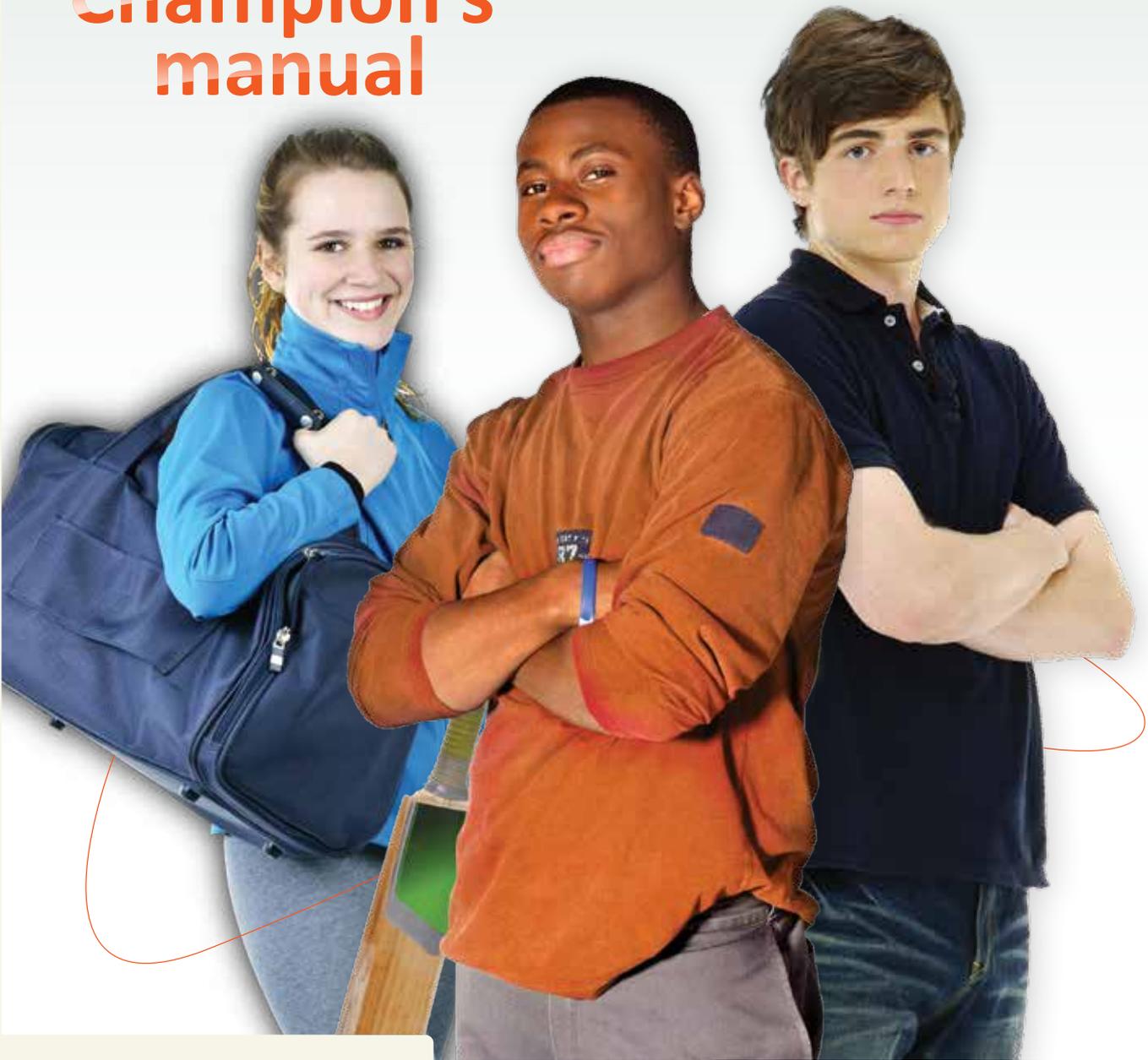




SPORTS
SCIENCE
INSTITUTE OF
SOUTH AFRICA



Champion's manual



High

school

Champion's manual



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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 still at a medium to high risk of developing chronic diseases of lifestyle. 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.

Expanding our focus to high schools

We recognise that many of the behaviours that put people at increased risk of developing these diseases often begin in the adolescent years when individuals are more susceptible to social influences. That is why the Vitality Schools Programme is now focusing on promoting health in high schools with the aim of educating learners, teachers, parents and the community about leading healthier lifestyles and avoiding health-risk behaviours.

Vitality has developed high school lesson plans, information guides and sports manuals that focus on promoting physical activity, sports development and good nutrition in schools. This booklet aims to introduce you to these manuals, as well as make you aware of other resources and information available on the Discovery website.



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 between 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 monthly.

As can be seen from the statistics above, health-risk behaviours like unhealthy eating habits, physical inactivity and substance abuse are still carried out by a large proportion of South African youths. These unhealthy habits can become entrenched as children grow older and become difficult if not impossible to change in adulthood. Therefore, it is crucial that we improve children's knowledge and understanding of these unhealthy habits and make it easier for them to adopt healthier ones.

In this manual, we discuss ways in which you, the champion, can help encourage the learners in your school to become more physically active and adopt healthier eating habits. These healthy behaviours form a crucial part of a healthy lifestyle and have become central to our focus on health promotion in schools.

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, and it is 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 to make the school a healthier place
- Strives to provide a healthy environment through school health education, school health services and school / community projects
- 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 email vitalityschools@discovery.co.za



Your role as the champion

While the school is the vehicle that moves the programme forward, the champion is the driver that introduces and creates awareness of wellness initiatives. Such a person – whether a parent, grandparent, teacher, principal or coach – needs to be enthusiastic and passionate about young people’s wellness and promoting health at school.

Your three main objectives are:

- 1) Support the school to become 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 A on page 22 is a healthy school checklist 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 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, 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 B on page 27
- 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 non-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 learnt 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?

Most South African kids eat less than one serving of fruit a day.

One in five learners buy sweets, chocolates and chips from the school tuck-shop.

High school nutrition

Good nutrition is important for 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.

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
- Display 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 to two small changes every month
- **Communicate these initiatives to parents and get them involved. You could do this through the school's newsletter. In your 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 provided in the schools pack.

More of these guides can be ordered for free by emailing vitalityschools@discovery.co.za

Did you know?

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



Physical activity

Physical activity has multiple benefits for children's health. It also stimulates their mental development – they find it easier to concentrate and are more motivated and productive in class – and it 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.

As the school champion, your aim should be to get all learners to enjoy and participate in physical activity. This means that you shouldn't only be focused on developing star sportsmen, but also on catering for the needs of those learners who prefer alternative forms of physical activity (other than sports). A great way to encourage all learners to get active is to create an outdoor fitness circuit.

Create an outdoor fitness circuit

The outdoor fitness circuit can be made using the existing school facilities and is therefore inexpensive and easy to create. Not only will it get learners having fun outdoors, it can also help them develop skills of elevation, rotation and balance, important for sports, as well as develop muscular strength and cardiovascular fitness. It needs to be challenging and fun for all learners, regardless of their size and ability.

What is an outdoor fitness circuit?

An outdoor fitness circuit consists of various stations or exercise points mapped out over a distance of about a kilometre around the school premises. Learners can use the circuit during Life Orientation, PE classes, breaks and before or after school. You can even get classes/grades to compete for the number of times they collectively move through the circuit. We recommend that learners complete the circuit at least once a day.

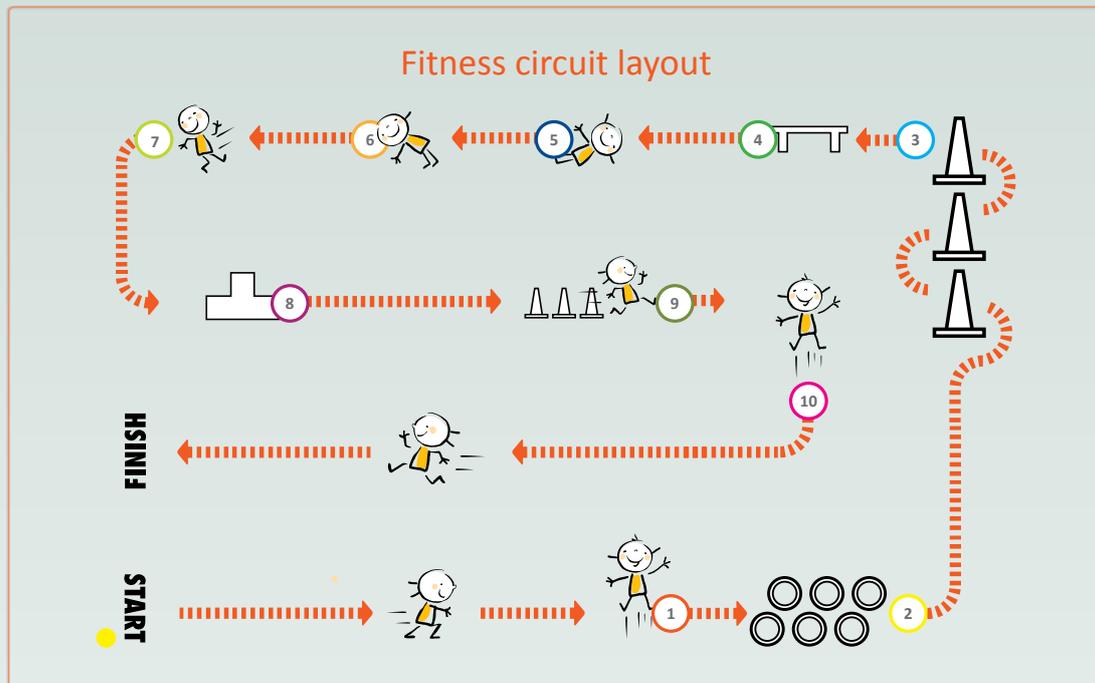
Requirements for an outdoor fitness circuit

The size and complexity of the circuit will depend largely on the space and equipment you have available. 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 courts. 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, with intervals about 100 metres between each station.

The stations can include stairs, benches, wooden structures and permanent markings on the ground, as can be found on a tennis or basketball court. 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.

Example of an outdoor fitness 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



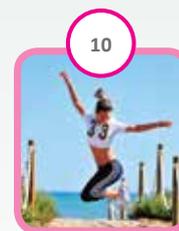
7
Sideways run
Run sideways, keeping the knees bent and the body low. Do not let the feet cross over each other



8
Step up and down
Step up and down the steps



9
Shuttle run
Run to the second cone, then back to the first, run to the third cone and back to the first and so on



10
Standing high jump
Stand in one place and jump up as high and as fast as you can, 10 times

Did you know?

Learners with better skills and fitness levels get active more often than those with less developed skills.

Physical literacy

Just as children must learn to read and write, so they must learn fundamental movement and sports skills to become physically literate and successfully take part in physical activities for life.

The fundamental movement skills, such as running, kicking and throwing, form the basis of all sports. For instance, learning to throw a ball can lay the foundation for learners to take part in many sporting activities like cricket or basketball. Once young learners have mastered these skills, they can move on to learning and mastering sport-specific skills. Each stage of physical development is age-appropriate, and children and youth need to successfully complete a stage before moving on to the next.

The Physical activity skills manuals



The Vitality Schools Programme provides Physical activity skills manuals that aim to help teachers and coaches teach fundamental movement skills to learners. While these are mainly aimed at primary schools, they may also be beneficial to high school learners who have not had the opportunity to learn all the fundamental movement skills before puberty.

Learners who have not developed these skills may be less willing and able to participate in physical activity and sports in high school, and throughout the rest of their lives if this skill-learning gap is not addressed.



If you suspect that some of your learners may be lacking fundamental movement skills, you can use the checklists in the Physical activity skills manual (part 3) to assess their level of development (see Appendix C on page 29 for an example of these checklists). Teachers or coaches can then use the Physical activity skills manuals to help high school learners develop these skills.

All the Physical activity skills manuals can be downloaded for free from www.vitalityschools.co.za

Lesson plans promoting physical activity



The Vitality Schools Programme has introduced lesson plans that have been developed by experts and are in line with the National Curriculum and learning outcomes for each specific grade.

All the lesson plans are geared towards educating learners on:

- The benefits of physical fitness
- Setting up goals to improve their overall physical fitness levels
- What activities they can do to improve their physical fitness
- The benefits of developing sport-specific skills.

Appendix D on page 30 is an example of a high school lesson plan. The lesson plan manuals can be found in the schools pack and can also be downloaded for free from www.vitalityschools.co.za

The long-term development of athletes

The Vitality Schools Programme's physical activity skills, sports coaching and lesson plan manuals are based on the Long-term Participant Development model (LTPD), which builds physical literacy in youths and aims to get athletes to remain physically active throughout their lives.

LTPD is focused on achieving the optimal training, competition and recovery of athletes depending on their developmental age (physical, cognitive, emotional and mental). Each stage of the model reflects a different point in athlete development.⁴

The LTPD stages

Pre-primary and primary school		
Stage	Age	Characteristics of stage
Active start	0 to 6 years	<ul style="list-style-type: none"> This stage lays the foundation for future success in skills development Learners are introduced to unstructured play that incorporates a variety of body movements The focus is on making physical activity fun.
Fundamentals	Boys: 6 to 9 years Girls: 6 to 8 years	<ul style="list-style-type: none"> This stage involves the development of all the fundamental movement skills and overall motor skills Learners participate in a variety of well-structured activities They should also be introduced to a variety of sports.
Learning to train	Boys: 9 to 12 years Girls: 8 to 11 years	<ul style="list-style-type: none"> This stage involves the development of sport-specific skills Learners are introduced to more formal methods of training There should be a 70:30 percent practice to competition ratio.
High school		
Stage	Age	Characteristics of stage
Training to train	Boys: 12 to 16 years Girls: 11 to 15 years	<ul style="list-style-type: none"> This stage is important for the development of top performers and getting learners to remain active in the long term Learners are ready to make use of their basic sport-specific skills and tactics, and further develop their skills, speed, strength and flexibility Flexibility training is important during this stage given the rapid growth of bones, tendons, ligaments, and muscles Athletes need to learn to cope with the physical and mental challenges of competition The focus should still be mostly on skills training and physical development rather than on competition (follow a 60:40 percent training to competition ratio). If training is too competitive, learners may lose interest in the sport.
Training to compete	Males: 16 to 23 years Females: 15 to 21 years	<ul style="list-style-type: none"> This is where things get 'serious'. At this stage learners either specialise in one sport and play at a competitive level, or continue to play at a recreational level. At the competitive level, high-volume and high-intensity training begins to occur year-round Athletes should be confident at performing basic and sport-specific skills and should now be performing those skills under a variety of competitive conditions during their training There is more emphasis on individual preparation that addresses each athlete's individual strengths and weaknesses 40% of available time should be devoted to the development of technical and tactical skills and improving fitness, and 60% of training should be devoted to competition and competition-specific training.
Adulthood		
Stage	Age	Characteristics of stage
Training to win	Males: +/-19 years Females: +/- 18 years	<ul style="list-style-type: none"> Elite athletes with recognisable talent go through intense training so they can peak for major competitions.
Active for life	May occur at any age	<ul style="list-style-type: none"> If individuals have been properly introduced to activity and sport through all these stages, they will have the necessary motor skills and confidence (physical literacy) to remain active for life. They will be able to participate in a wide variety of sports and activities up to an advanced age.⁴

Coaching high school sports

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 for 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 youth, adulthood and for the rest of their lives.

Coaches are responsible for encouraging teamwork, social interaction and discipline in learners, as well as making sure that learners have a safe and enjoyable environment in which to learn new sports. They should also continually update their 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 practice sessions with creativity and enthusiasm, learning a new sport will be a rewarding and enjoyable experience for learners.

As the school champion, it is important that you select coaches who are committed to carrying out all of these responsibilities, and who understand the importance of their role in transforming young people into healthier, stronger and more confident individuals.

Sports equipment

Learners at schools with more exercise-related facilities and equipment are up to 5 times more active than schools with fewer facilities. We know it's not always easy to get the required equipment for sports, but modified equipment can be used if you don't have access to the real thing.



Modified equipment list

Below is a list of modified equipment that can be used in your school. Learners can make these during an Art or Physical Education class. Encourage them to get creative and make other forms of sports equipment besides those listed below.

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.



Examples of alternative racquets made with wire hangers and stockings

Keep the school fields in good condition

In order to prevent injuries when learners are playing sports, it is important to keep the school fields in good condition. The fields should be free of broken glass, nails, rocks etc, and the playing surface should be even so that players do not get injured by stepping into a ditch.

It is a good idea to try to include the learners in maintaining and cleaning the school environment, and encourage them to keep the sports fields and courts in good condition. Learners will then be active while they look after their fields and will be involved in creating a playing area they can be proud of.

Other factors that affect adolescents' health

While our main focus is on physical activity and nutrition in schools, below are several other health-risk factors which we consider particularly relevant to the teenage years, and which learners, teachers and parents need to understand and be made aware of.

Body image and teens

Pressure from the media and peers, and an awareness of their changing bodies, may cause teenagers to lose weight to try to obtain the perfect body. Teenagers, particularly girls, are at risk of developing eating disorders, such as anorexia or bulimia, as they try to be as skinny as possible because of a distorted body image.

The following behaviour in teens should ring alarm bells:

- Refusing to eat or eating only small portions of food
- Losing a lot of weight in a short period of time and denying weight loss
- Displaying extreme fear of being fat or thinking they are fat even if they are not
- Exercising excessively
- Appearing depressed, moody, insecure and/or hyperactive.

On the flipside, children who are overweight, like many adults in South Africa, may not acknowledge their weight status and often think they are thinner than they actually are. Obesity among teenagers is twice as common as it was 30 years ago, while many overweight teens are in denial about their weight or have poor self-esteem.

Smoking

Research shows that tobacco use is the single largest cause of preventable death in the world today, increasing one's chances of getting diseases like cancer, heart disease and emphysema. It is highly addictive and adolescents who take up smoking are also at increased risk for trying out other harmful drugs.^{1,2}

Studies show that the majority of smokers take up the habit before the age of 19. In South Africa, 29.5% of adolescents have smoked, with 21% admitting to being current smokers. This is well above the global prevalence for children and youth.^{1,2}

It is therefore crucial that we educate learners about the harmful effects of tobacco. Here are a few measures you can take to prevent smoking becoming a problem in your school:

- Draft a No Smoking policy for teachers and learners
- Prohibit smoking on the school property – teachers should act as positive role models and avoid smoking in places where learners can see them
- Encourage learners who smoke to join a stop-smoking programme
- Understand the factors that influence teenagers to take up smoking (eg peer pressure, having parents that smoke, lack of self-confidence, hunger, stress etc)
- Discuss these factors with learners and make sure that they understand the harmful consequences smoking can have on their health.

Did you know?

South Africa has the highest smoking prevalence in Africa, with 30% of South African adolescents having smoked at some point and 21% actively smoking.

Did you know?

50% of learners have tried alcohol.



Alcohol

Alcohol is the substance most commonly used by most South Africans. In a month, approximately 28.5% of learners binge-drink on one or more days.²

Excessive alcohol consumption is linked to long-term health and social consequences. Alcohol can cause individuals to lose their inhibitions so they are more likely to engage in risky behaviours such as having unprotected sex, driving while under the influence and engaging in other activities that put them at increased risk for injury (eg swimming in dangerous conditions or suicide). It can also result in poor school performance.^{1,2}

Here's what you can do to minimise the problem of teenage drinking in your school:

- Encourage teachers to become more aware of learners in the class they suspect are abusing alcohol (or other harmful substances). Such concerns can be discussed in confidence with the school principal
- Get teachers to educate and raise discussions with learners about the negative consequences of excessive alcohol consumption
- Hold workshops for parents about teenage drinking
- Include information on teenage drinking and advice for parents in the school newsletter
- Run a school-based alcohol prevention programme, which provides developmentally appropriate information, addresses social pressures to drink, teaches resistance skills and provides teacher training.

According to the National Institute of Alcohol Abuse and Alcoholism, teenagers who start drinking before the age of 15 are four times more likely to develop an alcohol addiction than those who have their first drink at the age of 20 years or after.⁵

Summary of tools you can find on the website

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.

(Refer to Appendix D on page 30 for an example of the lesson plans.)

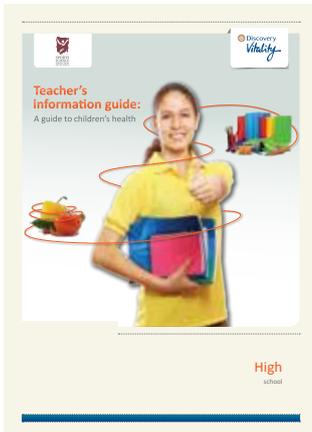
School intervention programmes

1. Tuck shop

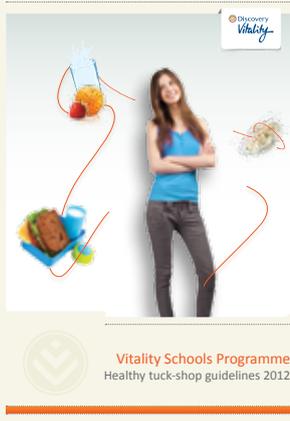
The aim of this programme is to educate learners and teachers on making healthy food choices, and to give advice to tuck shop owners on how to provide healthy foods in their tuck shops.

Tools include:

- Sugar content poster
- Healthy tuck shop guidelines.



High
school



Vitality Schools Programme
Healthy tuck-shop guidelines 2012



Primary school material

Junior sports coaching manuals

These manuals are aimed at primary schools, but they can also be useful to high school coaches and teachers. They provide up-to-date information on the skills, techniques, drills, rules and aims of certain sports, which can be used to help learners who may be lacking certain sport-specific skills.

Tools include:

- General sports coaching manual
- Junior sports coaching manuals, which focus on:
 - Football
 - Rugby
 - Swimming
 - Hockey
 - Cricket
 - Netball
 - Athletics.

Physical activity skills manuals

These manuals help primary school teachers teach learners fundamental physical movement skills. They can also be used by high school teachers to assess whether a learner is lacking these skills, and to address any skill-learning gaps.

Tools include:

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

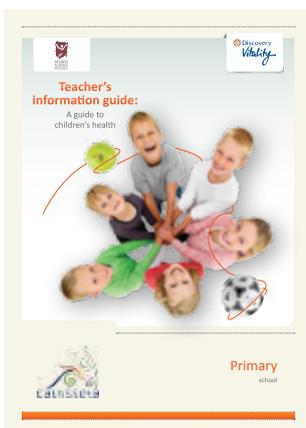
(See Appendix C on page 29 for an example of a checklist used to assess learners' skills.)

Primary school teachers' material

This material can be used to help teachers teach learners to lead healthier lifestyles by advising on physical activity, good nutrition, and 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
- Classroom poster
- Grade 1 to 7 lesson plans.



Conclusion

We believe that the interventions you bring into your school by following the guidelines set out in the Vitality Schools Programme can have tremendous positive effects on your learners' lives. You can encourage a love for sport and living healthy... 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 youth.

If you need any help with or guidance on making your school a healthier environment, 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 sending an email to vitalityschools@discovery.co.za

References

- 1) Reddy SP, James S, Sewpaul R, Koopman F, Funani NI, Sifunda S, Josie J, Masuka P, Kambaran NS, Omdien RG. Umthente Uhlaba Usamila – The South African Youth Risk Behaviour Survey 2008. Cape Town: South African Medical Research Council 2010
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- 3) World Health Organization. School and Youth health – What is a health-promoting school? http://www.who.int/school_youth_health/gshi/hps/en/index.html, accessed 30 November 2010
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Appendix A: Checklist for a healthy school Policies

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 an outdoor fitness 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 that 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 5). 		

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 1 night a week, or even 1 week a month. Liaise with teachers and administrators and co-ordinate this event with the curriculum Communicate these initiatives to staff and parents in 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), 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 stop-smoking 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 aspects 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 an outdoor fitness 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 physically activity to take place.

Criteria	Practical suggestions	Yes	No
<ul style="list-style-type: none"> Learners are encouraged to seek opportunities to get physically active at school The school grounds are clean and 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 100km Challenge: each learner aims to reach 100km 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 000km. 		

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"> Validity Schools Programme /DoE workshops (more information on this can be found in the newsletters at www.validityschools.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 or education is provided Walking or running groups and races are encouraged Smoking cessation programme or support is provided. 		



Appendix B: 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 6 or the 'Checklist for a healthy school' in Appendix A.

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	
Physical activity		



Sports

Structures / physical environment

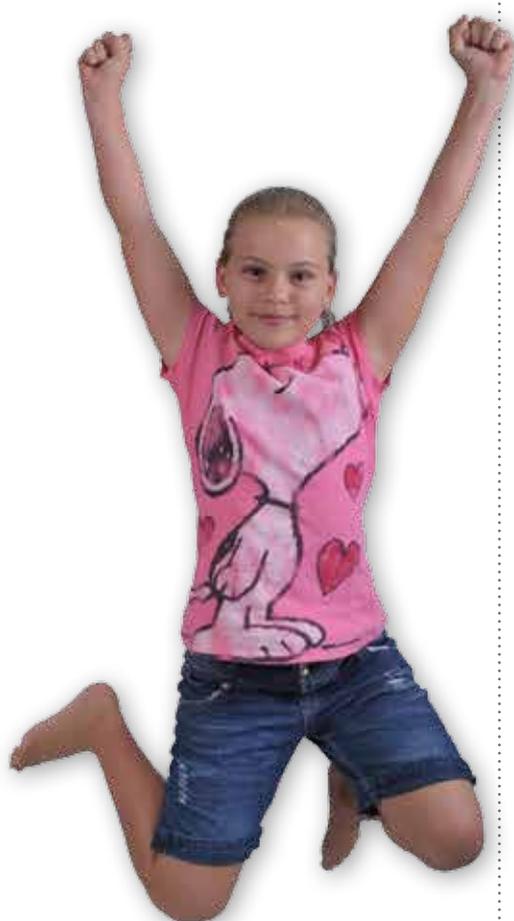
Physical education lessons

Staff wellness

Appendix D: Example of a lesson plan promoting physical activity

The lesson plans provide teachers with structured outlines of lessons to develop age-specific skills. Below is an example of what you might find in one of these lesson plans.

Grade 8		Lesson 5	
Lesson plan			
Lesson theme: Play team championship basketball Duration: 50 minutes		Grade: 8 Date/week:	
Context:			
<ul style="list-style-type: none"> Physical development and movement Movement focus: Sport and games. 			
Linking with previous lesson:		Linking with next lesson:	
<ul style="list-style-type: none"> Learners improve their fitness levels. 		<ul style="list-style-type: none"> N/a. 	
Core knowledge:			
<ul style="list-style-type: none"> Know how to play team championship basketball. 			
Learning activities and assessment:			
<ul style="list-style-type: none"> Warm-up Learners play a game of team championship basketball and practise their passing and shooting skills Cool-down. 			
Forms of assessment:		Resources:	
<ul style="list-style-type: none"> Checklist See 'Learner Assessment' in the 'Checklist for evaluation' at the end of the lesson plan. 		<ul style="list-style-type: none"> Two basketballs per game One basket per game One playing field per game. 	
Expanded opportunities:		Teacher reflection:	
<ul style="list-style-type: none"> Encourage learners to play basketball at home with friends and family. 		<ul style="list-style-type: none"> Team championship basketball is a fun game that learners can play to improve fitness levels and develop sports skills. 	



Grade 8

Lesson 5: Play team championship basketball (50 minutes)

1. Outcomes

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

- Understand the rules of team championship basketball
- Improve their passing and shooting skills
- Play an adapted game of team championship basketball against another team.

2. Teacher's corner

Setting up

- Divide the class into groups of approximately 4 learners (this can be adapted to suit your class size and the limitations of the size of the learning area)
- Divide the learning area into a number of playing fields so that several matches can be played simultaneously
- The playing field is an area demarcated by 2 sidelines and one goal
- Rubbish bins, elevated / suspended at an appropriate height, can be substituted for basketball baskets
- Sponge balls can be used as substitutes for basketballs.

For lesson 5 you'll need the following equipment:

- 2 basketballs per game
- 1 basket per game
- 1 playing field per game.

3. Activities

Activity 1: Warm-up (5 minutes)

Plan a warm-up exercise based on the warm-up and dynamic stretching exercises found on pages 3 to 7.

Activity 2: Throwing warm-up (5 minute)

1. Learners in one team line up next to one another, a distance of 1 metre apart.
2. This team faces another team of learners standing in the same manner, but 2 metres away.



3. The first ball is passed in a zigzag from learner 1 in team 1 to learner 1 in team 2. This learner then passes the ball to learner 2 in team 1, who passes the ball to learner 2 in team 2. The process continues so that the ball zigzags its way all the way down to the end of the rows and is then passed in the same way all the way back again. For more advanced learners, a second ball can be introduced when the first ball is halfway down the line.



Activity 3: Shooting warm-up (5 minutes)

Each learner in each team is given 5 opportunities to aim at and score a basket to improve their aiming and shooting.

Activity 4: Instructions on the rules of team championship basketball (5 minutes)

1. The teams line up on opposite sidelines with about an arm's length between each player.
2. 1 player from each team has a basketball.
3. The player with the ball is the team's shooter.
4. The 2 shooters (1 from each team) meet at the end of the line of learners, furthest from the goals, and touch balls to begin play.
5. After the shooters touch the basketballs together, they pass the ball to each person in their team once before they can shoot.
6. The first shooter to make a basket scores 1 point for his or her team.
7. The shooters then become passers on their teams' sidelines and a new shooter comes out for each team.
8. No learner should have more turns to shoot than any other learner on the team.

Activity 5: Play team championship basketball (25 minutes)

1. 2 teams of learners are paired and play 'team championship' basketball.
2. If there is not enough space for all the learners to be active at the same time, the winning team should be challenged by a team that has not played.
3. If all learners are active at the same time and a number of games are being played simultaneously, a semi-final and then final could be played (time allowing), to determine the overall winning team of the class.
4. If a basket isn't scored fairly quickly, you can change the shooters.

Activity 6: Cool-down (5 minutes)

Plan a cool-down exercise based on the cool-down and stretching exercises found on page 8.

4. Assessment

- Complete the 'Learner assessment' according to the mark allocation on the table below: 'Checklist for evaluation'
- Mark off participation in the lesson on the class list and complete the 'Checklist for evaluation'.

Lesson 5: Checklist for evaluation

Activity	Question	Yes	No
Throwing and shooting warm-up activities	<ul style="list-style-type: none"> Were learners able to complete the throwing and shooting warm-up activities? 		
Team championship basketball	<ul style="list-style-type: none"> Were learners able to play a game of team championship basketball against another team? 		
Teacher reflection	<ul style="list-style-type: none"> Did the activities help learners improve their fitness levels and develop sports skills? 		
	<ul style="list-style-type: none"> If you had to repeat the lesson, what improvements would you make to it? 		
Learner assessment	<ul style="list-style-type: none"> Exceptional level of skill – movements always produce the desired outcome (8 to 10 marks) Efficient, effective and appropriate – movements mostly produce the correct desired outcome (5 to 7 marks) Requires further attention and refinement – lapses in movements which do not always produce the desired outcome (3 to 4 marks) Very clumsy and/or ineffective – movements do not produce the desired outcome at all (0 to 2 marks) 		



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