

INTRODUCTION

1.1 Background

Since 1995, many primary schools throughout regional Western Australia (WA) have participated in school-based challenges – Canning Stock Route (1995), Pipeline (2001), Bibbulmun Track (2003) and Kimberley Health (2004). Classes ‘virtually travelled’ one of these routes by participation in physical activity and healthy lifestyle lessons relating to the key messages - eat healthy food and be more active to beat type 2 diabetes. Regional health promotion staff coordinated the challenges and awarded prizes to the best performing classes.

In 2006, Healthway funded an upgrade of these challenges. *Take the Challenge* is the result of reviewing previous Challenge materials and resources through teacher interviews and piloting in regional WA schools in 2009. The new materials are in line with the K-10 syllabus, the 2014 Australian physical activity and dietary guidelines and current best practice. The content contributes to the achievement of the *WA Curriculum Framework, Health and Physical Education Learning Outcomes*.

Due to the increasing rates of Western Australian children who are overweight and obese and the lifestyle disease implications, teachers recommended the key messages be; be more active, drink water and eat healthy food to beat disease. The target is the lifestyle diseases - type 2 diabetes, heart disease and some cancers.

1.2 Benefits of promoting regular physical activity and healthy eating in your classroom.

By participating in *Take the Challenge*, schools, classrooms and individual students will achieve a number of significant educational and social outcomes e.g. improved school climate and enhanced educational aspirations. They will also benefit from the effects that regular physical activity has on making students more confident, self assured and productive.

1.3 What is the aim of *Take the Challenge*?

The program aims to promote healthy lifestyle behaviours in students by:

- Developing their understanding of the importance of regular physical activity, eating healthy food and drinking water to beat disease.
- Developing their decision making skills.
- Fostering positive attitudes and behaviours that can inform and enhance the quality of their own and others’ lives.
- Involving parents and the community to reinforce the messages.



1.4 *Take the Challenge* endorses a health promoting schools approach.

A *health promoting schools approach* is the most effective way of making positive contributions to student health and learning outcomes.

The World Health Organisation (1995) defines a health promoting school as one in which “...all members of the school community work together to provide pupils with integrated and positive experiences and structures, which promote and protect their health. This includes both the formal and the informal curriculum in health, the creation of a safe and healthy school environment, the provision of appropriate health services and the involvement of the family and wider community in efforts to promote health”.

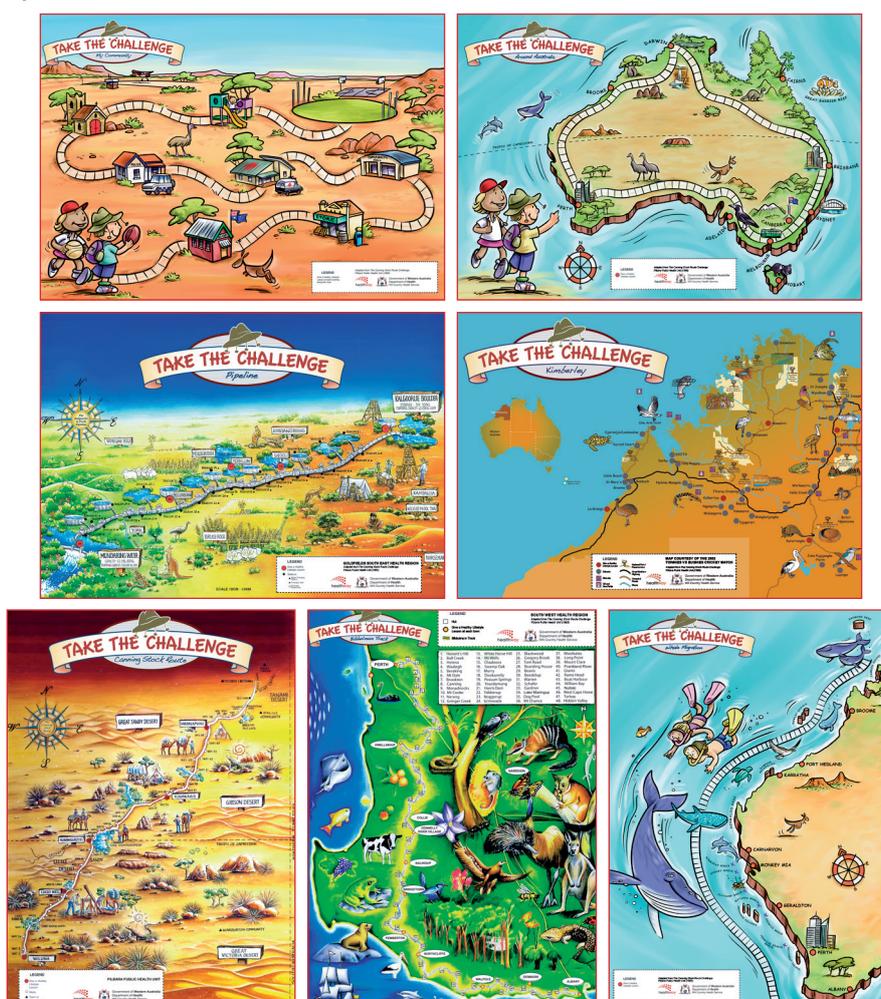


1.5 How your class can *Take the Challenge*?

Classes can *Take the Challenge* as part of a fun competition coordinated by regional Population Health Units. The competition runs for 8 weeks in Term 2 or 3, from Monday, week 2 to Friday, week 9.

Regional Population Health Units will send competition details to schools. Alternatively teachers can contact their local Population Health Unit (see Appendix 9 for contacts) or e-mail takethechallenge@health.wa.gov.au for details.

Classes or schools enter the competition as a team and nominate the virtual route they want to travel when they register. There are seven routes available – the Canning Stock Route, Bibbulmun Track, Pipeline, Kimberley, Whale Migration (*suitable for years 4-10*) and 2 conceptual routes - Around Australia (*suitable for years 4-10*) and My Community (*suitable for years K-3*).



Over the duration of the challenge, teachers should aim for their class to participate in a minimum of two hours of physical activity and deliver at least one healthy lifestyle lesson every week. To facilitate this, healthy lifestyle lessons in this resource are integrated across all learning areas.

Alternatively, teachers are welcome to use the resources at any time.



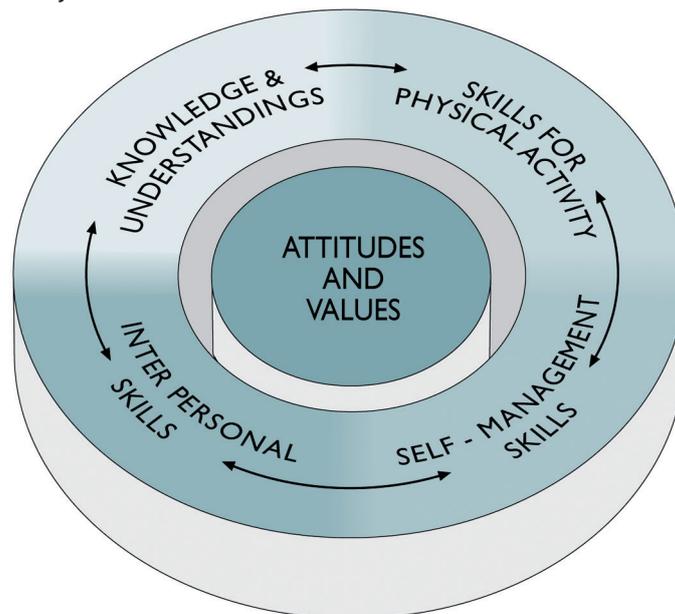
1.6 How does the program link to the Health and Physical Education Learning Area?

Participation in this program will provide students with opportunities to progress their achievement across: The Health and Physical Education Learning Area Outcomes and outcomes in a range of other Learning Areas (In every Module there are Health Promoting School Strategies and Extension Activities, across relevant learning areas):



Students know and understand health and physical activity concepts that enable informed decisions for healthy, active lifestyles.

Students demonstrate the movement skills and strategies for confident participation in physical activity.



Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.

Students demonstrate self-management skills that enable them to make informed decisions for healthy, active lifestyles.

Students exhibit attitudes and values that promote personal, family and community health and participation in physical activity.



1.7 What is the format of this resource?

The resource is designed in a developmental sequence from Early Childhood through Middle Childhood and Early Adolescence. Each phase of development includes four modules that target four key messages. Modules include at least one key focus that guides selection of appropriate content, knowledge or skills.

Module	Message	Phases of Development		
		Early Childhood	Middle Childhood	Early Adolescence
ONE	Be more active	<p>Focus 1: The meaning of physical activity.</p> <p>Focus 2: The effects of physical activity your body.</p> <p>Focus 3: Choosing physical activities.</p>	<p>Focus 1: The benefits of being physically active.</p> <p>Focus 2: Setting goals to increase physical activity.</p>	<p>Focus 1: The benefits of lifelong physical activity.</p> <p>Focus 2: A plan for action.</p>
TWO	Drink water	<p>Focus 1: Why you need to drink water.</p> <p>Focus 2: Choose water instead of other drinks.</p>	<p>Focus: Why water is best.</p>	<p>Focus: Why water is best - for your health, wallet and the environment.</p>
THREE	Eat healthy food	<p>Focus 1: Why your body needs healthy food.</p> <p>Focus 2: Eat a variety of foods every day.</p> <p>Focus 3: Preparing healthy food.</p>	<p>Focus 1: Making healthy food choices and reading food labels.</p> <p>Focus 2: Investigating healthier food options.</p>	<p>Focus 1: Factors influencing food choices.</p> <p>Focus 2: Getting the balance right.</p>
FOUR	Beat disease	<p>Focus: Healthy lifestyle choices can help you prevent disease.</p>	<p>Focus: Make healthy choices to prevent disease.</p>	<p>Focus 1: Identifying choices that prevent lifestyle diseases.</p> <p>Focus 2: Taking action to make sure you live a happy and healthy life.</p>



1.8 Structure of the modules

1. **An Overview** – focus areas, key understandings and key skills. *For example:*

MODULE ONE: BE MORE ACTIVE

Key Understandings	Key Skills
Focus 1: <i>The meaning of physical activity.</i>	
<ul style="list-style-type: none"> Physical activity is something that makes you 'huff and puff' and keeps you healthy. 	<ul style="list-style-type: none"> Identify physical activities that make you 'huff and puff'.

2. **Links to the Curriculum Framework** - E.g. Early Childhood Module One: Be more active



OVERVIEW OF EARLY CHILDHOOD MODULE ONE: BE MORE ACTIVE

Knowledge & Understandings	Interpersonal Skills	Self Management Skills
<p>The meaning and dimensions of health</p> <ul style="list-style-type: none"> 'Huff and puff' describes physical activity. 	<p>Communicating</p> <ul style="list-style-type: none"> Expressing opinions about physical activity. 	<p>Managing emotions</p> <ul style="list-style-type: none"> Identifying positive consequences of being physically active and the negative consequences of being sedentary.

3. **A series of consecutive Modules including Teacher Notes** – designed to guide teacher preparation for creating learning opportunities. Note: Guidesheets are provided to support student learning.

Teacher Notes	Activities
<p>Preparation: Photocopy Guidesheet 1: <i>Activities you do at school and activities you do after school</i>, one for each student.</p>	<p><i>Introduce the topic by discussing activities students participate in at school.</i></p> <p>Using Part A of Guidesheet 1, draw some of the activities you do at school.</p>



4. Additional Health Promoting School Strategies – designed to extend the program beyond the classroom into the whole school environment and the community.

5. Extension Activities – designed to extend/challenge students academically across a range of learning areas. For example:

The Arts	English
Visual Arts Processes	Writing
Create a poster of the body and colour the organs using a range of mediums – collage, finger paint etc. Discuss artwork with group (see Guidesheet 2 for examples).	Write own words/sentences about what your family does on the weekend. Complete unfinished sentences: e.g. My family's favourite physical activity is...

6. Supplementary Resources – annotated print and non-print resources including online links for teachers and students.

7. Appendices – additional support materials for teachers and students.

What assessment opportunities are available in this program?

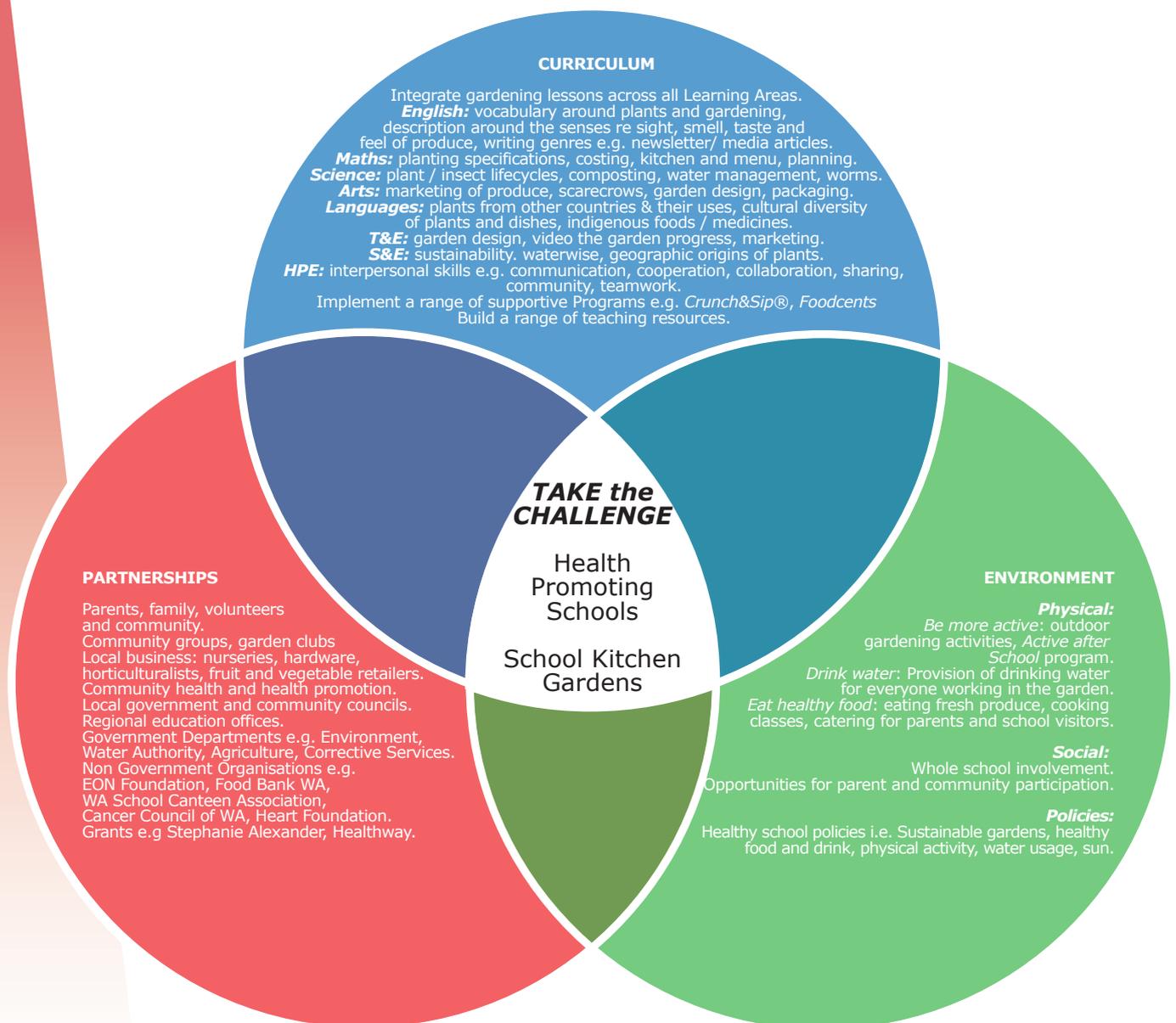
Guidesheets, suggested activities or research topics may be used to support student assessment.

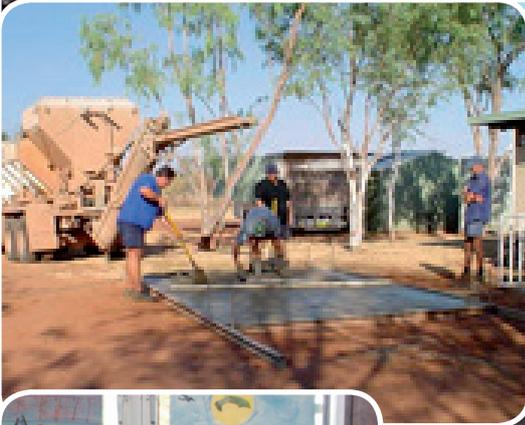


1.9 School Kitchen Gardens

School kitchen gardens complement the aims of *Take the Challenge* in the prevention of lifestyle disease through encouraging students to be more active and eat healthy food. Classes participating in the competition who create and maintain a school kitchen garden should include all garden and related classroom activities in the competition.

School Kitchen Garden - The Health Promoting School Framework in action.





Acknowledgement: Images from the Five Rivers Garden Project, St Joseph's School Wyndham 2003



2.0 Some books to support this resource

Books referred to in this resource:

1. Bermiss, A.L. and Wilson-Max, K. (2004). Just for You! I Hate To Be Sick. Scholastic Inc., New York.
2. Carle, E. (1999). From Head to Toe. Harper Festival Books.
3. Carle, E. (1969). The Very Hungry Caterpillar. Hamish Hamilton. London.
4. Chandler, S. (2004). Vegetable Glue. Meadowside Children's Books. London.
5. Cole, J. (1996). The Magic School Bus Inside the Human Body. Scholastic, New York.
6. Ehlert, L. (1994). Eating the Alphabet: Fruits & Vegetables from A to Z. Harcourt Brace Big Book, Florida.
7. Hoban, R. (1964). Bread and Jam for Frances. Harper Collins Children's Books, New York.
8. Roca, N and Curto, R.M. (2006). Let's Take Care of Our New Cat. Barron's Educational Series Inc.
9. Seuss Dr. (1960). Green Eggs and Ham. Random House, New York.
10. Sharmat M. (1980). Gregory, the Terrible Eater. Simon & Schuster Books for Young Readers, New York.