



Australian Government  
Australian Sports Commission

PRESENTER'S MANUAL

# Module 4

Active After-school  
Communities program  
**Nutrition and wellbeing**

**Active After-school  
Communities**

Helping kids and communities get active

# Community Coach Training Program Module 4

**Module time: 45 minutes**

## **Contents**

<b>4.1 Healthy body, healthy mind: the importance of a healthy lifestyle for primary school-aged children</b>	<b>77</b>
<b>4.5 Opportunities for structured physical activity and sport within the local community</b>	<b>80</b>
<b>Appendix 4.1 Tips for parents: healthy Australian children</b>	<b>120</b>
<b>Appendix 4.2 Taming fussy eaters: ten ways to keep your sanity</b>	<b>122</b>
<b>Appendix 4.3 Hey 'cool kid', where's your drink bottle?</b>	<b>123</b>
<b>Appendix 4.4 Sports and energy drinks for children: sorting fact from fiction</b>	<b>125</b>

## **Assessment task**

<b>4.1 Practical: discuss the healthy nutrition and fluid intake information contained in this workbook and demonstrate practical ways of applying it in a small group</b>	<b>178</b>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------

## Recommended resources and equipment

The following resources and equipment are recommended for presenting and/or preparing for this module of the Community Coach Training Program:

- *Community Coach Training Program Presenter's Manual*, Module 4
- overhead transparencies or slides for Module 4 of the *Community Coach Training Program Presenter's Manual*
- *Community Coach Training Program Coach's Workbook*, Module 4 (including Module 4 appendixes) (one per participant)
- overhead projector and/or data projector and screen
- whiteboard and/or butcher's paper, bull clips, marker pens and Blu Tack
- information about local community physical activity pathways — AASC programs and beyond
- Healthy School Communities pamphlets (includes the *Australian Guide to Healthy Eating*), Australian Government Department of Health and Ageing, Canberra, 2004 (one set per participant)
- *Eat Smart, Play Smart: a manual for out of school hours care*, Heart Foundation, Sydney, 2004
- Eat Smart, Play Smart, Heart Foundation's web site, [www.heartfoundation.com.au/index.cfm?page=298](http://www.heartfoundation.com.au/index.cfm?page=298)
- [www.healthyactive.gov.au](http://www.healthyactive.gov.au)
- Multicultural Sport and Recreation Project, Centre for Multicultural Youth Issues, [www.cmyi.net.au/programs/sport.html](http://www.cmyi.net.au/programs/sport.html)
- Australian Sports Commission 2000, *Cross-cultural Awareness Training Package: understanding and tolerance*, ASC, Canberra [www.ausport.gov.au/isp/cca.asp](http://www.ausport.gov.au/isp/cca.asp)
- copy of the assessment task summary sheet (page 163) (enough copies for all participants)
- course evaluation form (one per participant).

## Nutrition and wellbeing

On completing this module, participants will be able to provide basic information to primary school-aged children on nutrition and wellbeing.

### SPECIFIC LEARNING OUTCOMES

On completing this module, course participants will be able to:

- identify the components of a well-balanced diet for structured physical activity with primary school-aged children
- identify the benefits of regular physical activity within the development of primary school-aged children.



Overhead transparencies or slides 32 to 35 should be shown at this time.

If children are to achieve a truly healthy lifestyle and maximise their general wellbeing, it is essential that they not only engage in regular physical activity but also adopt healthy eating and fluid intake habits.

The AASC program provides an opportunity to expose children to a health-promoting environment in a fun and informal way. Coaches in AASC programs have a vital role to play in positively influencing children's eating and physical activity habits.

The purpose of this module is to explore the healthy-eating and fluid-intake messages that community coaches should be communicating to the children under their care. The module also covers healthy-eating guidelines and fluid-intake practices and considerations for children from different religious and cultural backgrounds.

Begin the session with introductions, and an icebreaker if appropriate. Then outline the content and intended learning outcomes for the module. Tell participants that their participation in this module will be assessed. Then get started on the core material.

#### TIP!

The importance of coaches being good role models for children was mentioned in Module 1 (AASC Community Coach's Code of Ethics). This is particularly important here. If coaches are to encourage healthy eating and an active lifestyle, they must 'practice what they preach'. Children often learn more from what they see a person do than from what a person says.

## 4.1 Healthy body, healthy mind: the importance of a healthy lifestyle for primary school-aged children



Overhead transparency or slide 36 should be shown at this time.

**'If we could give every individual the right amount of nourishment and exercise, not too little and not too much, we would have the safest way to health' Hippocrates (400 BC).**

Healthy eating and regular physical activity have long been recognised as significant contributors to health and wellbeing. It seems, however, that today's society has forgotten or often overlooks the lessons of the past.

Large-scale changes in modern society mean that we are faced with a wide range of accessible food. Many of these foods are high in fat and energy but not high in important nutrients. As well as this, it is becoming harder for many people to be active. As we get older, dietary and activity patterns established in childhood can be difficult to change. These factors are all contributing to an increase in obesity.

There are approximately 1.5 million children and youth under the age of 18 who are either overweight or obese. Between 1985 and 1995, the levels of obesity in children tripled. Once children are overweight it is very difficult for them to get back to a healthy weight. Overweight children have a 50 per cent chance of being an overweight adult.

Good nutrition contributes to good health and academic achievement. A healthy diet and physical activity are also essential for maintaining a healthy body weight for children, and reducing the chances of developing heart disease and diabetes later in life.

By targeting the school community, parents as well as children can benefit from a range of activities that will help sustain better healthy eating habits and help build confidence and enthusiasm for physical activity. This is important to establish early in life, as we know that good nutrition and healthy eating throughout childhood and adolescence is vital for good learning, development and long-term health.

The AASC program is a major component of the Australian Government's package to tackle the growing problem of declining physical activity and poor eating habits of Australian children.



Overhead transparency or slide 37 can be shown at this time (optional).

This initiative — Building a Healthy, Active Australia — also includes:

- **Active School Curriculum** — as part of the new conditions of Australian Government schools funding, each state and territory and non-government education authority will be required to include in their curriculum at least two hours of physical activity each school week for primary and junior secondary school children.
- **Healthy School Communities** — grants to community organisations linked with schools such as parents and citizens associations to promote healthy eating.
- **Healthy Eating and Regular Physical Activity** — practical help and information for Australian families about how to make healthy eating and physical activity part of their everyday lives.

This module is designed to ensure that participants are aware of key messages regarding healthy eating and fluid intake, and to get them thinking about how they can encourage children in their program (and their parents) to adopt healthy eating habits. It also aims to reinforce the message that coaches must act as role models, and lead by example in terms of healthy eating and regular physical activity (Healthy School Communities pamphlets, Australian Government Department of Health and Ageing, Canberra, 2004).

Before starting discussions or activities about conveying healthy eating messages, ensure that participants understand the key role they play in imparting those messages. If coaches are to successfully convey the healthy eating (and healthy lifestyle) messages to children they must not only 'talk the talk' they must also 'walk the walk'. In other words, how they look and what they do in front of the children is just as, if not more, important than what they say to the children. Coaches must be good role models of healthy eating and a healthy lifestyle for the children.

## ACTIVITY 4.2: THE COACH AS A ROLE MODEL

## BRAINSTORM

Materials: none or whiteboard or butcher's paper, marker pens

As a brief activity, ask the group 'What can you do to ensure that you are a good healthy eating and healthy lifestyle role model for the children?'

Answers should include suggestions such as:

- if they eat or drink in front of/with the children, they should ensure they eat healthy food and fluids (such as fruit, water) and avoid fast foods and soft drinks
- they should have a water bottle at the session and drink from it regularly throughout the session
- they should maintain an active lifestyle and appropriate body weight
- they should not smoke or drink alcohol in front of the children.

Now you can move on and consider healthy eating messages and how coaches can convey these messages to the children in their care.

The following activity will help to:

- increase participant awareness of the key healthy eating/fluid intake messages
- get participants thinking about how they might deliver these key messages to children in their program and their parents.

## TIP!

Some useful information on healthy food guide pyramids for people from different cultural and ethnic backgrounds can be found on the US Department of Agriculture Food and Nutrition Information Center web site at [www.nal.usda.gov/fnic/etext/000023.html](http://www.nal.usda.gov/fnic/etext/000023.html).

## ACTIVITY 4.3: HEALTHY EATING AND FLUID INTAKE MESSAGES

## SMALL GROUP ACTIVITY

Materials: 'Healthy eating: basic guidelines' (pages 91–2 of the *Community Coach Training Program Coach's Workbook*), Healthy School Communities pamphlets (including the *Australian Guide to Healthy Eating*); *Eat Smart, Play Smart: a manual for out of school hours care*, overhead transparency or slide 38 (optional)



Overhead transparency or slide 38 can be shown at this time (optional).

Ask the group the following questions.

- What are the key healthy eating/fluid intake messages that they should convey to children and their parents?
- How could they, as AASC community coaches, effectively communicate this information to the children who participate in their programs and their parents?

Organise the participants into two or three small groups. Provide each person with a copy of healthy eating/fluid intake guidelines for children participating in physical activity (see 'Healthy eating: basic guidelines', pages 91–2 of the *Community Coach Training Program Coach's Workbook*).

Give the groups about 15 minutes to identify a way of effectively communicating the key healthy eating/fluid intake messages to their participants and their parents, as part of the AASC program. Have one person from each small group report back to the whole group.

Some variations on the above activity could be to:

- ask each group to provide a practical demonstration of their planned delivery of the material, if appropriate
- ask each group to come up with a key message or messages that they want to deliver to children and to turn this message into a simple, but effective, 'catch phrase' that they can use to emphasise the message or messages. (Two examples from past workshops have included, 'After you eat, move your feet', and 'Stop, think, have a drink'.) Give the groups five to ten minutes to come up with their catch phrase, and then get them to tell or demonstrate their catch phrase to the rest of the group.

#### ACTIVITY: RELIGIOUS AND CULTURAL CONSIDERATIONS

### WHOLE GROUP DISCUSSION

Equipment: none

Next, ask the whole group to take religious and cultural differences into account. Do they need to change the delivery of their message in any way? If so, how?

#### ACTIVITY: HEALTHY AFTERNOON TEAS

### WHOLE GROUP DISCUSSION

Equipment: none

Given that one of the responsibilities of schools/OSHCSs in the AASC program is to provide a nutritious afternoon tea for all children, also ask the group to identify what could be provided for the children for afternoon tea that would meet the healthy nutrition guidelines.

Before concluding this part of the session, re-iterate the key healthy eating and fluid intake messages that participants should be conveying to the children and their parents, as well as the religious and cultural considerations of which they should be aware.

#### TIP!

If participants completed this activity in Module 1, then there is no need to repeat it here.

## 4.5 Opportunities for structured physical activity and sport within the local community

Finally, a key objective of the AASC program is for children to make regular physical activity, as well as healthy eating, a habit for life.

#### ACTIVITY 4.4: PATHWAYS WITHIN THE LOCAL COMMUNITY

### WHOLE GROUP DISCUSSION

Equipment: whiteboard or butcher's paper, marker pens, information about local community physical activity pathways — AASC programs and beyond

As the final activity in this module, ask the group to consider how the goal of regular physical activity for life might be achieved. What pathways might children and families take within the local community to stay involved in physical activity for life?

Write the responses on the whiteboard or butcher's paper, and encourage participants to note them in their workbook.

If the group has any difficulties coming up with suggestions use information about local community networks and pathways to generate ideas.

## Summary

Summarise and reflect on the experience of the module. Provide a recap of the key messages.

As part of summarising, do the following:

- ask participants to summarise what they gained from the workshop
- ask participants what they will take away with them and put into practice
- revisit the list of expectations stated at the start of the workshop, if you used this approach
- ask participants if they have any questions or comments
- thank the participants and co-presenters.