

Healthy Young People

Strategies for a Whole School Approach

Embedding the HYP missions into school practice

This document identifies a range of strategies to support a whole school approach to the HYP Missions.

The strategies address the following areas:

- Practice: curriculum, teaching and learning
- Environment: physical, cultural, policies, procedures
- Partnerships: students, families, wider community, businesses, organisations.

These strategies can be used to:

- Help you complete the Audit Tool and
- Embed the HYP Missions into school practice
- Identify SMART Goals for student Mission Action Plans

Water is the main drink

A whole-school approach helps everyone at school have water as the main drink

For best health and wellbeing, young people need to:

1. Drink plenty of water
2. Limit intake of drinks containing added sugars, including soft drinks, cordial, fruit drinks, vitamin waters, energy and sports drinks.

Australian Dietary Guidelines 2013

Suggested Strategies

All staff recognise the importance of drinking water and strategies are implemented to ensure water is the main drink.

- At staff meetings, discuss ways to remove or reduce barriers to drinking water at school.
- Encourage staff to choose water as their main drink at school.

Young people are encouraged to drink water.

- Staff and students remind each other to drink water before, during, and after physical activity.
- Use language that normalises water as the main drink, for example “remember, at school water is the main drink”.
- As part of Year-7 induction, provide all students with a water bottle to use at school. Provide opportunities for young people to organise the design and purchase of the water bottles.
- Encourage tap water over purchased bottle water.

Opportunities are provided for students to be involved in the implementation of strategies to ensure water is the main drink.

- Get student input on how to promote water as the main drink. For example, students design water promotion posters to be displayed around the school.

The school environment supports water as the main drink.

- Provide drinking taps and/or water fountains throughout the school, accessible by all students.
- If the school has an ‘eat-in’ cafeteria, provide free jugs of water.
- Make it easy to access or purchase re-usable water bottles through the school. For example, sell re-usable water bottles in the canteen or school office.
- If bottled water is available to buy from the school canteen try to make it cheaper than other drinks.
- Seek advice and accreditation through the Tasmanian School Canteen Association.
- If the school has a vending machine, provide bottled water for purchase. Place the water centrally in the vending machine (at eye-level) rather than on the bottom shelf, so it’s easy to see.
- Do not sell ‘energy’ drinks in the school canteen or vending machines.
- If sweet drinks are available to buy in the school (in canteens or vending machines) remove them or reduce the range and serving sizes (for example, offer 200ml cans instead of 375 ml cans or 600ml bottles).

Guidelines have been developed to promote water as the main drink.

- Allow students to use water-only bottles in class time and during physical education and sport.
- Develop guidelines around school events and fundraising that support drinking water.

Parents and carers and community are key partners in promoting water as the main drink.

- Get financial support through a grant or sponsorship to buy school water bottles and/or a water refill station.
- Inform parents that water is the preferred drink at school and the benefits of this.
- Provide strategies for making water the main drink.

Learning activities and discussion provide students with skills, knowledge, values and attitudes to support choosing water as the main drink.

- Investigate influences on drink choices (personal, social, economic and cultural).
- Identify sugar content of sweet drinks, juices and so-called 'health' drinks.
- Compare cost of water and sweet/'energy' drinks.
- Investigate strategies used by companies to market and promote sweet and 'energy' drinks; and the ways students could market water in their school, using the '4 Ps' of marketing: product, price, place and promotion.
- Research the impact of sweet and 'energy' drinks on health, including oral health.
- Investigate environmental benefits of drinking tap water as the main drink.
- Develop skills to evaluate nutritional value of drink options.

We respect every body

A whole-school approach helps everyone at school to accept and respect the physical differences between people and encourages students to have positive body image.

For best health and wellbeing promote strategies that:

1. Support the development of positive body image
2. Develop a healthy attitude towards food and physical activity
3. Develop critical literacy skills to analyse media messages.

All staff recognise the importance of being inclusive of body diversity and strategies are implemented to ensure every body is respected.

- Enable all school staff to attend training and education about body image in schools, including how to identify body image and eating disorders and the protocols for referral to professional support.
- Avoid weighing or measuring of students (by students or others), other than for ethics approved, epidemiological health research carried out by government or research organisations.
- Ensure lessons recognise the social context of young people's lives and explore the individual, social and environmental influences on students' values and behaviours, including eating and physical activity behaviours.
- Encourage staff to be positive role models by demonstrating healthy behaviours and attitudes towards their own bodies.

Young people are encouraged to respect every body.

- Give all students the opportunity to engage in regular physical activity. Ask students what sports and physical activity options they are interested in trying.
- Give positive messages about food and the importance of healthy food to fuel the body and avoid comments that convey negative messages about food. Use the terms 'everyday' foods and 'occasional' foods.
- Students of all sizes and abilities are provided with opportunities to be physically active and eat well.
- Ensure sports and recreation programs are 'size friendly' and inclusive of students with varying abilities and avoid singling people out because of their body shape, size or ability.

Opportunities are provided for students to be involved in the implementation of strategies to ensure every body is respected.

- Students lead or participate in a range of activities to support positive body image within the school community.
- Join and promote campaigns such as Love Your Body Week.
- participate in some decision-making about supporting positive body image.

The school environment supports respect of every body.

- Celebrate academic and other personal achievements, as well as sporting achievements. Acknowledge creative, academic and social successes – as well as sporting successes – for example, in the school newsletter or presentations at school assemblies.
- Provide furniture and equipment (for example, sports equipment) that caters for diverse heights and sizes.

- Ensure school uniforms and sports uniforms are body image friendly. Involve students in finding an appropriate style that suits a range of body shapes, sizes and activities.
- Ensure school communications material includes images of young people, include images of young people of all shapes, sizes and skin colour, and in a range of activities and sports.
- Ensure the school program provides positive food experiences and programs (for example, through cooking activities, social events with food, multicultural events).
- Endeavour to provide privacy in change/shower rooms.
- Provide and promote access to support including counsellor, social worker, school nurse or chaplain.

Guidelines have been developed to promote respect of every body.

- Have a body image policy (as a stand-alone policy or within another relevant policy) or guidelines that promote acceptance of, and pride in, body diversity at school.
- Have a specific ‘anti-bullying /anti-harassment /anti-discrimination’ policy or guidelines that cover appearance-related teasing (and its management), including cyber-bullying.
- Include a statement in the school mission about the school’s commitment to celebrating body diversity and supporting positive body image.
- Develop school guidelines for when weighing or measuring students may be appropriate (for example, data collection for a study by external researchers, not for class activities).
- Create a school protocol for approaching and referring students with body image or eating concerns to professional support. This policy should outline the procedure for liaising with parents/carers and health professionals about students with eating issues.

Parents and carers and community are key partners in promoting respect of every body.

- Use opportunities for staff, students and members of the school community to be role models in ways that challenge commonly-held assumptions about body shape and ability.
- Provide parents/carers with information about body image and eating disorders.
- Promote messages about awareness and acceptance of body diversity to parents and the school community, for example through information in school newsletters and on the school website.
- Encourage families and caregivers to be positive role models by demonstrating healthy behaviours and attitudes towards their own bodies. Parents and other caregivers are important role models for girls and boys.
- Celebrate the achievements of students, families and carers in various aspects of their lives, including social, creative, academic and sporting achievements.

Learning activities and discussion provide students with skills, knowledge, values and attitudes to support respect of every body.

- Investigate growth and development that occurs in puberty and how this may affect body image.
- Involve students practicing giving and receiving compliments about what a person does (and not how they look).
- Use learning resources (for example, posters, books, videos, activities) that reflect diverse body shapes and sizes (or use resources that do not have images of young people, to reduce opportunities for body comparisons).
- Promote positive messages, such as “physical activity is for everybody of all shapes, sizes and abilities”, and “healthy and fit bodies come in a variety of shapes and sizes”.

- Provide opportunities for students to learn about diversity (including body diversity) and its benefits to society. Create opportunities for group discussion on body diversity and reducing opportunities for body comparison.
- Provide opportunities in class to critically analyse media messages about physical appearance and healthy lifestyles.
- Make use of appropriate resources to help address physical activity and healthy eating.
- Provide age-appropriate body image lessons to girls and boys in every grade, on topics like media literacy, building resilience and the role of peers.

Healthy food is the main food

A whole-school approach helps everyone at school make healthy food the main food

For best health and wellbeing, young people need a wide variety of nutritious foods from the five 'everyday' food groups, every day:

1. Vegetable, legumes/beans
2. Fruit
3. Grain (cereal) foods (mostly wholegrain)
4. Lean meats, fish, eggs, tofu, nuts, seeds, legumes/beans
5. Milk, yoghurt, cheese and their alternatives.

Australian Dietary Guidelines 2013

All staff recognise the importance of healthy food and strategies are implemented to ensure healthy food is the main food.

- Provide information in the staff room about 'everyday' food.
- When providing food for catered staff events, include options from the five food groups.
- Provide a cost-recovery fruit bowl in the staff room.
- Encourage staff to use non-food rewards within the classroom.

Young people are encouraged to make healthy food the main food.

- Use language that normalises healthy food as the main food, for example: "remember, at school healthy food is the main food".
- Promote everyday foods, the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (Healthy Food Plate).
- Provide easy access to 'everyday' food at school events. For example, include veggie kebabs, veggie burgers, corn on the cob, eggplant, zucchini, onion and mushrooms on the barbecue plate at school BBQs.
- If there is a school garden, provide class time for planting, caring for plants, picking veggies and using them in cooking, food preparation and tasting activities.
- Use healthy fundraising options like selling produce from the veggie patch, a walk-a-thon, harvest festival, bulb drive, weekly school lunches or a recipe book.

Opportunities are provided for students to be involved in the implementation of strategies to ensure healthy food is the main food.

- Involve students in selecting 'everyday' food options for canteen, for example undertake a student survey or poll.
- Involve students in planning events and activities that include a focus on tasty and attractive healthy food at school.
- Design and build a school garden (including edible trees) with students and assist them in deciding what fruit and vegetables to grow.

The school environment supports healthy food as the main food.

- Establish a school breakfast club or open the canteen before school and provide healthy breakfast options.
- Provide seated areas for students to eat outside.

- Provide facilities for food storage and preparation. For example, a fridge for students to store 'everyday' food that is best kept cold.
- Seek advice and accreditation through the Tasmanian School Canteen Association.
- Limit the availability of 'occasional' food and provide easy access to 'everyday' food in the school canteen or equivalent.
- Limit choices and package/serving sizes of 'occasional' foods available through school, including class cooking activities school events.
- Make 'everyday' foods more visible (for example, place them at eye-level) than 'occasional' foods.
- Where possible, make 'everyday' foods cheaper than 'occasional' foods.

Guidelines have been developed to promote healthy food as the main food.

- Develop guidelines to promote 'everyday' food and discourage 'occasional' food at school. Ensure the following issues are covered by the guidelines:
 - accessibility of 'everyday' and 'occasional' food
 - students eating in class (if eating in class is permitted, consider limiting this to fruit and vegetables)
 - school events.
- Ensure the school health and wellbeing policy supports healthy eating at school.

Parents and carers and community are key partners in promoting healthy food as the main food.

- Write to the Parents and Friends Association to seek funding for growing fruit and veggies at school.
- Seek sponsorship from a local business for growing fruit and veggies at school.
- Inform parents and carers that healthy food is the preferred food at school.
- Provide healthy lunchbox ideas in school newsletters.
- Inform parents/carers about initiatives to make healthy food the main food at school.
- Inform parents and carers about the Australian Dietary Guidelines 2013.

Learning activities and discussion provide students with skills, knowledge, values and attitudes to support healthy food as the main food.

- Teach students how to determine what is a healthy choice using the Australian Dietary Guidelines.
- Develop skills for food budgeting, label reading and comparing the cost of 'everyday' and 'occasional' foods.
- Investigate the food industry, the power of marketing and the methods used to market 'occasional' food. For example, watch documentaries such as *Supersize Me* or *Food Inc* and follow up with classroom discussion or debate.
- Investigate the sustainability of 'everyday' food choices compared with 'occasional' foods choices. For example, investigate the food miles of a range of 'everyday' and 'occasional' foods. ('Food miles' is the distance food is transported from the time of its production until it reaches the consumer.) Or compare the amount of packaging used for 'occasional' foods versus 'everyday' foods.
- Investigate the things that influence what and when we eat. For example, discuss why people eat food (hunger, boredom, to celebrate, pleasure, habits) and what influences choices (advertising, culture, availability, price of food, weather/seasons). Use a food diary to help students understand what influences their food choices, for example where they were, who



they were with and their emotions at the time of eating. Personal social economic environment and cultural influences on food choices and eating habits.

- Consider how a school garden can be used to support other curriculum activities, for example science activities.
- Evaluate nutritional value, value for money and sustainability impacts of food choices.

We log enough sleep

A whole-school approach helps everyone at school have sufficient sleep.

For best health and wellbeing, the Australian 24-Hour Movement Guidelines recommend:

1. Consistent bed and wake-up times;
2. Children 5-13 years should have 9-11 hours of uninterrupted sleep per night;
3. Young people aged 14-17 years should have 8-10 hours of uninterrupted sleep per night.

Australian 24-hour Movement Guidelines (2019)

All staff recognise the importance of getting enough sleep and strategies are implemented to ensure students log enough sleep.

- Attend professional learning sessions on sleep and invite guest speakers.
- Identify students who are not getting sufficient sleep and provide support to students and families.
- Help teachers address issues in the classroom by providing information and resources about sleep.
- Encourage staff to have healthy sleep habits and be positive role models through healthy attitudes towards their own sleep.

Young people are encouraged to log enough sleep.

- Provide students with strategies and tools to assist in getting enough sleep.
- Encourage students to agree to avoid texting and using social media to message each in the hour leading up to bedtime every night of the week. Encourage students to write down their commitment or publicise it in other ways, for example, through school posters or at school assemblies.
- Encourage and support students to eat from the five food groups and avoid caffeine, particularly in the afternoon.

Opportunities are provided for students to be involved in the implementation of strategies to they ensure log enough sleep.

- Involve students in promoting information about sleep.
- Ask students to design posters about the benefits logging enough sleep for your age every night and display these around the school.
- Involve students in creating a sleep display. Place the display where the whole-school community including parents, carers and school visitors can see it. Consider replicating the display at local community events or central places in your community.
- Invite students to deliver a presentation about sleep to a whole-school assembly.

The school environment supports students to log enough sleep.

- Aim to provide tests, exams and lessons needing strong and sustained concentration in the mid- to late-morning rather than the early morning.
- Ensure students have opportunity to spend time in natural light, particularly at the start of the school day.
- Consider strategies to minimise homework that requires evening screen time.
- Consider later school start times in consultation with your school community.

Guidelines have been developed to promote students to log enough sleep.

- Include a statement in the school mission statement about the school valuing sleep and providing an environment that encourages students and staff to have healthy sleep habits.
- Develop a school protocol for liaising with parents and health professionals about students with sleep difficulties.
- Develop a school protocol for supporting teachers and friends of a student with a sleep issue.

Parents and carers and community are key partners in supporting students to log enough sleep.

- Provide parents and carers with information on the importance of sleep and how they can support their child to get adequate sleep.
- Work with local health professionals to provide information or run workshops/seminars about the impact of inadequate sleep on adolescents.

Learning activities and discussion provide students with skills, knowledge, values and attitudes to log enough sleep.

- Ask students to design a bedroom that promotes better sleep.
- Teach and practice relaxation techniques, including stress reduction for sleep to help students counter the effects of stress.
- Encourage students to keep a sleep diary (like the HYP sleep diary) to log sleep times and to better understand how their lifestyle impacts on their sleep.
- Encourage students to come up with their own ideas about how to promote the importance of sleep and the tips to logging enough sleep.
- Start a discussion about sleep by exploring dreams.

Stand Up, Sit Less, Screens Down

A whole-school approach helps everyone at school reduce sedentary time and limit sedentary recreational screen time.

For best health and wellbeing, young people need to:

1. Limit sedentary recreational screen time to no more than 2 hours per day;
2. Break up long periods of sitting as often as possible.

Australian 24-hour Movement Guidelines (2019)

All staff recognise the importance of reducing recreational screen time and sedentary behaviours and strategies are implemented to break up long periods of sitting.

- Use language that normalises taking breaks in sitting time, for example: “remember, at school we break up long periods of sitting”.
- Incorporate movement into lessons where practical.
- Incorporate standing or stretch breaks into regular lesson structures every 30 minutes, especially during lessons that require students to sit for long periods.
- At staff meetings, discuss ways to encourage students to sit less at school.

Young people are encouraged to limit recreational screen time, limit sitting time and break up long periods of sitting.

- Encourage students to stand during class discussion time, with an expectation that they do not disturb other students (for example, move to the side of the room to stand).
- Encourage students to be physically active during school breaks.
- Limit opportunities for sedentary recreational screen time at school.

Opportunities are provided for students to be involved in the implementation of strategies for limiting recreational screen time and sitting time and breaking up long periods of sitting.

- Provide opportunities for students lead or participate in a range of activities that encourage movement rather than sitting, during breaks (lunch and recess) and throughout the school day.
- Involve students in decision-making about mobile phone policies.
- Ask students to lead class stretch breaks.

The school environment supports limiting recreational screen time and sitting time and breaking up long periods of sitting.

- Review and modify (if necessary) the school uniform/clothing policy to ensure uniform requirements do not discourage physical activity. Relax the policy for recreational or extra-curricular activities and for those using active forms of transport.
- Provide a wide range of stimulating recreational areas (indoors and outdoors). Involve students in the planning and design of these where possible.
- Provide sports equipment and facilities for students and staff to access during school breaks. Consider less common sports equipment such as:
 - compasses (for example, for orienteering)
 - large outdoor chess sets (designed for use standing up and walking around)
 - yoga mats
 - Frisbees

- hacky sacks
- pedometers
- roller blades
- vortex balls
- yo-yos
- trundle wheels
- lawn bowls
- Provide secure, undercover storage facilities for bikes and other equipment.
- When replacing school furniture consider purchasing height adjustable desks or workstations to normalise the concept of standing and reduce health risks for staff and students.

Guidelines have been developed to limit recreational screen time, limit sitting time and break up long periods of sitting.

- Develop school Sedentary Behaviour Guidelines to raise awareness of the health risks associated with prolonged sitting and covering the school's expectations about minimising sitting time for staff and students.
- Ensure a process to consider the impact of school development or improvement plans on sedentary behaviour and physical activity.
- Review the school's mobile phone policy and consider the effect on student's recreational screen time.

Parents and carers and community are key partners in limiting recreational screen time and sitting time and breaking up long periods of sitting.

- Work with the local council to identify and reduce road hazards for students walking and cycling to and from school.
- Promote and encourage active transport to school by students.
- Encourage teachers to discuss with parents/carers the amount of time students are sitting using electronic games and devices at home.
- Inform parents and carers of school initiatives to reduce sedentary time and recreational screen time at school.
- Inform parents and carers about research relating to the health risks of prolonged sedentary time.

Learning activities and discussion provide students with skills, knowledge, values and attitudes to limit recreational screen time, limit sitting time and break up long periods of sitting.

- Discuss the Australian 24-Hour Movement Guidelines for Children and Young People.
- Investigate sedentary behaviours and the impact on health and wellbeing.
- Develop persuasive writing activities focused on reducing sedentary lifestyle risks.
- Use maths subjects to explore statistics about sedentary and screen time in Australia.
- Use science subjects to explore the effects of sedentary behaviour on the human body and mind.
- Investigate the effect of screen time on sleep.
- Ask students to record their screen or sitting time. Explore what influences the amount of time spent sitting and/or on screens, and ways to limit this at school and home.
- Ask students to develop a marketing strategy for standing, using the '4 Ps' of marketing: product, price, place, promotion.

We work our hearts

A whole-school approach helps everyone at school be physically active every day at school. For best health and wellbeing, young people need to:

1. Accumulate 60 minutes or more of moderate to vigorous physical activity per day involving mainly aerobic activities
2. And several hours of a variety of light physical activities;
3. Activities that are vigorous, as well as those that strengthen muscle and bone should be incorporated at least 3 days per week.

Australian 24-hour Movement Guidelines (2019)

All staff recognise the importance of being physically active and strategies are implemented to ensure people get enough physical activity.

- Participate in professional learning about physical activity.
- Encourage staff to be positive role models by being physically active
- Provide opportunities in class time for physical activity for all students.

Young people are encouraged to be physically active.

- Provide lunchtime activities and/or after school activities opportunities for all students to try different types of physical activity.
- Provide sports equipment and facilities for students and staff.
- Recognise, reward and publicise participation and achievement in *all* forms of physical activity not just traditional, competitive sport.
- Provide equitable access to physical activity opportunities regardless of age, gender, size or ability; this might mean giving extra support to some groups or individuals.
- Encourage and support students with potential to become elite sports people.
- Be involved in inter-school and community programs that encourage physical activity, for example the *Duke of Edinburgh Award Scheme*.

Opportunities are provided for students to be involved in the implementation of strategies to ensure people get enough physical activity.

- Involve students in the promotion of physical activity for example designing resources to promote physical activity or as physical activity champions or ambassadors.
- Seek and incorporate student feedback into policies and strategies related to physical activity.
- Involve students in coordinating activities and maintaining and storing equipment.

The school environment supports being physically active.

- Encourage and facilitate active transport.
- Encourage young people of all shapes and sizes to be involved in a range of activities and sports through school communications.
- Participate in national and international awareness days/weeks that have a focus on physical activity/moving.
- Provide recreational areas (indoors and outdoors) that encourage physical activity.
- Provide physical activity options including team, individual, competitive and non-competitive activities in and out of school time.

- Ensure physical activity sessions are fun for all students regardless of their skill level.
- Consider issues such as gender, equity and access in the delivery of the Health and Physical Education curriculum, provision of equipment and facility development.
- Ensure uniform guidelines support physical activity. For example, allow students to arrive and leave in the school sports uniform if they use active transport or are travelling directly to sports training or other organised physical activity; ensure uniform is appropriate for a range of activities and body shapes and sizes, and enables students to stretch and be active.

Guidelines have been developed to promote physical activity.

- Identify physical activity for all students as a priority in the school health and wellbeing policy. Include equity issues such as disability, gender and access.
- Ensure there is a process to consider the impact school development or improvement plans may have on physical activity opportunities.
- Ensure school policies do not undermine students' efforts to meet physical activity guidelines. For example, review policies that ban running in the school grounds or restrict access to drinking water.

Parents and carers and community are key partners in promoting physical activity.

- Support parents and carers to coach sports teams or run physical activities.
- Provide equipment such as tents and camp stoves for students and families to borrow or rent on weekends and during holidays.
- Develop and maintain partnerships with local clubs and groups to share facilities and equipment. For example, sporting groups, dance clubs and youth clubs.
- Encourage the school community to participate in physical activity and provide information about what's on.
- Hold regular whole-school events that incorporate physical activity. For example, for *Clean Up Australia Day* involve families in a walk around the local community to clean up public spaces, participate in *Ride or Walk to School Day* or hold a walk-a-thon to raise funds for the school or chosen charities.
- Access grants and other funding opportunities to assist with physical activity projects.
- Promote special events or activities with a physical activity focus in the community and the media.

Learning activities and discussion provide students with skills, knowledge, values and attitudes to support getting enough physical activity.

- Discuss the Australian 24-Hour Movement Guidelines for Children and Young People and
- Address the physical literacy and health benefits of physical activity.
- Develop persuasive writing while focussing on the benefits, enablers of physical activity and the risks of inactivity.
- Analyse media portrayals of physical activity in media literacy classes.
- Use maths subjects to explore statistics about physical activity in Australia.
- Use science subjects to explore the effects of physical activity and sedentary behaviour on the human body.
- Ask students to develop a marketing strategy for physical activity, using the '4 Ps' of marketing: produce, price, place, promotion.

- Use physical activity to develop student skills in leadership, management and communication by allowing students to lead groups, coach, referee, manage teams and organise special events such as fun runs.
- Involve excursions to local community spaces, places or facilities. For example, walking, bushwalking, orienteering and geocaching; mountain biking, BMX riding; surfing; kayaking; roller skating and skateboarding; tree planting and assisting with Landcare Australia Ltd activities.
- Design and monitor a personal fitness plan that proposes realistic strategies.