

Teachers Guide to



***‘Inspiring young people to be more physically active
and lead healthier lifestyles’***

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All resources and additional information found in this resource can be viewed and downloaded at
www.jackhunt.net

(Please note that hyperlinks can be accessed when using an electronic version of the resource)

Foreword

The Legacy Challenge is a resource for schools that can be used to support whole school development in the following ways;

- Encouraging pupils to become healthier and more active, both at school and within the community
- Increasing numbers of pupils participating in intra and inter-school competition
- Developing Leadership skills amongst young people
- Baseline data that is collected as part of the Legacy Challenge can be used to promote evidence of impact for Ofsted (spiritual, moral, social, cultural development), Healthy Schools, Sport Premium and Sainsbury's School Games Kitemark

The Legacy Challenge initiative, which was launched with the support of Lord Coe in November 2012, has already had an impact in schools! Lord Coe commented at the launch, "This is a good day for me, because what you are doing here today is everything we wanted to build on from the Olympic Games. This is all about encouraging young people to do things they have never thought about, whether it's taking up a new sport, learning a musical instrument, or being a volunteer."



Impact to date

Many schools have already been involved in the first initiative during the academic year of 2012 / 13, named the 'Olympic Legacy Challenge'. The initiative inspired many pupils to be more active and lead healthier lifestyles. Below are what some schools fed back to us:

"We have found the Legacy Challenge a very useful resource that has engaged our children, with focussed challenges promoting our pupils' spiritual, moral, social and cultural development. The logs have been great evidence for Ofsted".

Mrs Baldwin, Headteacher, St Sebastian's Primary School

"Due to the pupils being motivated by the Legacy Challenges, I had double the number of my pupils attend a cross country fixture on a cold Saturday morning than the previous year!"

Mrs Swanson, Physical Education Coordinator, Uffington Primary School

"We used the Legacy Challenges in partnership with our 8 partner primary schools to engage pupils in physical activity and to be more health aware. The whole initiative was introduced and driven by our secondary school sports leaders in each primary school. The impact to date has been fantastic and our leaders are looking forward to delivering the Legacy Challenges again this year"

Mr Game, Assistant Headteacher, Jack Hunt Secondary School, Peterborough

"The Olympic Legacy Challenge is an excellent resource for schools. It connects the sensational sport we witnessed this summer with important areas like health and the Olympic and Paralympic Values that so many schools found a worthwhile focus in the build-up to London 2012. The resource is attractive and multi-layered yet simple enough for teachers to promote without it taking over an already busy curriculum. My congratulations to Vincent Brittain on creating the Olympic Legacy Challenge: like so many GB athletes [last] summer, it's a winner."

Gaynor Nash, London 2012 Legacy Coordinator

Backed by Olympic and Paralympic Athletes

Hannah Cockroft MBE, Double London 2012 Paralympic Gold Medallist and Sam Ruddock, London 2012 Paralympic Athlete have joined Lincolnshire Olympian and current British swimming champion Sophie Allen in endorsing the Legacy Challenge.



The Legacy Challenge initiative will see schools access the following free:

- Legacy Challenge logs for every pupil
- Reward medals
- Localised training for teachers and young people to champion the initiative in schools
- Teacher guidance that demonstrates the whole school impact (Ofsted, Healthy Schools, Sport Premium)
- Downloadable support resources
- Certificates for Bronze, Silver, Gold status and Legacy Challenge Champions
- Prize draw for best Legacy Challenge Champions to win a mini iPad
- Access to Legacy Coordinator support

This initiative is being brought to you through agencies working together across Lincolnshire for the benefit of young people. We really hope you are able to inspire young people through the Legacy Challenge.

Andy Allen, Chair
School Sport Partnerships of Lincolnshire

Philip Garner, Specialist Programme Manager
Public Health, Lincolnshire

Richard Cumbers,
Children's Health Programme Manager
Public Health, Lincolnshire

Janet Inman, CEO
Lincolnshire Sports Partnership

Vincent Brittain, CEO
Inspire+



Teacher guide

Introduction

What do we mean by Legacy?

The purpose of this initiative is for young people to create their own physical activity and health legacy to bring about many outcomes, including:

- Being a positive role model and citizen
- Being an active volunteer in school, at home or in the local community
- Having a greater understanding of what it means to be healthy and putting this into practice
- Being more physically active by participating in structured competition and sports clubs
- Being more physically active in unstructured play and leisure time

Overall the aim of the Legacy Challenge initiative is that young people will become more physically active and lead healthier lifestyles.

Supporting Whole School Development

Extensive consultation has been carried out with Headteachers, teachers, young people and other key agencies. This has helped shape the Legacy Challenge logbooks, in order to support your school in the following areas:

- Healthy Schools (Healthy Schools Standard and Enhancement) linked to 'Healthy Weight Healthy Lives', Emotional Health, Wellbeing Priorities and Sustainable Travel
- Increased numbers of pupils participating in intra and inter-school competition which is current Government priority
- Increasing physical activity levels, both in school and in the local community
- Ofsted (spiritual, moral, social & cultural development and Sport Premium)
- Sainsbury's School Games Kitemark
- Personal Development and target setting for all pupils
- Providing personalised evidence to fulfil the Sport Premium Ofsted criteria, linked to whole school outcomes, or other school outcomes
- Developing leadership skills in young people through awards and volunteering. This initiative is very unique in that it can, and should be, driven by the young people in your school. Pupils will be given the tools and training to work with staff to be the ambassadors for this work
- Parental engagement – the Legacy Challenges can be used by a school to further engage parents in school life. We would encourage schools to get parents to support their son or daughter to complete each challenge, and provide that additional motivation

The Legacy Challenge has been designed so that it can be completed solely within school, at home with parental support, or a mixture of the two.

It is up to you how you feel this resource can be used to help your school's aims and to support the development of your pupils! In an ideal world, we hope this can be adopted as a class, or even whole school project.

Healthy Schools

Schools wishing to achieve Healthy School enhancement may wish to use the Legacy Challenge to provide some early success indicators, for example case studies of children changing their eating / lifestyle habits.

For support please contact your Healthy Schools advisor

Recent research (*University College London, see page 40*) found that only 51% of seven-year-olds have the recommended one hour of exercise a day, with girls faring worse than boys. The Legacy Challenge, especially the Health Challenge, can be used as a tool to motivate children to participate in the recommended amount of exercise every day.

Ofsted

The Legacy Challenge can be used as a tool to provide evidence for Ofsted. For a school to be judged “good” or “better” it should ensure, “deliberate and effective action is taken to create a cohesive learning community by promoting the pupils’ spiritual, moral, social and cultural development”. The following extracts are taken from the official public guidance, issued to all inspectors under the Ofsted Framework:

- SMSC – as part of pupil development, evidence could include taking part in a range of activities requiring social skills and evaluation of opportunities created by the school for pupils to take part in a range of artistic, cultural, sporting, dramatic, musical...activities (Ofsted)
- Schools have a vital role to play in ensuring that all pupils remain at the heart of a successful sporting legacy left behind by the Olympic Games. Pupils must be encouraged to remain actively engaged in PE and school sport, and be helped to maintain their interest in sport outside of school by participating regularly in activities in local clubs and community sports facilities (Ofsted)
- Schools should build on the improvements made to PE, and harness the interest and momentum generated by the 2012 London Olympic Games by devising and implementing a new national strategy for PE and school sport (Ofsted)

As you work through this document we have tried to show how the challenges may meet Ofsted criteria, or can be used as evidence in your school SEF. The Legacy logbooks are designed to be used as case studies to give to any inspection team and should provide excellent evidence to support SMSC and sport premium criteria. Schools will be provided with data to demonstrate the impact of the Legacy Challenges. This will be designed so it can be used as evidence for any whole school SEF.

Sport Premium

The Legacy Challenge has been designed to ensure that children’s participation and physical activity can be evidenced. The Legacy Challenge logbooks could be used to demonstrate the impact of your school’s use of Sport Premium funding. Data can be collected to support evidence the impact of physical activity and sport in your school. For example, you can simply evidence the number of pupils involved in intra or inter-school sport by the number of pupils who evidence and complete this section) or through the analysis of the baseline data which can be provided by the Legacy Co-ordinator. For the full Sport Premium criteria and how the Legacy Challenge supports to demonstrate impact see the matrix (*page 38*).

The Sainsbury's School Games Kitemark

The Sainsbury's School Games Kitemark is owned and created by the Department of Culture, Media and Sport (DCMS) and is implemented and developed by the Youth Sport Trust.

The Kitemark rewards school for their commitment to and the development of school sport and competition and was first launched in June 2012 via the Sainsbury's School Games website.

All schools in England who are registered on www.yourschoolgames.com can apply for a Sainsbury's School Games Kitemark. The Kitemark is awarded at three levels bronze, silver and gold and schools are able to apply between May and September each year.

Whole School Development Matrix

A matrix showing where each Legacy Challenge can be used to achieve / support whole school outcomes can be found in the appendix (page 37 - 39). This could be used to as a basis to provide further evidence to demonstrate how sport and the Legacy Challenges are supporting whole school outcomes / SEF evidence.

Legacy Co-ordinator Support

To help you on your legacy journey, you will have the support of Tim Smith (School Sport Co-ordinator)

For any questions and support please don't hesitate to contact Tim.

Tim Smith

Telephone: 01733 263526

Email: tsmith@jackhunt.net

Or

By Post:

Jack Hunt School
PE Department
Ledbury Road
Peterborough
PE3 9PN

Getting Started

What to do now

Baseline Data

As this is a free resource for schools within the county, Public Health requires data to demonstrate impact.

To get the best possible data we are asking you to collect data **twice** – once prior to starting or introducing the Legacy Challenges and once at the end or when all pupils have completed the challenges (as previously mentioned, this data can also be used by schools to support Ofsted, Sport Premium, Sainsbury's School Games and Healthy Schools evidence).

This could be completed in your school by the PE co-ordinator, the person responsible for delivering the initiative or by each class teacher. Please ensure that there is consistency when administering the questionnaire across your school.

Baseline 1 – before the Legacy Challenges are introduced to your school, we ask that you do a class-by-class baseline questionnaire (Page 25 - 26). This is a simple 'hands up' response to a small number of questions. When they are all complete, photocopy them and please forward them to the Legacy Co-ordinator (Address below), who will collate the data for your school and return it to you in a useable format.

Baseline 2 – this should be completed when pupils finish the Legacy Challenges, or as near as possible (Page 27 - 28). This will then enable us to analyse the impact for your school, and across Lincolnshire. Please complete in the same way as Baseline 1 (for example, class-by-class) and, once they are all complete, forward them to the Legacy Co-ordinator (address below) who will again collate the data for your school and return it to you in a useable format. This will also include impact analysis for your school SEF / Sport Premium evidence / Ofsted.

Please note the overall deadline for all data for this initiative is **Friday 4th July 2014**.

Please return to: **Tim Smith, Jack Hunt School, Ledbury Road, Peterborough, PE3 9PN**

Introducing 'The Legacy Challenge' to pupils: guidance & resources overview

Before pupils begin The Legacy Challenge and receive their Legacy logbooks, it is vital they understand the importance of what they are doing and why it is relevant to them. As previously mentioned, we would like to collect baseline data so that we can analyse the impact of the initiative with students in our cluster and school-by-school. We have therefore designed an introductory lesson, which combines developing an initial understanding of the resource and collating the data required.

We would recommend that you launch The Legacy Challenge on a whole-school level, through an assembly where you could utilise your exceptional young leaders, for example Young Ambassadors or your School / Sports Council to drive this initiative.

Launching the Legacy Challenge

The role of Young Ambassadors/Leaders

All schools have had the opportunity to send their pupils (Young Ambassadors* / School Council) to training at a local venue. The aim of this is to introduce the Legacy Challenge, and discuss with pupils their role in implementing and monitoring these challenges. Pupils that attend this training will be responsible for launching the Legacy Challenge within their school. The young people will need the support of staff to achieve this. This could be an excellent way of developing further pupil voice / pupil responsibility work in your school.

Pupils could lead an assembly to launch the Legacy Challenge in your school. Pupils will have received training to deliver the assembly. The assembly and scripts is on the disc given to the member of staff that attended the centralised training. The assembly and associated resources are also on the Jack Hunt School website – www.jackhunt.net

Introducing the Legacy Challenge to pupils

Following the assembly, we would advise that each class undertakes an introductory lesson, to ensure pupils have a full understanding. Discussions undertaken on a class-by-class basis allow for adaptations to suit the age of the pupils, including the depth of the dialogue and examples of how to undertake the challenges.

The introductory lesson is broken down into four different sections, each aiming to provide a solid foundation of understanding before pupils begin their Legacy logbooks. The four sections are:

1. The Purpose of Legacy
2. Introduction to the Legacy Challenge
3. What are the Challenges?
4. Questionnaire and collection of data (*compulsory*)

Each of the sections, and how to carry them out, are outlined in further detail in the appendix (*Guidance & Overview, page 22*).

The lesson has been designed as such that in sections 1 - 3, pupils develop an understanding of the terminology used in the questionnaire in section 4, and are therefore clear about what is being asked of them. However, it is important that the data collated in section 4 remains valid, and is a true representative of pupils' answers before they start their Legacy logbooks.

As a result, pupils should not be researching or learning any content from books or the internet with regards to health (for example, the recommended amount of exercise they should be doing), as they are able to do this throughout The Legacy Challenge. It is merely to get them thinking about what health is, and to provide a broad overview of what is being asked of them in section 4.

Furthermore, the Legacy logbooks **must not** be distributed to each individual until **after** the questionnaire has been completed. You, as the teacher, may show them at the front of the class, but they must not receive their own copy until after it is complete.

**The Young Ambassadors programme is a Youth Sport Trust initiative which aims to develop young leaders and volunteers.*

Themed Events

There are a number of major sporting events in 2013 / 2014 that could be used as a stimulus to engage pupils in the Legacy Challenge, or to develop a class or whole school project around.

- Winter Olympics - Friday 7th to Monday 24th February 2014 - Sochi, Russia
- Winter Paralympics – Friday 7th to Sunday 16th March 2014 - Sochi, Russia
- National School Sport Week – June 2014 – Exact Date TBC
- FIFA Football World Cup – Thursday 12th June to Sunday 13th July 2014 - Rio, Brazil
- Tour De France – Sunday 6th July onwards
- Commonwealth Games – Wednesday 23rd July to Sunday 3rd August 2014 - Glasgow, Scotland
- Sport Relief 2014: Friday 21st to Sunday 23rd March. The Legacy Challenges could be used to support fundraising events

Incentives / Reward System

There are incentives within the challenges that are aimed at motivating pupils to complete them.

1. Medal System (please refer to the front page of the logbook) – for every two challenges completed each pupil will receive a Bronze, Silver or Gold sticker to put on the front of their logbooks. The front page can then be used by children as their certificate of achievement to display at school or at home

To complete the ‘My Challenge’ and ‘Health Challenges’ only 1 task needs to be completed from each

2. LEGACY CHALLENGE CHAMPIONS – if a pupil completes every task in each challenge they will become a Legacy Challenge Champion. Schools will select their 5 best Legacy Champions, and these pupils will then be entered into a competition to win a mini iPad (Jack Hunt will administer the competition and provide the mini iPad prize). To help support schools you could use examples of good practice from last year????????????????
Entries should be sent to our Inspire+ office, or handed directly to our Legacy Co-ordinator. The competition will then be judged and the winner notified and presented with their prize by the end of the summer term
The deadline date for receiving entries is: **Friday 4th July 2014**
3. Whole School Rewards – Each school can link the Legacy Challenges into their own whole school rewards system
4. Whole School display – schools may want to use children’s work to create a legacy noticeboard / display in their school

Further support / ideas

The Legacy Challenge

Meet Olympic and Paralympic Values Challenge

The Olympic and Paralympic Values are Courage, Determination, Equality, Excellence, Friendship, Inspiration and Respect and it is these values that ultimately underpin both the Olympic and Paralympic movements and we feel pupils should be using these values to create their own legacy.

CASE STUDY 1

School A enhanced their school aims for one academic year and adopted two values, one Olympic and one Paralympic. These became a particular focus for pupils and supported new whole school outcomes, pupils completed projects around these values. The school then promoted how they had worked towards these values across the academic year, through displays, their website, the school magazine and local press.

CASE STUDY 2

School B promoted a volunteering week in their school. Pupils were encouraged to support other people either in school or at home. The school created an Olympic Value postcard for pupils to write how they achieved one of the Olympic or Paralympic Values through their volunteering. The school then produced an Olympic wall of volunteering, showing all the great work that had gone on.

Possible Ideas / Discussion Points

- Pupils within a class or school could explore each or some of the Values and explain what they mean to them as individuals. Can they think of examples where they have demonstrated one of the Values, or seen others demonstrate one of the Values? They could research this and present the information. The class or school could then choose a Value to adopt and plan how they will work together to try and achieve this throughout the year, or through one specific event. A 'Values' postcard could then be produced and when staff feel a pupil has demonstrated this Value, they could receive the postcard in a whole school assembly.
- Pupils could research a range of Olympic and Paralympic sports – perhaps the more unusual ones, or ones they have never experienced. They could investigate: the history of the activity; who the star athletes or the best country are, if there are any local heroes who play this sport, and / or the rules, tactics and strategies of the event. They could then work to incorporate this in their school, maybe in a PE lesson, teaching other pupils how to play the game. This could then be linked to the competition challenge and intra-school competition. If a Paralympic sport is chosen, this could help to develop empathy for others and stimulate work around equality and determination.

For further Olympic and Paralympic resources, videos, games, other case studies and activities for all ages visit: www.getset.co.uk (for further information see 'Using the Get Set website', page 31)

How this supports Ofsted

Ofsted, Beyond 2012 – Outstanding physical education for all, pages 4-10, 2013

-Engage parents in pupil development

-Pupils should take part in a range of activities requiring social skills

-Pupils should respond positively to a range of artistic, sporting and other cultural opportunities

*-Raise their [pupil] expectations of what more able pupils are capable of achieving and provide them with challenging, competitive activities that lead to high standards of performance - **Recommendation***

*-Raise their [pupil] expectations of what more able pupils are capable of achieving and provide them with challenging, competitive activities that lead to high standards of performance - **Recommendation***

*-Pupils achievement & enjoyment of school, including their personal development and well-being, were enhanced significantly by opportunities to train as playground buddies and junior sports leaders – **Key finding***

*-Pupils must be encouraged to remain actively engaged in PE and school sport, and be helped maintain their interest in sport outside of school by participating regularly in activities in local clubs and community sports facilities – **Recommendation***

Ofsted, Sport Premium Impact Indicators, Subsidiary Guidance, pages 30-31, 2013

-Links with other subjects that contribute to pupils' overall achievement and their greater social, spiritual, moral and cultural skills

Leadership and Volunteering Challenge

Can your school offer pupils the opportunity to complete some form of leadership? Are they already leading something outside of school? Could your young people (Young Ambassadors or School Council) advertise volunteering jobs that could be completed in or around your school? Could they co-ordinate and lead intra-school competitions?

Please see appendix (Pages 29 – 30) for an example leadership log which pupils can use to evidence their hours. This can be downloaded from the website www.jackhunt.net

CASE STUDY 1

School A ran a Playground Leader course for Year 5 and Year 6 pupils. With the support of a member of staff the pupils organised a number of structured play sessions during lunchtimes for pupils. To help with this, the school bought the pupils a bag of sports equipment to use for playground games and activities. This does not have to be restricted to sport. Could your older pupils be reading buddies for younger pupils?

CASE STUDY 2

School B used their existing leadership and volunteering opportunities as evidence for this part of the Legacy Challenge. For example, pupils who were supporting staff as assembly monitors, members of the school council, lunchtime support and prefects.

Possible Ideas / Discussion Points

There is a great opportunity to use the Get Set website (Page 31) and combine the leadership challenge with the Olympic and Paralympic values challenge. The Values Leader scheme is potentially a great way to engage pupils in leadership tasks; not only will it benefit them as individuals, but it can also have a positive impact on the school or local community through what is organised. Pupils could organise a school event, for example your sports day (also then linking to the competition challenge), school fete or some other event. The pupils chosen as the leaders could be part of a Gifted and Talented cohort, who demonstrate good leadership skills, or who could work with others to improve self-confidence or self-esteem.

How this supports Ofsted

Ofsted, Beyond 2012 – Outstanding physical education for all, pages 4-10, 2013

-This initiative provides a resource for sports leaders / Young Ambassadors to lead / support in your school. Leadership enhances pupils' personal development and well-being - Key finding

-Pupils' achievement and enjoyment of school, including their personal development and well-being, were enhanced significantly by opportunities to train as playground buddies and junior sports leaders - Key finding

-Raise their [pupil] expectations of what more able pupils are capable of achieving and provide them with challenging, competitive activities that lead to high standards of performance - Recommendation

Ofsted, Sport Premium Impact Indicators, Subsidiary Guidance, pages 30-31, 2013

-Links with other subjects that contribute to pupils' overall achievement and their greater social, spiritual, moral and cultural skills

Health Challenge

To maintain a basic level of health, children and young people aged 5 - 18 need to do at least 60 minutes of physical activity every day, which should be a mixture of moderate-intensity aerobic activity, such as fast walking, and vigorous-intensity aerobic activity, such as running.

To meet this recommended daily amount of activity we have designed four simple tasks which are all geared towards improving the pupil's health and activeness to hopefully change their lifestyle to a healthier one. Please see appendix (Page, 32 - 34) for a detailed breakdown of each task and ideas on how to meet them.



Schools that are moving into Healthy Schools Enhancement could take part in the Healthy Schools School Council Award too. This can help encompass the legacy values as a Whole School approach, which could be classed as an Early Success Indicator. Schools could have an individual, class or whole school health challenge that your school council can drive forward.

CASE STUDY 1

School A challenged pupils to Walk or Bike to School regularly – this was linked to their school travel plan and used the School Travel Plan resources as a stimulus.

If pupils live too far away to walk or cycle to school, then why not suggest they come up with an inventive alternative instead? They could try something at home, for example, walking round the garden 10 times.

Another initiative to encourage pupils to bike to school is for the school to be part of the Big Bike Race: www.bigbikerace.co.uk or perhaps as a cluster of schools you could consider a large event, perhaps a mini Tour de France?

CASE STUDY 2

School B completed a whole school project around healthy eating. This involved identifying topics to be taught, including the power of water, components of a healthy diet, daily exercise and planning a diet for a London 2012 athlete.

Possible Ideas / Discussion Points

It is important that children do not read this and be put off by the amount of exercise they need to do. Most will already be doing a lot of exercise a day that does count towards the one hour recommended amount and therefore only have to make small adjustments to their daily routine.

Pupils need to recognise that this does not need to be a 60 minute chunk of exercise and can be split into smaller amounts of exercise. Pupils can also use some of their work from other challenges to provide evidence for passing this challenge. For example:

CASE STUDY 3

A pupil may play football for 20 minutes at lunchtime with their friends on the school playing field. After school, he / she then attends a sports club and completes a further 30 minutes of moderate exercise, before going for a 20 minute bike ride in the evening with a parent / guardian, totalling over an hour of exercise in the day.

CASE STUDY 4

A pupil may have a PE lesson at school where he / she is involved in 20 minutes moderate exercise. In the evening he / she could attend high five netball training, where he / she completes 40 minutes of vigorous exercise totalling one hour of exercise for the day.

CASE STUDY 5

A pupil may represent the school in a sports tournament or festival afterschool, where they play 4 small sided games of tag rugby, totalling one hour of exercise for the day.

Additional Idea

For schools that run a Change4life Sport Club then the 'Get Going' logbook and 'Get Going' wrist bands are packed with of ideas resources, questionnaires and quiz's to help you make the most of the health challenges. Why not encourage your pupils to record their daily and weekly physical activity using the 'Get Going' wrist band or get them to complete the 'a bit about my week' section on their logbook. For more information about setting up a Change4Life sports club in your school please contact your School Games Organiser.

How this supports Ofsted

Ofsted, Beyond 2012 – Outstanding physical education for all, pages 4-10, 2013

-Provides evidence that the school is engaging with health agencies and parents to improve lifestyle

-Engage parents in pupil development

*-Work in partnership with parents and health agencies to enable overweight and obese pupils to participate regularly in a personalised programme of PE as part of a healthy lifestyle - **Recommendation***

Ofsted, Sport Premium Impact Indicators, Subsidiary Guidance, pages 30-31, 2013

-The increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics

-The growth in the range of provisional and alternative sporting activities

-The improvement in partnership work on physical education with other schools and other local partners

-The greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils' health

Healthy Schools

-The Health Challenges can be used as evidence for schools to achieve the Enhanced Status of the Healthy Schools Award by supporting:

*-Healthy Weight Healthy Lives– this focusses on healthy eating and physical activity for children and young people – **Healthy Schools***

*-Emotional Health and Wellbeing - this focusses on the emotional health of children and young people including anti-bullying – **Healthy Schools***

For additional ideas for resources see pages 41 - 42

Join a Sports Club Challenge

The aim of this challenge is to get more pupils involved in sport at school or in the local community.

Can the school advertise local community clubs that are open to primary age children? You may know of local clubs or have clubs based on your school site. To search for local clubs, visit: www.vivacity-peterborough.com

Local coaches could be utilised to run taster sessions to encourage pupils to attend community clubs; these could be from the local club or coaching providers. To ensure coaches are of a high standard, use a trusted provider and try to ensure they have their Level 2 qualification or above. If you need support with finding local sports coaches please contact Tim Smith - tsmith@jackhunt.net

If your pupils are already attending a sports club either at school or within the community they should evidence when and for how long they have attended. As well as that they will need to evidence that they have at least tried to introduce a friend / family member to their club. If they do not succeed in doing so, at least they will have evidence of who they spoke to about attending and whether or not they did.

Possible Ideas / Discussion Points

CASE STUDY 1

School A used some of their sport premium funding to employ local sport coaches to deliver 6 week taster sessions, introducing his / her sport and club to the children. The aim was to encourage pupils to further participate at the sport club.

CASE STUDY 2

School B used some of their sport premium funding to purchase Paralympic sports equipment, enabling them to set up a new inclusive sports club in school. This had activities such as Boccia, Seated Volleyball, Blind Football and Goalball. The school then ran an intra-school competition to promote this aspect of the Legacy Challenge.

CASE STUDY 3

School C consulted with their pupils to ascertain a new sports club they would like to have running in their school. The pupils decided on golf. The school used their sport premium funding to fund a member of staff to complete some CPD and purchase a tri golf set. They then invited a local golf professional into the school to lead some tri golf sessions for the pupils, working with the member of staff.

Additional Idea

If you are looking to set up new sports based club within your school or ensure your current offer provides activities for all young people then why not look at setting up a Change4Life Sports Club. Your local School Games Organiser (SGO) will be able to help you with this and you might be able to access £500 worth of free equipment, training and resources. For more information on Change4life Sports Clubs see page 42.

How this supports Ofsted

Ofsted, Beyond 2012 – Outstanding physical education for all, pages 4-10, 2013

-Supports schools provide weekly opportunities to participate and compete in school sport to enable the most able to attain high standards of performance - Recommendation

-Raise their (pupil) expectations of what more able pupils are capable of achieving and provide them with challenging, competitive activities that lead to high standards of performance - Recommendation

-Improve pupils' fitness by keeping them physically active...engaging them in regular, high-intensity vigorous activity for sustained periods of time - Recommendation

Ofsted, Sport Premium Impact Indicators, Subsidiary Guidance, pages 30-31, 2013

-The increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics

-The growth in the range of provisional and alternative sporting activities

Competition+ Challenge

The aim of this challenge is to get as many pupils as possible involved in intra or inter-school sport. Schools can achieve this in many different ways.

Schools may wish to allocate one lunchtime per week where Young Ambassadors / Playground Leaders organise competitions. Primary schools could also devote one afternoon per term to facilitate intra-competition.

All primary schools already participate in lots of inter-school competition. Ensure pupils evidence this following a competition or festival. You can use your intra-school (inter-house) competitions as well for evidence.

Organise and run a multiskills or simple cup stacking tournament to help fulfil these criteria.

CASE STUDY 1

School A worked with their local primary schools and partner secondary school to develop a calendar of sporting competitions for each term. Each school took it in turn to host an event and the secondary school was used as a central venue for some of the festivals. The secondary school used their sports leaders to run and officiate each competition and festival. Where appropriate, a league was formed with cross-over finals. A media group was formed from the secondary school to report on each fixture, providing match reports and pictures.

CASE STUDY 2

School B used the Legacy Challenge as a motivation tool to get all their Year 4, Year 5 and Year 6 children to participate in a primary schools cross-country event. This event was a district event and supported the school achieving their best ever overall result for many years.

Possible Ideas / Discussion Points

Do you have a competition calendar in your school that has all intra and inter-school competitions scheduled on it? Would this help? Your School Games Organiser may provide you with one

How this supports Ofsted

Ofsted, Beyond 2012 – Outstanding physical education for all, pages 4-10, 2013

-Supports schools provide weekly opportunities to participate and compete in school sport to enable the most able to attain high standards of performance - Recommendation

-Provide weekly opportunities for all pupils to participate and compete in school sport to enable the most able pupils to attain high standards of performance - Recommendation

-Raise their [pupil] expectations of what more able pupils are capable of achieving and provide them with challenging, competitive activities that lead to high standards of performance - Recommendation

-Improve pupils' fitness by keeping them physically active...engaging them in regular, high-intensity vigorous activity for sustained periods of time - Recommendation

Ofsted, Sport Premium Impact Indicators, Subsidiary Guidance, pages 30-31, 2013

-The increase and success in competitive school sports

My Challenge

There are three aspects to this challenge. The aim of this is to give schools the flexibility to develop a range of challenges.

Task 1 - Personal Challenge

It does not have to be PE or Sports based. The challenge could be adopted through consultation with staff, pupils and or parents. This is where you could really personalise the Legacy Challenge to meet the needs of individual pupils.

Possible Ideas / discussion Points

- This can be used as an individual target setting tool for children, by allowing them to formulate their own target and work towards achieving it with their parents / guardians. The target could be based around school work, achieving a specific level in a subject area or something out of school, for example achieving a specific grade for playing a musical instrument.
- You could link with parents of specific pupils and use the Legacy Challenge as a tool to motivate pupils to improve certain aspects of their schooling, home life, or develop some work in the community, therefore aiding the pupil / parent / guardian relationship.

Task 2 - Group, Class or Whole School Challenge

This is the opportunity for pupils, classes or the whole school to work together on a joint project.

Possible Ideas / Discussion Points

- The school could adopt a charity; a target could be to raise awareness of the charity across the school and local community, raise money or make something to send.
- A school could have a whole class target to develop collective responsibility towards something. This could also be done as a whole year group, key stage or whole school.

Task 3 - World Record Attempt

Take part in the Inspire+ World Record Challenge! We have successfully taken part in numerous Guinness World Record attempts, including skipping and hooping. Our latest attempt lodged with Guinness World Records is based around children taking part in a hundred metre race over a set period of time on multiple sites.

Possible Ideas / Discussion Points

- The Guinness World Record Attempt will be held in the summer term 2014 but as such an exact date is to be confirmed.

How this supports Ofsted

Ofsted, Beyond 2012 – Outstanding physical education for all, pages 4-10, 2013

-Pupils should take part in a range of activities requiring social skills

-Pupils should respond positively to a range of artistic, sporting and other cultural opportunities

Ofsted, Sport Premium Impact Indicators, Subsidiary Guidance, pages 30-31, 2013

-The increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics

-The growth in the range of provisional and alternative sporting activities

-Links with other subjects that contribute to pupils' overall achievement and their greater social, spiritual, moral and cultural skills



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**All resources and additional information found in this Appendix can be viewed and downloaded at
www.jackhunt.net**

(Please note that hyperlinks can be accessed when using an electronic version of the resource)

Introducing ‘The Legacy Challenge’ to pupils: guidance & resources overview

The introductory lesson is broken down into four different sections, each aiming to provide a solid foundation of understanding before pupils begin their Legacy logbooks. The four sections are:

1. The Purpose of Legacy
2. Introduction to the Legacy Challenge
3. What are the Challenges?
4. Questionnaire and collection of data-(*compulsory*)

Each of the sections, and how to carry them out, are outlined in further detail below. We have also devised an accompanying PowerPoint presentation, with additional guidance for each slide, which can be used to support the lesson that is downloadable from the Jack Hunt website – www.jackhunt.net

Section 1: The Purpose of Legacy

For this initiative, when we refer to Legacy, we are talking about young people creating their own physical activity and health legacy, bringing about many outcomes, including:

- Being a positive role model and citizen
- Being an active volunteer in school, at home or in the local community
- Having a greater understanding of what it means to be healthy and putting this into practice
- Being more physically active by participating in structured competition and sports clubs
- Being more physically active in unstructured play and leisure time

In order for pupils to get the most out of The Legacy Challenge, they need to understand what the above statements mean, and how they can use / apply them in their lives. This section is about developing an understanding of what Legacy is, and what we want the pupils to do.

We would advise that you hold a discussion around health, starting by talking in pairs and small groups, and then building up to a class discussion. Starter questions could include:

- What do you think it means to be “healthy”?
- How can you be healthy?
- What can you do to be healthy?

You can then facilitate the discussion based on points that the pupils raise, for example exercising or having a healthy, balanced diet.

Section 2: Introduction to the Legacy Challenge

Following on from the discussion in section 1, you can then introduce The Legacy Challenge as a method of challenging pupils to think about their health and physical activity. As The Legacy Challenge may have already been introduced to pupils in the assembly, you may wish to refer back to the assembly. In this section, pupils learn about what The Legacy Challenge is, what each of the challenges are and what they need to do to receive rewards. Pupils should also understand why it is relevant to them and their everyday lives.

1. You should first ask pupils why they think it is important to think about their health, and why they might be doing a Legacy Challenge
2. After a discussion around this, you should explain in more detail what The Legacy Challenge involves:
 - a) Explain that there are six Challenges to complete, and for every two Challenges completed, pupils will receive a sticker to display on their Legacy Challenge logbooks.
 - b) Explain that within some Challenges there are multiple tasks to complete, and if pupils complete all tasks in all Challenges, they will become a LEGACY CHAMPION, with the chance of being entered into a draw to win a mini iPad
 - c) You should also tell them that they need to get each of their Challenges signed off by an adult (teacher / parent), and can collect pictures and complete additional resources as evidence
3. We think it's really important to emphasize to the pupils that although they can receive rewards through completing the Challenges, the main focus is for them to learn about how they can monitor their health, lead a healthy active lifestyle and challenge themselves to be the best they can be.

Section 3: What are the Challenges?

This section should provide an introduction to each of the Challenges, including giving examples to illustrate some of the terminology used. Pupils should now know there are 6 Challenges to complete.

- **Challenge 1: Meet Olympic & Paralympic Values**

There are three Olympic Values (Friendship, Respect and Excellence) and four Paralympic Values (Equality, Courage, Determination and Inspiration). This section should cover what the values are, what they mean and examples of how pupils can “carry them out”

Ask the pupils what they think each of the values mean, and how they could “carry out” each of the values. Encourage the pupils to think of examples both in and outside of a sporting environment. The PowerPoint presentation comes in handy for an explanation of this section; we have provided definitions and a few examples. You may wish to adapt some of the examples, depending on your class age

- **Challenge 2: Leadership and Volunteering**

This section includes an explanation of what Leadership and Volunteering is, and provides some examples of what pupils can do in order to be a leader / volunteer. Again, we would recommend that you ask the pupils what they think first, before taking a look over the PowerPoint. We have included definitions of a leader and a volunteer, and provided some examples. As with Challenge 1: Meet Olympic & Paralympic Values, you may wish to adapt some of these examples, to suit your class age range

- **Challenge 3: Health**

This Challenge is fairly straight-forward, so this just requires a read through of the different tasks. You may wish to explain here that pupils only have to complete one task in order to complete the Challenge, but in order to become a LEGACY CHAMPION; they need to complete all of the tasks within the Challenges

- **Challenge 4: Join a sports club**

As above, this Challenge is fairly straight-forward so should just require a read through. Emphasize the two slightly different approaches to this Challenge, depending on the pupil's current involvement in a club: some pupils may be joining the club themselves; some pupils may be getting a friend / parent to come along with them

- **Challenge 5: Competition+**

This Challenge requires an explanation of the difference between inter and intra school competition. You may also wish to ask the pupils how, and in what sports they may compete in. You may wish to use this opportunity to encourage your pupils to take part in some up-and-coming intra and inter school competitions

- **Challenge 6: My Challenge**

Explain that this is a special Challenge; because, as pupils they have the chance to create part of the Challenge themselves, so it becomes a personal goal for them.

Outline each of the three tasks. The first task is the one that pupils have the chance to create something themselves. This should be kept within the health theme. This can be discussed later on, once the pupils have started their Legacy logbooks. The second task is a group challenge. You may wish to do something together as a class, or even as a whole school. Ask the pupils about things they might like to do together. Finally, task 3 involves taking part in the Inspire+ World Record Attempt. Further information about this will follow, but you may wish to remind pupils of previous World Record Attempts that Inspire+ have run (skipping and hooping) that they may have taken part in already.

Section 4: Base-line data questionnaire

Having completed sections 1 - 3, you can then introduce the questionnaire in section 4. Explain to the pupils that you need to ask them some questions before they begin their Legacy Challenges, and that in answering the questions, they should think about how healthy they are, including how much physical activity and exercise they do, what they eat and drink and if they already undertake any leadership, volunteering or competing.

Make sure you explain that they should think about the last month alone, and that there is no right / wrong answer, they should think about themselves, not what their friends might say.

The questionnaire should be completed on a 'hands-up' basis. You may also find the FAQs listed on the baseline questionnaire useful.

The Legacy Challenge – Baseline Questionnaire 1

This should be completed prior to pupils starting the Legacy Challenges, ideally on a class by class basis.

School Name: _____ **Class / Year:** _____

Date: _____

Total Number of Boys: _____ **Total Number of Girls:** _____

The following questions apply to the last month to three months.

Assessment Question	Number of Boys	Number of Girls
1) In the last month, have you completed 10 hours leadership and volunteering?		
2) In the last month, have you thought about how healthy you are?		
3) In the last month, if you are able to, have you cycled or walked to school?		
4) In the last month, have you participated in an afterschool sports club at your school?		
5) In the last month, have you participated in a sports club outside of school / in your community?		
6) In the month, have you completed a sports competition held in your school involving pupils from your school?		
7) In the last month, have you represented your school in a sporting competition (Including the Sainsbury's School Games)?		
8) Do you have a healthy breakfast?		
9) Do you have five portions of fruit or vegetables each day?		
10) Does your school encourage you to bring a healthier lunchbox to school?		
11) *Do you understand the importance of eating Healthier?		
12) *Do you understand why smoking is dangerous for your health?		

**Please note due to the nature of these questions these are to be asked to age appropriate classes and can be discounted at the discretion of the Headteacher / Class teacher*

FAQs

- 1) To pass this, pupils MUST have completed 10 hours leadership and or volunteering in the last month. Pupils can use both sporting and non-sporting examples; for example, rainbows, brownies, beavers and cubs
- 2) To pass this, pupils could have had a conversation with a family member, kept a food diary, planned meals for themselves in the last month
- 3) 'If you are able to' relates to the distance the child lives from the school i.e. if it is close enough to walk / cycle to / from
- 4) To pass this, pupils must have attended the school club more than once
- 5) To pass this, pupils must have attended the sports club outside of school / in the community more than once
- 6) To pass this, pupils should have been involved in intra-school competition (a competition in their school – for example, class or house competition)
- 7) To pass this, pupils should have been involved in inter-school competition (a competition where they have represented their school against another school)
- 8) To pass this, pupils should be eating fruit, low sugar cereal, milk, wholemeal bread or similar to achieve a healthy breakfast
- 9) To pass this, pupils are to consume 5 portions of either fruit or vegetables a day.
- 10) To pass this, pupils that believe that the school encourages them to bring a healthier lunchbox will raise their hands
- 11) To pass this, pupils that understand the importance of eating healthier should only raise their hands
- 12) To pass this, pupils that understand why smoking is dangerous for their health must raise their hands

The Legacy Challenge – Baseline Questionnaire 2

To be completed after your class / school has finished the Legacy Challenges

School Name: _____ **Class / Year:** _____

Date: _____

Total Number of Boys: _____ **Total Number of Girls:** _____

Pupils should answer the following questions to reflect the time period since they began the Legacy Challenge.

Assessment Question	Number of Boys	Number of Girls
1) As part of the Legacy Challenge, have you completed 10 hours leadership and volunteering?		
2) As part of the Legacy Challenge, have you thought about how healthy you are?		
3) As part of the Legacy Challenge, if you are able to, have you cycled or walked to school?		
4) As part of the Legacy Challenge, have you participated in an afterschool sports club at your school?		
5) As part of the Legacy Challenge, have you participated in a sports club outside of school / in your community?		
6) As part of the Legacy Challenge, have you completed a sports competition in your school?		
7) As part of the Legacy Challenge, have you represented your school in a sporting competition against another school (Including the Sainsbury's School Games)?		
8) Do you have a healthy breakfast?		
9) Do you have five portions of fruit or vegetables each day?		
10) Does your school encourage you to bring a healthier lunchbox to school?		
11) *Do you understand the importance of eating healthier?		
12) *Do you understand why smoking is dangerous for your health?		
Additional Information		
a) Number of pupils completing the bronze award only		
b) Number of pupils completing the silver award only		
c) Number of pupils completing the gold award only		
d) Number of pupils who are a LEGACY CHAMPION		
e) Number of pupils who have enjoyed completing the Legacy Challenge?		

***Please note due to the nature of these questions these are to be asked to age appropriate classes and can be discounted at the discretion of the Headteacher / Class teacher**

FAQs

- 1) To pass this, pupils **MUST** have completed 10 hours leadership and or volunteering in the last 3 months. Pupils can use both sporting and non-sporting examples; for example, rainbows, brownies, beavers and cubs
 - 2) This will be a value judgement by pupils
 - 3) 'If you are able to' relates to the distance the child lives from the school i.e. if it is close enough to walk / cycle to / from
 - 4) To pass this, pupils must have attended the school club more than once
 - 5) To pass this, pupils must have attended the sports club in the community more than once
 - 6) To pass this, pupils should have been involved in intra-school competition (a competition in their school – for example, class or house competition)
 - 7) To pass this, pupils should have been involved in inter-school competition (a competition where they have represented their school against another school)
 - 8) To pass this, pupils should be eating fruit, low sugar cereal, milk, wholemeal bread or similar to achieve a healthy breakfast
 - 9) To pass this, pupils are to consume 5 portions of either fruit or vegetables a day
 - 10) To pass this, pupils that believe that the school encourages them to bring a healthier lunchbox will raise their hands
 - 11) To pass this, pupils that understand the importance of eating healthier should only raise their hands
 - 12) To pass this, pupils that understand why smoking is dangerous for their health should raise their hands
-
- A) To pass this, pupils that have **ONLY** achieved a Bronze sticker are to raise their hands (i.e. Completed 2 / 3 out of the 6 challenges)
 - B) To pass this, pupils that have achieved **BOTH** a Bronze and Silver sticker but not Gold are to raise their hands (i.e. Completed 4 / 5 out of the 6 challenges)
 - C) To pass this, pupils that have achieved **ALL** the stickers are to raise their hands (i.e. Completed all 6 challenges)
 - D) To pass this, pupils that have achieved **LEGACY CHAMPION** status are to raise their hands (i.e. Completed ALL the tasks within the 6 challenges)
 - E) To pass this, pupils that have enjoyed participating and completing the challenges are to raise their hands

Leadership and Volunteering Log


Remember you can complete this challenge by volunteering both in, and outside of school!

You could volunteer in school by helping at a club or event, but you could also gain your hours by:

- Helping around the house
- Helping at a community club, such as rainbows, brownies, cubs or scouts
- Supporting your teacher in school. If you are a Playground Leader or on the school council make sure you include these hours!

Task - Complete 10 hours of volunteering by helping at school, at home or a community club you go to.

Hints and Tips - Use the table below to record the number of hours volunteering you complete and then attach it to your legacy logbook. Don't forget to ask an adult who saw you volunteering to sign your sheet too! He / she could be your teacher, coach or parent / guardian, for example.

Date	What did you do?	How long?	Signature
<i>Example 16/09/13</i>	<i>Helped my netball coach train the under 9's in high 5 netball at Fenland Netball Club, Grantham</i>	<i>1 hour</i>	

<i>Date</i>	<i>What did you do?</i>	<i>How Long?</i>	<i>Signature</i>

GetSet.co.uk is a great resource to support schools with activities that work around the Olympic and Paralympic Games.

Registering

You will need to register to access the vast range of resources. Click register, create a username and password and away you go.

Across the information bar at the top of the webpage, there are a range of options to support schools in many ways, from class activities to whole school improvement. The website can be used to assist pupils / schools to complete the majority of the Legacy Challenges.

Home Page

The resources and videos in the image bank could be used for classroom or whole school activities. Pupils could use them to learn about the history of the Olympic and Paralympic Games for example, or about the Commonwealth Games, in preparation for Glasgow 2014.

In Class

In this area, there are a range of subject-based and cross-curricular ideas to suit pupils in both primary and secondary schools.

Whole School

This area gives ideas for whole school projects, including themed days, which could be adopted and used as evidence for one, or more, of the Legacy Challenges. These events could be used to achieve whole school outcomes as well as providing many resources to support staff with planning events.

Athletes

This section provides lots of information about Team GB Olympic and Paralympic athletes and has a good source of images as well.

Values Leaders

This is a great resource that can be used by schools to fulfil the Leadership and Volunteering challenge. It provides clear guidance to schools, with ideas and outcomes that will engage and motivate pupils to develop leadership skills.

Health Challenge Task Ideas

To meet the recommended daily amount of activity we have designed four simple tasks which are all geared towards improving the pupil's health and activeness to hopefully change their lifestyle to a healthier one.


Here are some ideas on how the pupils can achieve all four tasks, also remember that the physical activity can be outside of sports:

Task 1 – Walk or Bike to school as often as you can

Your school may wish to consult pupils and ask how they get to and from school and ask them to make healthier choices (if they can). Ideas to improve this include a 'Park and stride site' or setting up a Walking Bus. The School Travel team may be able to help you with this.

If pupils live too far away to walk or cycle to school, then why not suggest they come up with an inventive alternative instead? They could try something at home, for example, walking round the garden 10 times.

Another initiative to encourage pupils to bike to school is for the school to be part of the Big Bike Race: www.bigbikerace.co.uk or perhaps as a cluster of schools you could consider a large event, perhaps a mini Tour de France?

Task 2 - Try to make sure your snack is a healthy one  Healthy snacks are low in fat, salt and sugar e.g. swapping crisps and chocolate for a piece of fruit.

For more ideas on healthy packed lunches and snacks visit: www.nhs.uk/change4life

Children who eat 3 meals a day should not need to have lots of snacks. The change for life programme states that '2 Snax Max' is good practice. Examples of these snacks could be:

Swapping crisps or chocolate for:

- Pumpkin and sunflower seeds
- Homemade popcorn (without sugar or salt)
- Oatcakes rice and corn cakes
- Breadsticks
- Strawberries dipped in yoghurt - put them in the freezer half an hour before you serve them so the yoghurt goes hard
- A frozen banana - just put it in the freezer in its skin and serve like an ice lolly
- Chunks of fruit – melon / strawberries / grapes or whatever you have to hand
- Low fat fruit yoghurt
- Raw chunks of low sugar jelly
- Vegetable sticks – carrot, celery, baby sweet corn, peppers, radishes and low fat humous dip
- Sliced apple and a low fat soft cheese dip

For further information visit the change for life website at www.nhs.uk/change4life



Task 3 - Ensure you have a good breakfast every day (For a minimum of 2 weeks) Getting the best start to the day by having a good breakfast is an important part of being healthy. But many of us are missing out, choosing breakfast options that are high in sugar or fat, or not having anything at all. Eating breakfast gives us the energy we need until lunchtime and can help us to cut down on snacking throughout the morning.

Some tips to try;

- For a tasty and healthy start to the day, it's good to base breakfast on starchy foods such as bread or breakfast cereals
- When choosing cereal, try to go for one that contains whole grains and is lower in salt and sugar. Also, serve it with semi-skimmed, 1% or skimmed milk, or low-fat yoghurt (but remember 1% or skimmed milk isn't suitable for children under 5)
- Try to fit in some fruit – fresh, frozen, tinned or dried fruit all count towards 5 daily portions of fruit and veg. Put slices of banana on toast, or add chunks of apple, berries, or dried fruit to cereal
- Adding fruit to cereals is also a great way to get kids to eat less sugary cereals. Alternatively, try mixing sugary cereals with lower-sugar ones, increasing the amount of lower-sugar cereal over time to get kids use to them
- Wash down breakfast with a glass of 100% fruit juice as this will count as a fruit and veg portion. A glass (150ml) of fruit juice counts as a maximum of one portion of your 5 A DAY
- Try making toast with wholemeal or granary bread, and use just a small amount of low-fat spread (e.g. margarine) or jam. Choose a spread that is high in polyunsaturates or monounsaturates (both types of unsaturated fat), instead of one that's high in saturated fat, such as butter
- Why not try a fruit smoothie? If there's time, make it the night before and store it in the fridge, or prepare all the ingredients ready to buzz in a blender in the morning. Use fresh fruit such as banana and strawberries and some plain low-fat yoghurt or lower-fat milk, or puree a few canned apricot halves with some orange juice. You could also try adding some wholegrain cereal to your smoothie for extra fibre
- Porridge oats are cheap and contain lots of vitamins, minerals and fibre. Make porridge with semi-skimmed, 1% or skimmed milk, or water. If you usually add salt or sugar, try adding a few dried apricots or a sliced banana for extra flavour instead
- For a change from ordinary toast, try some toasted fruit bread
- If there's more time, why not have a poached egg and mushrooms on toast? Try grilling the mushrooms as it's healthier than frying
- It's great to have breakfast together as a family as it encourages kids to eat breakfast and get a great start to the day

For further information visit the change for life website at www.nhs.uk/change4life

Task 4 – Meet the recommended daily amount of exercise for two weeks

Children and young people aged 5 to 18 should do at least 60 minutes of aerobic activity every day. This should include a mix of:

- **Moderate - intensity activities:** this means a child is working hard enough to raise their heart rate and break a sweat
- **Vigorous - intensity activities:** this means they are breathing hard and fast, and their heart rate has gone up quite a bit

For examples of activities that could be included as moderate or vigorous please use the following NHS link;

<http://www.nhs.uk/chq/Pages/819.aspx?CategoryID=52&SubCategoryID=142>

My Nutrition Diary

Using the diary below, write down everything you eat and drink over the next two weeks. Once you have eaten record it as soon as you can to make sure you don't have any blank spaces. Also don't forget to attach it to your logbook as evidence!

Name: _____ Date: _____

DAY	FOOD	DRINK
Saturday Breakfast		
Saturday Lunch		
Saturday Teatime		
Saturday Snacks		
Sunday Breakfast		
Sunday Lunch		
Sunday Teatime		
Sunday Snacks		
Monday Breakfast		
Monday Lunch		
Monday Teatime		
Monday Snacks		
Tuesday Breakfast		
Tuesday Lunch		
Tuesday Teatime		
Tuesday Snacks		
Wednesday Breakfast		
Wednesday Lunch		
Wednesday Teatime		
Wednesday Snacks		
Thursday Breakfast		
Thursday Lunch		
Thursday Teatime		
Thursday Snacks		
Friday Breakfast		
Friday Lunch		
Friday Teatime		
Friday Snacks		

My Exercise Diary

Write down any exercise or activity that you do over the next two weeks in the table below. This can include physical activities such as going on a bike ride with your family, walking to school, competing for your school or playing a match for your local team. Make sure you write down how long you did the activity for.

Name: _____ **Date:** _____

Day	Activity	How long for?

Legacy Challenge Whole School Development Matrix

Ofsted Key Recommendations (Beyond 2012-Outstanding Physical Education for all)	Legacy Challenge Evidence
Provide weekly opportunities for all pupils to participate and compete in school sport to enable the most able pupils to attain high standards of performance	Competition Challenge
Work in partnership with parents and health agencies to enable overweight and obese pupils to participate regularly in a personalised programme of PE as part of a healthy lifestyle	Health Challenge
Foster stronger links between schools and local sports clubs and leisure providers to enable more pupils to participate and excel in PE, extra-curricular and community sport	Join a Sports Club Challenge
Improve pupils' fitness by keeping them physically active throughout all lessons and engaging them in regular, high-intensity vigorous activity for sustained periods of time	Join a Sports Club and Competition Challenge
Raise their expectations of what more able pupils are capable of achieving and provide them with challenging, competitive activities that lead to high standards of performance	Competition Challenge
Build on the improvements made to PE and harness the interest and momentum generated by the 2012 London Olympic Games by devising and implementing a new national strategy for PE and school sport	All Challenges
Schools have a vital role to play in ensuring that all pupils remain at the heart of a successful sporting legacy left behind by the Olympic Games. Pupils must be encouraged to remain actively engaged in PE and school sport, and be helped to maintain their interest in sport outside of school by participating regularly in activities in local clubs and community sports facilities	O&P Values, Volunteering, Join a Sports Club and Competition Challenge
SMSC – pupils should take part in a range of activities requiring social skills	All Challenges
SMSC – respond positively to a range of artistic, sporting and other cultural opportunities	All Challenges

Ofsted Key Findings (Beyond 2012-Outstanding Physical Education for all)	
Pupils' achievement and enjoyment of school, including their personal development and well-being, were enhanced significantly by opportunities to train as playground buddies and junior sports leaders	O&P Values and Volunteering Challenge
The needs of gifted and talented pupils were met through additional provision and personalised support programmes for them	All Challenges
Sport Premium (Impact Indicators, Subsidiary Guidance)	
The increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics	Health, Join a Sports Club and My Challenge
The increase and success in competitive school sports	Competition+ Challenge
How much more inclusive the physical education curriculum has become	
The growth in the range of provisional and alternative sporting activities	Health, Join a Sports Club and My Challenge
The improvement in partnership work on physical education with other schools and other local partners	Health Challenge
Links with other subjects that contribute to pupils' overall achievement and their greater social, spiritual, moral and cultural skills	O&P Values, Volunteering and My Challenge
The greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils' health	Health Challenge

Healthy Schools Status	
Supporting children understand healthy lifestyles and make better lifestyle decisions	Health Challenge
Supporting children to be healthier	Health Challenge
Supporting children to be more active	Join a Sports Club and Competition+ Challenge
Supporting children to access local community sport clubs	Join a Sports Club Challenge
Supporting sustainable travel	Health Challenge
Support a schools application for Healthy Schools Enhancement status	All Challenges
Supporting Schools to gain the Healthy Schools school council award	Meeting Olympic and Paralympic values challenge
Sainsbury's School Games Kitemark	
The school must be registered on the Sainsbury's School Games Website www.yourschoolgames.org	
The school must provide a calendar of competition to include all young people	Competition+ Challenge
The school must provide opportunities for young people to participate in extracurricular activities	All Challenges
The school must provide opportunities for young people to lead, manage and officiate	Leadership and Volunteering Challenge
For the full Sainsbury's School Games Kitemark criteria please visit www.yourschoolgames.org	

Children need more exercise - especially girls

Reported by Nick Trigg –Health Correspondent, BBC News, August 2013

Available at: <http://www.bbc.co.uk/news/health-23778945>

Half of all UK seven-year-olds do not do enough exercise, with girls far less active than boys, a study suggests.

University College London researchers found just 51% of the 6,500 children they monitored achieved the recommended hour of physical activity each day. For girls, the figure was just 38%, compared with 63% for boys. Half of the group also spent more than six hours being sedentary each day, although some of this would be spent in class, the researchers acknowledged.

The study, published in the online journal BMJ Open, found levels of activity varied among groups. For example, children of Indian origin and those living in Northern Ireland were among the least physically active with 43% achieving the recommended levels, compared to 53% in Scotland.

'Worrying'

But the most marked difference was between girls and boys. Researchers said this suggested there needed to be a focus on making sport and other activities more attractive to girls. Prof Carol Dezateux, one of the lead authors, said: "There is a big yawning gap between girls and boys. We need to really think about how we are reaching out to girls.

"The school playground is an important starting point. Often you will find it dominated by boys playing football." But she said there should still be concern about the activity levels across the board. "The findings are particularly worrying because seven-year-olds are likely to become less active as they get older, not more."

To achieve the one hour recommendation children have to take part in moderate or vigorous activity, which includes everything from brisk walking and cycling to playing football and running. The UCL research is not the first to suggest children are not active enough, but most previous studies have relied on self-reporting by children or parents estimating levels of exercise, whereas the latest one involved real-time monitoring.

During the study, which took place during 2008 and 2009, youngsters wore an accelerometer to measure exercise levels which was attached to an elastic belt around their waist. It was removed only when bathing or when the children went to bed. In total, the experts were able to record more than 36,000 days of data based on the children wearing the accelerometer for at least 10 hours a day over the course of a week.

Dr John Middleton, of the Faculty of Public Health, said more research was needed into why certain groups were less active. "We need our children to grow up to be fit and healthy adults, not just because it's what any civilised society would want for its children, but it's also best for our economy too," he added.

Dr Ann Hoskins, of Public Health England, agreed. She said: "This study highlights that there is still much to do to keep children and young people active as they grow older, especially girls. "The new school year is the perfect time to make healthy changes, swapping short car or bus journeys with walking or scooting to school."

Health Challenge – Moderate and Vigorous Exercise

(Please note that hyperlinks can be accessed when using an electronic version of the resource. This can be downloaded at www.inspireplus.org.uk)

Children and young people aged 5 to 18

Children and young people aged 5 to 18 should do at least 60 minutes (one hour) of aerobic activity every day. This should include a mix of:

- **moderate-intensity activities:** this means your child is working hard enough to raise their heart rate and break a sweat
- **vigorous-intensity activities:** this means they're breathing hard and fast, and their heart rate has gone up quite a bit

As part of your child's 60 or more minutes, they should also do activities that strengthen their muscles and bones.

For examples of activities, see:

- [What counts as moderate-intensity aerobic activity?](#)
- [What counts as vigorous-intensity aerobic activity?](#)
- [What counts as muscle-strengthening activity?](#)
- [What counts as bone-strengthening activity?](#)

How you can help your child

You can help by encouraging your child to find activities they enjoy, and by building physical activity into family life. Most children love running around a park or playing in a playground. Live Well has more tips for how to [get active with your kids](#)

Team sports, such as football, basketball and volleyball, can also be great fun. If your child doesn't like team sports, there are plenty of other activities, such as dance and martial arts. Try the [sport quiz](#) to find out what sports might suit you or your child.

Use the [Find services directory](#) to find sporting facilities in your area. Read the answers to more questions about [exercise](#)

Further information:

- [What can I do if my child is overweight?](#)
- [What is moderate and vigorous exercise?](#)
- [Obesity](#)
- [Physical activity guidelines for children under five](#)
- [Physical activity guidelines for children and young people aged 5-18](#)
- [Health and fitness](#)
- [Keeping kids active](#)

Change4Life Sports Clubs is an exciting programme that aims to harness the inspiration of the Olympic and Paralympic Games to engage less-active* primary and secondary aged school children in physical activity and school sport.

Change4Life Sport Clubs take the principles and specific skills from a range of Olympic and Paralympic sports and place them in a fun, vibrant and exciting activity club giving young people the confidence and competence to take part in lifelong physical activity. As well as encouraging young people to become more active, the clubs also provide children with a fun way to develop their personal and social skills. By improving children's sense of belonging, team work, confidence, resilience and self-esteem, Change4Life Sports Clubs can impact on children's attitudes, behaviour and achievements within schools as a whole. Furthermore, by taking on a range of roles within the clubs, children can develop and apply their self-management, creative thinking and leadership skills, helping them become more effective learners.

Change 4 Life Primary clubs are targeted at years 3 and 4 and capture the essence of the sport without directly delivering sport-specific content, and are grouped under five multi-sport themes:

- Adventure
- Creative
- Combat
- Flight
- Target

The clubs have been designed to give children the necessary skills and confidence to be able to take part in School Games opportunities and become comfortable with competing in their school or against other schools.

To date, the Youth Sport Trust has developed a network of 8,500 school-based sports clubs in England and is looking to have 13,500 clubs set-up by 2015.

If your school is interested in setting up a Change4Life sport club then please contact your local School Games Organiser for more information about accessing the free equipment, training and resources.

The clubs have been funded by the Department of Health in partnership with the Youth Sport Trust.

**Nationally, 'less-active' tends to refer to children who do not undertake the recommended daily minimum of 60 minutes of moderate to vigorous intensity physical activity.*

For further information visit the change 4 life website at www.nhs.uk/change4life