

JE 23/09/08

16 September 2008

Committee Secretary
Standing Committee on Health and Ageing
House of Representatives
PO Box 6021
Parliament House
CANBERRA ACT 2600

Dear Secretary

Inquiry into Obesity in Australia

Current and proposed School and Community based initiatives for the education and promotion of healthy lifestyles

My name is Dean [redacted], I am a secondary PDHPE teacher at Hunter Christian School in Newcastle NSW. I am an honours graduate from the University of Newcastle in Health and Physical Education and have 14 years of Secondary Health and Physical Education Teaching Experience to HSC level. I have also been an NSW HSC marker.

I am very pleased to have been given this opportunity to contribute to this inquiry. Please accept my apology for the late arrival of this submission as I only became aware of this process this week.

Daily Physical Education was commenced at Hunter Christian School in Years 7 and 8 at the beginning of 2007. The program has now been expanded to include Year 6 in 2008 and I continue to work towards its introduction across all years. The success of the program here at Hunter led to an invitation to speak at the Hunter Zone Conference for Christian Schools in mid 2007. This resulted in two other local Christian Schools introducing similar programs at the beginning of 2008.

I have been interviewed on local ABC radio earlier this year about the program and have also guest lectured at Avondale (Tertiary) College on our initiatives. The University of Newcastle, Health and Physical Education Faculty have also shown recent interest in conducting formal research on our program.

Our program runs every school day from 8.45am to 9.15am and students participate in a range of physical activities with an emphasis on participation, not competition. Activities include modified games, dance, obstacle courses and even just walking. At this stage we have not attained any quantitative data on the benefits of the program but there has been a great deal of anecdotal evidence provided by staff, parents and students on its impact.

Reported benefits to students include:

- weight loss,
- increased fitness and skill levels

This should include daily physical activity during school hours for all years at least up to year 10 and outside of school hours for senior students. Among other critical health skills, students from Kindergarten to Year 10 should be trained into a daily exercise habit and by the time Year 10 has been completed, each student must have the knowledge and practical skills required to select and prepare healthy food quickly and efficiently. If individuals do not attain these all important skills than they will continually take the convenient easy options of minimal activity and fast food choices.

The time has also come for ALL fast food and sugar based drinks to be removed from every Australian School Canteen. The current standards in NSW fall well short of being truly health promoting. I note that this week it was reported in print media that the Australian Media and Communications Authority says there is no need to reform fast food advertising even during children's main viewing hours. This is despite the admission that it is a factor in children's food choices. Decisions like these, while popular with Fast Food Companies are not in the interests of public health.

Fast tracking of community infrastructure designed to encourage physically active living should also be a very high priority. Parks, Cycleways and walkways are critical facilities needed to promote physical activity. For example, I cycle a total of 30kms every day to and from work to keep fit, save money and reduce my impact on the environment. Unfortunately only a few kilometres of the journey is on a safe cycleway. The rest of the journey I run the risk of being hit by a motor vehicle. Canberra itself stands as a wonderful example of a well planned city that enables safe and healthy commuting. This is greatly needed in every city and town across Australia.

The establishment of a range of financial incentives to encourage the population to adopt healthy lifestyle practices would be a powerful tool for changing health behaviours. Examples of possible measures include the introduction of tax incentives (or grants for the purchase of a push bike) for individuals who travel to work by non-mechanical means or an increase in private health insurance rebates for those who meet an established criteria in the adoption of healthy lifestyle practices.

There should be a new line of defence established in the health system with a nationwide network of suitably trained and qualified health professionals (could be known as Healthy Lifestyle Practitioners) that GP's could use for patient referral. For example, if a GP had a patient presenting risk factors or early signs of a lifestyle disease such as Type II Diabetes the patient could be referred for advice, training and support to make the necessary lifestyle changes. This would reduce time pressures on GP's and take pressure off the states hospital systems by intervening early in the disease process. Coverage under the Medicare System or at least the Private Health Insurance system would see this service widely used and could significantly reduce the costs in the existing health system.

I believe that all levels of Government, business, industry and community groups need to operate in a co-ordinated system to successfully address this issue. Failure to decisively act now will only ensure that the lifestyle disease epidemic will continue to grow.

HUNTER CHRISTIAN SCHOOL

Year 7 and 8 Daily PE Program 2008

(Note: For content order see Yr7 and 8 PE Arrangements for 2008)

By the end of this program students will...

- Demonstrate some basic dance skills in selected social dances
- Demonstrate a personal commitment to fitness through a variety of fitness activities
- Demonstrate some basic skills in indoor hockey, indoor soccer, basketball, softcrosse, touch football, netball, athletics, cricket, softball, volleyball, Oztag and strategy games
- Demonstrate a basic understanding of the main rules of the above sports
- Demonstrate an understanding of some basic tactics and how to employ them in a variety of game situations
- Demonstrate safe participation on a Cross Country course

Content	Teaching Strategies/ Learning activities	Syll. Outcome	Resources	Reg'n
<ul style="list-style-type: none"> • Cross Country Running - Course outline - Safe participation 	<ul style="list-style-type: none"> • Students participate in modified Cross country course at oval or incorporated into the walking program • Students given instruction on the rules for the event and are taken on a walk of the course to familiarise themselves with the layout 	4.14	Oval near school Blackbutt Reserve	
<ul style="list-style-type: none"> • Cricket - Batting skills - Bowling skills - Fielding skills - Rules and tactics 	<ul style="list-style-type: none"> • Students participate in a variety of skill drills • Students participate in a modified game designed to maximise participation • Where appropriate play is briefly halted for skill or tactical instruction to individuals/groups 	4.4 4.5 4.14	School basketball court	

<ul style="list-style-type: none"> • Indoor Soccer - Trapping and passing - Dribbling skills - Shooting skills - Defensive skills - Positional play in attack/defence - Rules/tactics 	<ul style="list-style-type: none"> • Students participate in a variety of skill drills • Students participate in a game • Where appropriate play is briefly halted for skill or tactical instruction to individuals/groups 	<p>4.4 4.5 4.14</p>	<p>School Hall/Basketball court</p>	
<ul style="list-style-type: none"> • Athletics - Shot - Discus - Javelin - High Jump - Long Jump - Relay changes - Safe participation 	<ul style="list-style-type: none"> • Students practice each skill following demonstration/explanation from teacher • Emphasis placed on safe participation in each event 	<p>4.4 4.5 4.14</p>	<p>Oval near school Grass area</p>	
<ul style="list-style-type: none"> • Bush Dance - Basic steps - Basic formations - Line of dance - Roll of top couple - Selected dances e.g. Heel 'n Toe, Stockyards, Strip the Willow, Waves of Bondi 	<ul style="list-style-type: none"> • Each dance explained and demonstrated broken down step by step • Students practice each step without music, and teacher calling • Students practice each step with music and teacher calling • Students perform whole dance with music 	<p>4.4 4.5 4.14 4.13</p>	<p>School Hall</p>	

<ul style="list-style-type: none"> • Social Dance - Basic steps - Basic formations - Line of dance - Selected dances e.g. Pride of Erin, Samba, Cha Cha, Jive 	<ul style="list-style-type: none"> • Each dance explained and demonstrated broken down step by step • Students practice each step without music, and teacher calling • Students practice each step with music and teacher calling • Students perform whole dance with music 	<p>4.4 4.5 4.14 4.13</p>	<p>School Hall</p>	
<ul style="list-style-type: none"> • Fitness - Cardio Respiratory Endurance - Muscular strength - Muscular endurance - flexibility 	<ul style="list-style-type: none"> • Students participate in aerobic and floor exercises in class rooms from video • Students participate in circuits • Students participate in groups in a range of field tests early each term with their progress monitored 	<p>4.4 4.5 4.9 4.14</p>	<p>Classroom School Hall School Hall and basketball court</p>	
<ul style="list-style-type: none"> • Floor Hockey - Trapping and passing skills - Dribbling skills - Shooting skills - Goalkeeping skills - Rules/tactics 	<ul style="list-style-type: none"> • Students receive explanation and demonstration of the safe use of the stick • Students placed in groups for an explanation/demonstration of basic skills and rules • Students participate in a modified game and where appropriate play is halted for individual/group assistance re skills, rules or tactics 	<p>4.4 4.5 4.14</p>	<p>School Hall</p>	

<ul style="list-style-type: none"> • European Handball - Catching and passing skills - Defensive skills - Shooting skills - Rules/tactics 	<ul style="list-style-type: none"> • Students participate in a game • Where appropriate play is briefly halted for skill or tactical instruction to individuals/groups 	4.4 4.5 4.14	Basketball court	
<ul style="list-style-type: none"> • Basketball - Catching and passing skills - Dribbling skills - Defensive skills - Shooting skills - Rules/tactics 	<ul style="list-style-type: none"> • Students participate in a game • Where appropriate play is briefly halted for skill or tactical instruction to individuals/groups 	4.4 4.5 4.14	Basketball court	
<ul style="list-style-type: none"> • Softcrosse - Safe use of the stick - Catching and passing - Trapping skills - Shooting skills - Rules/tactics 	<ul style="list-style-type: none"> • Students participate in a game • Where appropriate play is briefly halted for skill or tactical instruction to individuals/groups 	4.4 4.5 4.14	Oval near school	
<ul style="list-style-type: none"> • Touch Football - Passing and catching skills - Attacking formation - Defensive formation - Rules/tactics 	<ul style="list-style-type: none"> • Students participate in a game • Where appropriate play is briefly halted for skill or tactical instruction to individuals/groups 	4.4 4.5 4.14	Grass area or oval near school	

<ul style="list-style-type: none"> • Netball - Catching and passing skills - Defensive skills - Shooting skills - Positional play - Rules/tactics 	<ul style="list-style-type: none"> • Students participate in a game • Where appropriate play is briefly halted for skill or tactical instruction to individuals/groups 	4.4 4.5 4.14	Basketball court	
<ul style="list-style-type: none"> • Softball - Pitching skills - Batting skills - Catching skills - Throwing skills - Ground fielding skills - Base running skills - Rules/tactics 	<ul style="list-style-type: none"> • Students receive explanation and demonstration regarding safe use of equipment • Students receive explanation and demonstration of each skill • Students receive explanation of basic rules, tactics • Students participate in a game (often modified) with play halted where appropriate for individual or group assistance with any skill, rule or tactic necessary 	4.4 4.5 4.14	Grass area or oval near school	
<ul style="list-style-type: none"> • Strategy Games eg Capture the Flag, Poison Ball, King Ball, Cat and Mouse, Ship to Shore, etc - Rules - Communication skills - Group tactics 	<ul style="list-style-type: none"> • Rules and tactics of each game are explained • Students form groups and discuss tactics before the game commences • Games can be halted at any point for suggestions re group tactics 	4.4 4.5 4.11 4.12 4.13 4.14 4.15 4.16	School hall or basketball court	

<ul style="list-style-type: none"> • Aussie Rules - Hand passing and catching skills - Bouncing skills - Kicking skills - Defensive skills - Shooting skills - Rules/tactics 	<ul style="list-style-type: none"> • Start by playing ultimate Frisbee • Students placed in groups for explanation of skills and rules • Students participate in a game (often modified) and where appropriate play is halted for individual or group assistance with any skill, rule or tactic necessary 		Oval near school	
<ul style="list-style-type: none"> • Volleyball - Serving skills - Digging skills - Setting skills - Spiking skills - Blocking skills - Defensive formation - Rules/tactics 	<ul style="list-style-type: none"> • Students receive explanation and demonstration of each skill • Students receive explanation of basic rules, tactics • Students participate in a game (often modified) with play halted where appropriate for individual or group assistance with any skill, rule or tactic necessary 		School Hall	