



# AUT

Effects of a compulsory homework  
programme on children's physical activity



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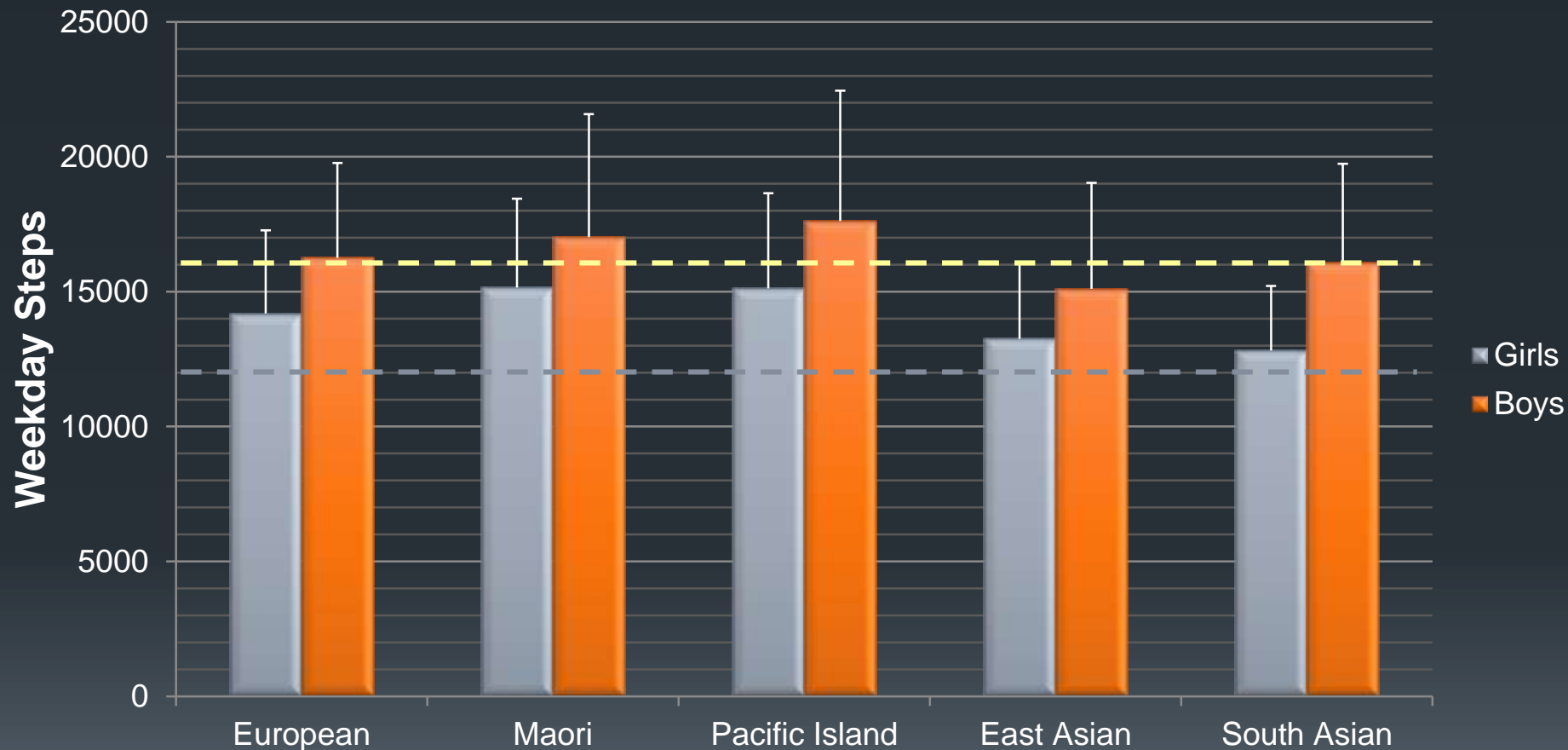
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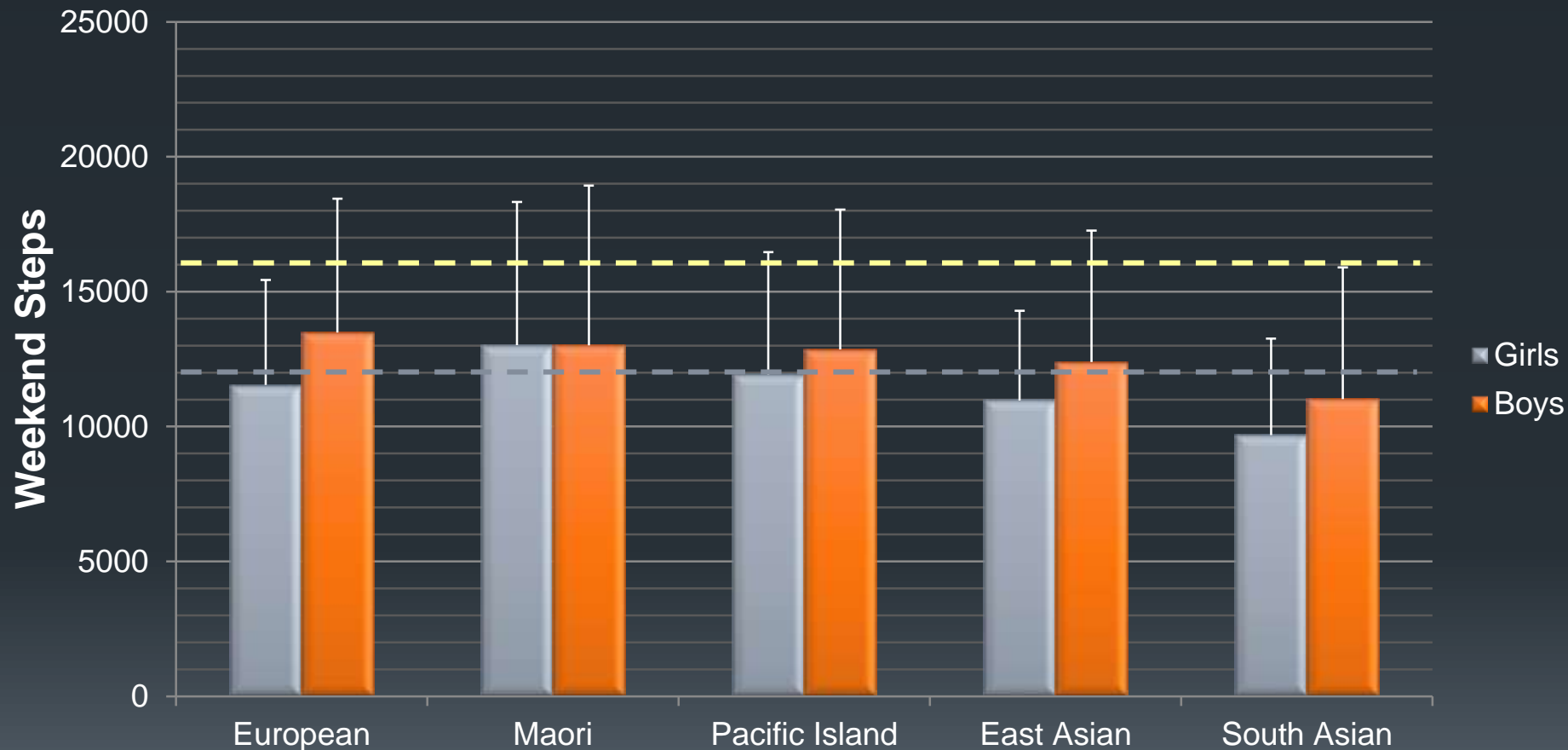
- Applied homework programme for primary schools
- Complementary teaching resource
- Aims to improve knowledge and behaviour around physical activity and healthy eating
- Compulsory for all students



## What is Healthy Homework?



**Why target homes?**



**Why target homes?**



- Active children get more activity outside of school than inactive children, but the same amount at school

Cox et al, *J Sci Med Sport* 2006;9(1-2):91-7.

- Children consume majority of daily dietary intake at home

Bell et al, *Eur J Clin Nutr* 2004;58(2):258-63.

- Programmes that involve families more likely to succeed

van Sluijs et al, *BMJ* 2007;335(7622):703.

Salmon et al, *Epidemiol Rev* 2007;29:144-59.

## Why target homes?

- Healthier kids 📖 easier to teach
- NEG's and NAG's
- Health and PE curriculum
- Parents more involved



**What's in it for the schools?**



# AUT



TEACHERS MANUAL

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## BACKGROUND

Physical activity and good nutrition in children are key priorities for New Zealand's health and education sectors. While most health promotion interventions for young people focus on the school setting, evidence suggests that children are less active and have greater access to unhealthy foods outside of school. Healthy Homework is an initiative that aims to bridge this gap by promoting and encouraging children to be active and eat well in their home environment.

## ACKNOWLEDGEMENTS

Healthy Homework was developed by a multi-disciplinary team at AUT University. The project team has also received advice from a steering group representing the following organisations:

- Edger National Centre for Diabetes Research (Otago University)
- NZ Private Association
- Physical Education New Zealand (PENZ)
- Centre for Physical Activity and Nutrition, AUT University
- School of Arts, Development, and Health Education, Massey University
- Te Whare Whangai o Awarua (strong)

The Healthy Homework team would like to acknowledge the ongoing support of senior management from all participating primary schools in both the Auckland and Otago regions.

The Healthy Homework team would like to acknowledge the Health Research Council (2010) for their funding and support.



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## FINAL ASSESSMENT TASK

In small groups, children choose an aspect of the Healthy Homework programme. Following the inquiry learning model sequence outlined below, groups report their learning from the Healthy Homework programme back to the class.

### PLEASE NOTE:

- Assessment activity to be introduced at the start of the programme.
- Session 5 will focus on assessing children's prior knowledge and experience in the topics of physical activity and healthy eating.

- What did we already know prior to starting this unit about physical activity and healthy eating?
- What did we want to know and practice to further our learning?
- What did we learn, practice, or take action on in the teaching programme?
- What aspects of this learning or practice will we continue within our daily lives?

Groups decide on how they want to present their learning to the rest of the class, suggestions may include PowerPoint presentations, plays, posters, documentaries, news reports, videos, games, advertisements, or any other fun way the children come up with to convey their information and learning to the rest of the class.

Suggested trigger questions to encourage thinking:

- What activities did they learn most from?
- Was there anything that they think could have been included to improve the Healthy Homework programme?
- Reflect on what Healthy Homework meant to you, your family, and your friends.

## LINKS TO THE NEW ZEALAND SCHOOL CURRICULUM

This resource has been designed to support teaching and learning in 'Health and Physical Education (HPE)' in the New Zealand Curriculum'. It focuses on the key areas of learning of Physical Activity and Food and Nutrition. The Healthy Homework teaching/learning unit is designed to support children's learning about the lifelong benefits of regular physical activity and healthy eating.

- The Healthy Homework activities and teaching unit are designed to complement each other and help children to identify factors that influence their personal health, the health of their whānau, community, and environment and promote interaction between these areas.
- The Healthy Homework resource acknowledges the social and cultural differences in communities and is also planned with the intention that schools will adopt activities and ideas to work alongside existing school and community events.
- The Healthy Homework programme encourages children to research and describe current and traditional health trends and to attempt to share relevant findings and transfer good practice to their home and family life.

### KEY COMPETENCIES

- Participating and contributing:** to participate and contribute actively both individually as well as with peers, with family, or community members to promote the benefits and practice of physical activity and healthy eating
- Managing self:** to engage in a range of learning experiences which encourage children to make informed choices and act independently for healthy lifestyle practices.
- Thinking:** to construct knowledge, reflect on and evaluate influences that affect food choices and participation in regular physical activity
- Relating to others:** to share learning, value diversity, and negotiate to achieve desired outcomes
- Using language, symbols, and texts:** to access and interpret new knowledge and to communicate ideas

### HEALTH AND PHYSICAL EDUCATION – INTERDEPENDENT CONCEPTS

- Health:** develop an understanding of the relationship between regular physical activity and healthy eating on personal wellbeing
- Socio-ecological:** explore factors that influence our choices and enjoyment of differing foods and physical activities
- Attitudes and values:** developing a responsible attitude to their own wellbeing
- Health promotion:** develop knowledge and implement plans to foster sustainable healthy lifestyle practices.



### Key messages:

- Physical activity and healthy food choices contribute to wellbeing.
- Active living (e.g., walking, raking leaves, camping/groceries), active recreation (e.g., play, skateboarding, bike riding, dance), and active organised sport (e.g., school sport, club) are forms of physical activity that contribute to wellbeing.
- To be active and healthy, fuel is needed to provide energy for the body.
- A healthy diet is made up from a variety and balance of different foods and drinks.
- A wide range of factors influences physical activity and healthy eating choices.
- Being physically active and eating well others can strengthen self-worth, friendships, families, and communities.



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Week	Session	Topic	Strand and Achievement Objectives (AOs)	Intended Learning Outcomes	Resources Provided
One	Session 1	Introduction/Identifying prior knowledge	Personal Health and Development 3A1	Share ideas and learn more about how healthy eating and physical activity helps us to be healthy.	ERS worksheet
	Session 2	Walking	Personal Health and Development 3A2 Healthy Communities and Environments 4A3	Experience and describe the health benefits of walking. Find out what makes it easy or difficult to go walking. Identify hazards in different walking environments and think of ways we can keep others and ourselves safe.	Character cards Group worksheet
	Session 3	Foods we eat	Healthy Communities and Environments 3B1 Personal Growth and Development 3A3	Identify factors that influence what people eat across the world. Understand the different ways healthy food keeps us well.	Food pictures Interview sheet Assessment field cards Seeds Instructional cards for planting
Two	Session 1	Review			Brings sheets
	Session 2	Screen time	Healthy Communities and Environments 3B1 Personal Health and Development 3A2	Explore and describe how screen time can influence what we eat and how active we are. Set realistic and achievable physical activity goals to look after ourselves.	Weekly timetable Advertising DVD Advertising worksheet
	Session 3	Energy foods	Personal Health and Physical Development 3A2	Understand that the food we eat provides us with the energy we need to take part in physical activity.	Food energy cards Activity energy cards
Three	Session 1	Review			
	Session 2	Sports	Movement Concepts and Motor Skills 3B4 Healthy Communities and Environments 3B1	Play an unfamiliar sport and describe how competition can affect how people play. Identify how sport is influenced by culture and the environment. Find and locate different sporting clubs in our local area.	Kit cards (3A) Kit cards Instructions Make the links worksheet
	Session 3	General nutrition	Personal Growth and Development 3A3	Understand the qualities of different foods so that we can make healthy balanced food choices. Understand how healthy eating contributes to our wellbeing.	Pictures of food Food diary Steps for Your Life DVD
Four	Session 1	Review			Traffic light games
	Session 2	Games	Movement Concepts and Motor Skills 3B2 Relationships with Other People 3C3 Healthy Communities and Environments 3B1	Develop throwing and catching skills that give us confidence to train up and play games. Be aware of people's feelings and make sure everyone can join in and enjoy playing our games. Identify how and why games change over time and differ between cultures.	Problems

Session 3	Fruit and vegetables	Healthy Communities and Environments 3B1 Personal Health and Physical Development 3A1	Talk about food with others to create an environment that supports healthy food choices. Ask questions about how much and what kinds of fruit and vegetables help make us healthy.	
Five	Session 1	Review		
	Session 2	Personal Health and Physical Development 3A2 Movement Concepts and Motor Skills 3B3	Understand how fitness supports our health and our involvement in games and activities. Describe our experiences in different physical activities.	Crash tag Instructional Activity cards Group worksheet
	Session 3	Personal Health and Physical Development 3A1	Understand why we need to drink regularly throughout the day. Identify different kinds of drinks and how to make healthy choices. Plan and take action to promote the drinking of water by children at school.	Drink labels Traffic light worksheet
Six	Session 1	Review		Fast Five game instructions
	Session 2	Personal Growth and Development 3A2 Movement Concepts and Motor Skills 3B2	Participate in dance activities and understand how it contributes to our wellbeing. Put a range of dance movements together and show others what we have learned.	Music/dance CD Hearts worksheet
	Session 3	Personal Growth and Development 3A1 Healthy Communities and Environments 3B2	Identify reasons why it is important to eat a healthy breakfast and lunch. Help with planning and preparing meals and to describe how these activities contribute to family wellbeing.	Food cards
Seven	Session 1	Review		
	Session 2	Healthy Communities and Environments 3B1 Movement Concepts and Motor Skills 3B2	Find out what opportunities our local environment provides for outdoor physical activity. Be confident and cooperative in challenging group adventure activities.	Problem solving activity cards
	Session 3	Personal Health and Physical Development 3A1	Be aware of different feelings in our bodies and make healthy choices to meet our physical needs.	Food labels How to read labels information
Eight	Session 1	Review		
	Assessment	Personal Growth and Physical Development 3A1 Healthy Communities and Environments 3B1	Share experiences, understandings, and ideas about the effects of healthy eating and physical activity on wellbeing. Identify and promote ways of sustaining or improving our wellbeing in these areas. Demonstrate awareness of the things that influence our physical activity and what we eat.	

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# WEEK ONE

## WALKING / FOODS WE EAT

### WEEK ONE

#### SESSION 1: LET'S LEARN ABOUT HEALTHY HOMEWORK

##### CURRICULUM LINKS

Achievement Objective	Intended Outcome: We are learning to...	Success Criteria: We will know we have succeeded when we:
242 Personal Growth and Development	Share ideas and learn more about how healthy eating and physical activity helps us to be healthy. Understand what the Healthy Homework unit is about.	Have created a mind map showing our current understanding about the effect of healthy eating and regular physical activity on our wellbeing.  Can share three important points about the Healthy Homework programme with our parents or caregivers.

##### RESOURCES

**What is Healthy Homework:** Big sheets of paper

Assorted pens

**KWL Worksheet:**

Worksheet

##### CLASSROOM ACTIVITIES

###### 1. WHAT IS HEALTHY HOMEWORK?

Children talk to a partner about what they think is meant by "Healthy Homework". Possible questions to stimulate discussion:

- What does "Healthy" mean?
- What does it include?
- How do you know if you are healthy?
- Is healthy only when you are not sick?
- What affects someone's ability to be healthy?
- Is medicine the only solution if you are sick?
- What is homework?
- What is the point of homework?

Partners join with another pair and share their ideas.

On a big piece of paper, mind map both "physical activity" and "healthy eating". Include what they know, how they feel towards each of these things, factors that influence participation in physical activity, and factors that influence food choices.

##### LEARNING NOTES

- Homework supports learning in the classroom, as such it is a necessary component of this unit.
- Food and drink = energy in. Sports, walking, jumping, etc. = energy out.
- Have children consider what they know about the physical, social, emotional, mental, and spiritual benefits of physical activity and healthy eating.
- Influences: television, sport, advertising, role models, seasonal foods, money, transport, etc.
- Physical activity and healthy eating contribute to a healthy lifestyle.

###### 2. KWL WORKSHEET

Children fill in the first two columns from the KWL worksheet provided. This can then be completed at the end of the teaching/learning unit.

What I KNOW	What I WANT to know	What I have LEARNED

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## 3. INTRODUCTION TO THE TEACHING/LEARNING UNIT

Share the structure of the teaching unit:

- Sessions
  - Homework booklet (for explanation and recording of homework tasks)
  - Final assessment task (gathering evidence throughout the weeks, e.g. photos, pictures, cuttings, notes, etc.)
- (Keep small group brainstorming sheets to assist with final assessment task.)

### LEARNING NOTES

- Reinstate focus on homework as a helpful tool.
- Discuss use of website and the setting up of their individual profiles; emphasise the appropriate use of the online website.

Children write a letter home to their parents explaining the Healthy Homework unit and what they are looking forward to learning.

## SESSION 2: WALKING

### CURRICULUM LINKS

Achievement Objective	Intended Learning We are learning to	Success Criteria We will know we are successful when we:
3A2 Regular Physical Activity	Experiences and describe the benefits of walking	We can say how walking and health are related.  We have taken part in at least three walking activities and explain which was the most fun and why.
3B1 Social Attitudes and Behaviours	Find out what makes it easy or difficult to go walking	We can name common barriers to walking and develop possible solutions.  We can take part in walking activities with other family members and say how this felt different to walking on our own.  We compare and contrast our own experiences of walking with that of an older and cite kinds of things that influence people's physical activity levels.
4A3 Safety and Risk Management	Identify hazards in different walking environments and think of ways we can keep others and ourselves safe	We can name dangers in different environments and make up rules and suggestions to keep people safe so they can enjoy walking.

### RESOURCES

- Step 1 Set:**
- Map of school
  - Measuring tools
- The Great Walk:**
- Access to Google maps
- Busting Barriers:**
- Character cards
  - Group worksheet



### LEARNING NOTES

- Walking is the most common form of physical activity.
- Walking is a mode of transport.
- Health benefits of walking include: brain development, bone strength, lower risk of diseases.
- Smaller bouts of walking have an accumulative health effect.
- A range of factors influence a person's motivation to walk, including the physical environment, personal and social barriers, and technology.
- Benefits of walking have a range of effects on social, mental/emotional, spiritual, and physical wellbeing, including family relationships, friendships, and participating within the neighbourhood environment.
- Children who walk independently become familiar with their surroundings and will feel more connected with their community.
- Walking is a simple and effective form of physical activity.

### CLASSROOM ACTIVITIES

#### 1. WHAT/WHY/HOW

As a class or in small groups, children think about and record ideas for the following:

- The reasons people may choose to walk, e.g. competition race-walking, to get somewhere, for exercise, when the car breaks down, for fun, or to be in the environment, trampolining, exploring, to look for something, shopping.
- The potential benefits of walking. With the class list these ideas under the headings of reasons – social, mental/emotional, spiritual, and physical wellbeing.
- How to keep safe when walking in different environments, e.g. home, local community, city, and the great outdoors, e.g. bush, mountains, etc.

**Key safety rules:** [1] never walk alone at night or in areas that might be unsafe, [2] never talk to or get into a car with a stranger, [3] stay away from orange diggs, [4] always use proper road crossings on busy streets, and [5] never run when crossing the road.

#### 2. STEP IT OUT

As recreation officers, children have an important job to do. Their task is to increase the amount of walking children and teachers are doing during the school day by working on an interesting walkway in and around the school and then promoting this walkway to get everyone moving.

- In groups of three or four, children develop an interesting walkway in and around the school grounds. Mark the walkway out on a map of the school and then walk the pathway noting any safety features that need highlighting, e.g. collision cones, obstacles (including plants and outdoor furniture), and other hazards such as open windows, doors, drains, driveway, etc. Mark these on the map.
- Children estimate the distance of their chosen pathway and then walk the pathway again using a measuring device, e.g. tape, spool, length of string, measuring wheel, etc. Record total distance of the walkway on the map.
- Children promote their walkway to others in a creative way, highlighting features that would encourage others to walk their path.
- Each group displays their created walkway on the wall for others to view. Include distance, safety warnings and interesting features. Include a space on the display for people to total each time they complete walking the walkway during the school day. At the end of each week, children can tally up the distance they have walked around school and post it on their website profile.

#### 3. THE GREAT WALK

As a class, ask the students to decide on a place in New Zealand where the children would (metaphorically) like to walk to, e.g. Dunstons. Using Google maps find out the fastest route and the number of kilometres it is from school to the destination.

At the end of each week, tally up the distance that each individual has walked from the previous activity or any other walking activity and plot the equivalent distance out on a map. How close to the destination can the class get over the next seven weeks?

#### 4. BUSTING BARRIERS

Identify barriers and discuss barriers to walking as defined under the following categories:

- Physical environment, e.g. partial or no access to paths, heavy traffic, non-existent or inappropriate crossings, poor quality walking surfaces, unpleasant bus timetables, graffiti, lack of trees, etc. [geographic restrictions]
- Personal barriers e.g. lack of time, barriers, personal safety issues, lack of fitness, shyness, confidence, loneliness, and culture.
- Technology and how it has replaced walking, e.g. cars, lifts, escalators, remote controls, etc.

Each group receives a character card. (Character cards are provided in the resource box.)

Ask groups to read the card and then to imagine the character. What might they look like? Sex and age? How old are they?

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- What are the most common reasons given for liking or not liking certain foods?
- Culture, environment, and personal preference influence what people eat. What other factors can they think of that may influence food choices? (E.g. time of the day, climate, occasion, lifestyle, religion, money, etc.)

### 3. FAB FOODS

Find out what children know about food groups. Why do they think foods are grouped this way (share similar nutritional properties)? The food plate can be used to show how foods are grouped, and the recommended number of serves from each food group.

#### FOOD PLATE



Food contains different substances (nutrients, water, and fibre) that are needed for health.

(Discuss the following nutrients (list on board).)

- Protein is needed for growth and repair (examples: beef, fish).
- Carbohydrate provides the main source of energy for the body (examples: potatoes, pasta).
- Fat is needed for health, but in small amounts (examples: oil, butter).
- Vitamin A is needed for night vision (examples: liver, pumpkin).
- Vitamin C is needed for the maintenance of healthy skin (examples: kiwifruit, blackcurrants).
- Iron is a mineral that is needed for healthy blood (examples: beans, beef).
- Calcium is a mineral that is needed for the growth and maintenance of strong bones and teeth (examples: milk, cheese).
- Fibre is needed to help keep the gut healthy. It speeds up movement of waste through the colon (examples: wholegrain bread, grain-based cereals, fruit and vegetables).

Ensure that children understand measurement, e.g. grams, milligram, and kilograms.

Group children and provide each group with a set of food cards that list the nutrient values of different kinds of foods.

- Which foods are rich in fat? Calcium? Iron? Vitamin C?
- Do all the foods that are high in each of these nutrients belong to the same food group?
- What else do they notice?

### 4. HERB GARDENS

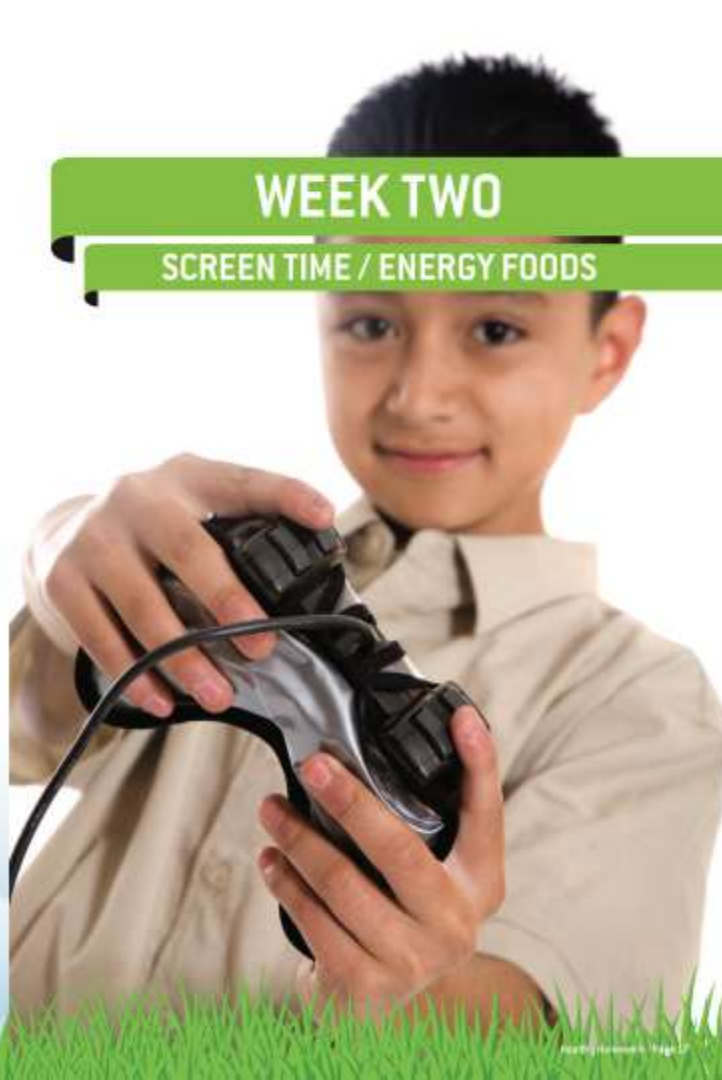
Plant herb pots with the children in either the school garden or in a pot in the classroom. Seeds have been provided in the Healthy Homework resource box.

With water and care, it should grow big enough to use in the children's meals in the final week of Healthy Homework.

Are herbs considered to be food? Ask children what food group they would put herbs under and why?

## WEEK TWO

### SCREEN TIME / ENERGY FOODS



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## WEEK ONE

### WALKING / FOODS WE EAT

## WEEK ONE

### WALKING

#### OPTION A

**Task:** Go for at least TWO family walks this week, including at least one on the weekend. Even if it is just around the block, anytime you get outside with your family will help you to be healthy and have fun. Perhaps you can walk and talk with a parent, friend, or family member, or take your dog or the neighbour's dog for a walk, or you can try and get all of your family to come with you for a group walk.

**Challenge by choice:** Try timing how long it takes you to walk a certain route and then beat that time each time you walk it.

**Questions:** How could regular family walks affect your relationship with your family members?

#### OPTION B

**Task:** Talk to an older person in your family or community. Find out about when and where they walked when they were young. Questions could include: How did they get to school? How did they get to the shops? How did they get to places in order to play with their friends? List questions asked and record the person's answers. In the third column answer the questions yourself. What similarities or differences do you notice? Discuss with the older person and record factors that influenced how they got around.

Questions	Older person	No
How did they get to school?		
How did they get to the shops?		
How did they get to places to play with their friends?		

**Question:** What are some of the benefits and disadvantages of walking and not walking?



Image © Healthy Horizons

#### Benefits

#### Disadvantages

Walking  
Not Walking

#### OPTION C

Select from one of the following:

**Task 1:** Walk to or from school at least THREE days this week. If you live too far away to walk, ask the person who looks after you to drop you three or four blocks away from school and walk from there. They could even pick you up from the same place after school. You could organise this with your friends so that you have someone to walk with each day. If you usually walk to school, you could create an extra challenge for yourself and run to school. Ask your parents if they could drive the distance for you and tell you how far it is that you walk each day.

**Question:** What safety issues do you need to be aware of when walking to or from school?

**OR** If you go to school on a bus, try the following option:

**Task 2:** Not including getting to or from school, choose at least TWO trips this week that you and your family would normally take the car (e.g. shops, friends' or relatives' house, park, markets) and organise to walk instead. Include at least one on the weekend. If you live too far away from these places to walk all the way, ask the person who looks after you to park three or four blocks away from your destination and walk from there. Ask your parents to measure the distance with the car and record how far you walk each time.

**Question:** What factors influence your motivation or desire to walk?

I have completed (tick how many) one two three of the options above.

Your signature

Parent signature

**REMEMBER** to post your photos and logs in the Healthy Horizons website [www.healthyhorizons.org.nz](http://www.healthyhorizons.org.nz)



Image © Healthy Horizons

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# WEEK TWO

## SCREEN TIME / ENERGY FOODS

### WEEK TWO

#### SCREEN TIME

##### OPTION A

COMPLETED

##### Task:

Use ideas discussed in class to make a personal plan to minimize your 'screen time' for at least THREE days this week, (e.g. television, computer games, PlayStation, Xbox, PS3, Wii, etc.). Try playing an active game, reading a book, or doing something fun with your family or friends instead. For example, if you watch television while eating your dinner, suggest to your family to turn it off and instead share experiences of the day. (If the person who looks after you wants you to watch the news on television that's okay – you don't have to cover that time!)

##### Questions:

How successful were you?

What thoughts and feelings did you experience?

What was easy or difficult about this task?

What did you try to do to make this happen?

What did others in your family think about it?

##### OPTION B

COMPLETED

##### Task:

For at least THREE days this week, any time you are watching television and an ad break comes on, stand up and try and copy the movements of the people in the ads. If you are watching with others, you can take turns copying the movements or do it all together. If an ad comes on with no people in it, just stand, jump, hop, or walk around the house until it finishes. Make sure you don't sit down until the ad break is over!

##### Question:

With other family members, can you come up with other suggestions of how to include physical activity into television watching time?



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#### AUT Messages

##### Twinkle toe All Blacks?

It's everyone how are the weeks challenges going? Thought today would be a good time to get you to think about traditional dance, how you may be asking yourself what this picture of the All Blacks has...[2013](#)

##### Who said lunch was boring!

Hey guys and gals thought I'd put this picture up just to prove that sandwiches for lunch don't have to be boring! If you come up with your own sandwich creation don't...[2013](#)



##### Website instructions

This document gives you instructions on how to use the webpage. If you need some help with students then instructions can be found on the links page.

##### Food Plate

It all starts with the food plate.

## Welcome to the Healthy Homework Project

### Creating Healthier Kids

CREATED ON: 27 Oct 2011



Healthy Homework is an eight-week physical activity and nutrition programme which is part of your Health and PE curriculum for the term. Activities and challenges have been created for you and your classmates to do with your teacher in class time, and which will help you learn more about physical activity and nutrition. Each week your teacher will guide you through a new physical activity and nutrition topic, and you will be asked to complete homework tasks in a workbook provided by your teacher. As you complete homework tasks you will gain points that will entitle you to some cool coloured wrist bands.

To get started you will need to create a profile for yourself. This is really easy, but your teacher will give you a handout with instructions on how to do this. Once your profile is set up you will be able to track your homework tasks and points and see how far away you are from the next coloured wrist band. Once you have a profile you will also be able to blog with classmates and students from other schools involved in the Healthy Homework programme.

Log Out here

Select School

✓ Onewa Primary School

Project Week

- ✓ Dance/Movement and
- ✓ Breakfast, lunch and dinner
- ✓ Veggies and Drinks
- ✓ Games and Fruit/Vegetables
- ✓ Sports and general nutrition
- ✓ Screen time and energy
- ✓ Walking and foods we eat

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http://www.heal... Mozilla Firefox

www.heal...blog...threads

Log In New Start Page Tube WhatsApp Facebook Google+ Picasa YouTube Twitter RSS Feeds

WELCOME PROJECT WEEK MY SCHOOL View Profile Other Links For Teachers Aut Messages

Healthy Homework Proudly supported by AUT

**Messages**

**Twinkle toe All Blacks?**

Hi everyone how are the weeks challenges going? Through today would be a good time to get you to think about traditional dance. Now you may be asking yourself what this picture of the All Blacks has to do with this...

**Who said lunch was boring!**

Hey guys and gals thought I'd put this picture up just to prove that sandwiches for lunch don't have to be boring. If you come up with your own lunchbox creation don't...

**Teacher Resources**

**Website instructions**

This document gives you instructions on how to use the webpage. If you need some help with students then instructions can be found on the links page.

**Food Plate**

Hi all here is a copy of the food plate if you want to print them out for the class activity.

**Log Out here**

**Select School**

✓ Greys Primary School

**Project Week**

✓ Games/Movement and Breakfast, lunch and dinner

✓ Fitness and Drills

✓ Games and Fruits/Vegetables

✓ Sports and general nutrition

✓ Screen time and energy

✓ Walking and foods we eat

**Healthy Homework Blog**

**yummy on a nice cold day**

Created by: David Hunt (Greys Primary School) | [View Profile](#)  
Date created: 05 Dec 2012 - 07:31:08 | David has 4 blogs and is a White

**why did i do this its so yummy but bad for you!!!**

Created by: David Hunt (Greys Primary School) | [View Profile](#)  
Date created: 05 Dec 2012 - 07:31:08 | David has 4 blogs and is a White

**heey!!!**

Created by: David Hunt (Greys Primary School) | [View Profile](#)  
Date created: 05 Dec 2012 - 07:31:08 | David has 4 blogs and is a White

**fitness dance movement**

Created by: James Hunt (Greys Primary School) | [View Profile](#)  
Date created: 04 Dec 2012 - 19:10:42 | James has 1 blogs and is a White

**home work**

Created by: James Hunt (Greys Primary School) | [View Profile](#)  
Date created: 04 Dec 2012 - 19:10:42 | James has 1 blogs and is a White

**Week Four option C**

Created by: Aaron Hunt (Greys Primary School) | [View Profile](#)  
Date created: 22 Nov 2012 - 17:50:07 | Aaron has 4 blogs and is a White

**making stuff**

Created by: Holly Hunter (Greys Primary School) | [View Profile](#)  
Date created: 22 Nov 2012 - 00:58:00 | Holly has 1 blogs and is a White

**food project**

Created by: Maxine Hardy (Greys Primary School) | [View Profile](#)  
Date created: 22 Nov 2012 - 11:58:13 | Maxine has 2 blogs and is a White

**my dinner for homework**

Created by: Emily Roberts (Greys Primary School) | [View Profile](#)  
Date created: 22 Nov 2012 - 09:54:40 | Emily has 2 blogs and is a White

AUT

Mozilla Firefox

http://www.health\_log\_content/185

www.healthyschoolwork.org.nz/one/page\_content/185

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Healthy Homework

Proudly supported by AUT

AUT Messages

Twinkle toe All Blacks?

All everyone here are the weeks challenges gone! Thought today would be a good time to get you to think about traditional dance. Now you may be asking yourself what this picture of the All Blacks from 2003.

Who said lunch was boring!

Hey guys and gals thought I'd put this picture up just to prove that sandwiches for lunch don't have to be boring. If you come up with your own lunchbox creation don't...

Teacher Resources

Website Instructions

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Food Plate

It all forms a copy of the food plate if you want to print them out for the class activity.

Week Four option C

Created by: Aaron Ryan (Dunedin Primary School) - White

Date Created: 22 Feb 2012 - 17:30:00

My yummy dinner I had last night.

Log Out here

Select School

Dunedin Primary School

Project Week

- Dance/Movement and Stretch, lunch and dinner
- Wine and Drinks
- Games and Fruit/Vegetables
- Sports and general nutrition
- Screen-time and energy
- Walking and foods we eat

Website by Compu Design Ltd

# AUT





**Messages**

**Twinkle toe All Blacks?**  
 Is everyone how are the week's challenges going? Though only would be a good time to get you to think about traditional dance. Now you may be asking yourself what this picture of the All Blacks has to do with it.

**Who said lunch was boring!**  
 Hey guys and gals thought I'd put this picture up just to prove that sandwiches for lunch don't have to be boring. If you come up with your own lunchbox creation don't forget to post it.

**Teacher Resources**

**Website instructions**  
 This document gives you instructions on how to use the webpage. If you need some help with students then instructions can be found on the links page.

**Food Plate**  
 It all comes a copy of the food plate if you want to print them out for the class activity.

**Student Profiles**

Brandon's Progress Report: **2009/2010** **HERE INFO**

**How does the grading system work?**  
 Each time you complete weekly tasks, your status gets upgraded. To become a GOLD member (the highest grade available) you must complete ALL 42 tasks and post 2 or more blog entries.

**What grades can I achieve?**  
 WHITE (0-12) tasks  
 BRONZE (13-25) tasks  
 SILVER (26-42) tasks  
 GOLD (ALL 42 tasks AND more than 2 blogs)



**Brandon Hoey (White)**

Brandon has completed 7 of the 42 tasks and has posted 0 blogs!

Name: Brandon Hoey  
 Age: 10 (years old)  
 Birthday: 26 Aug 2002  
 Gender: Male  
 Teacher: Ms Clarke (Drews Primary School)  
 Top Activities:  
 Top Music / Bands:  
 Top Movie / TV:



(Click on names to view profiles)

- Jack Roberts
- Brandon Hoey
- Ben Roberts
- Tom Roberts
- Timothy Wilson
- Ben Roberts
- Ben Roberts

Log Out here

Profile Login

Select School

Grews Primary School

Project Week

- ✓ Drink/Movement and Breakfast, lunch and dinner
- ✓ Fitness and Drills
- ✓ Games and Fruit/Vegetables
- ✓ Sports and general nutrition
- ✓ Screen time and energy
- ✓ Walking and foods we eat





- 16 primary schools in Auckland and Dunedin
- 675 children aged 6-11 years
- School years 3-6
- Baseline, post-intervention, 6-month follow-up

## **The sample**



## Physical activity

- Sealed pedometers
- Three weekdays, two weekend days
- One school and one out-of-school



## Dietary patterns

- Feasibility: seven day diaries
- Main project: Children's Dietary Questionnaire
- Fruit and vegetables
- Unhealthy foods
- Breakfast and lunch



## Body size

- Body mass index (BMI)
- Waist-to-height ratio (WHtR)



# The measures

## Academic ability

- asTTle
- Literacy
- Numeracy



## Neurocognitive function

- Psychomotor speed
- Reaction time
- Processing speed
- Verbal and visual memory
- Cognitive flexibility
- Executive function



## Other

- Screen time
- Active transport
- Sports participation
- General behaviour



# The measures

## Parental behaviour

- Physical activity
- Dietary patterns
- Sport/exercise participation
- Active transport
- Screen time



## Parental perceptions

- Perception of child physical activity
- Perceptions of child diet
- Perceptions of child body size



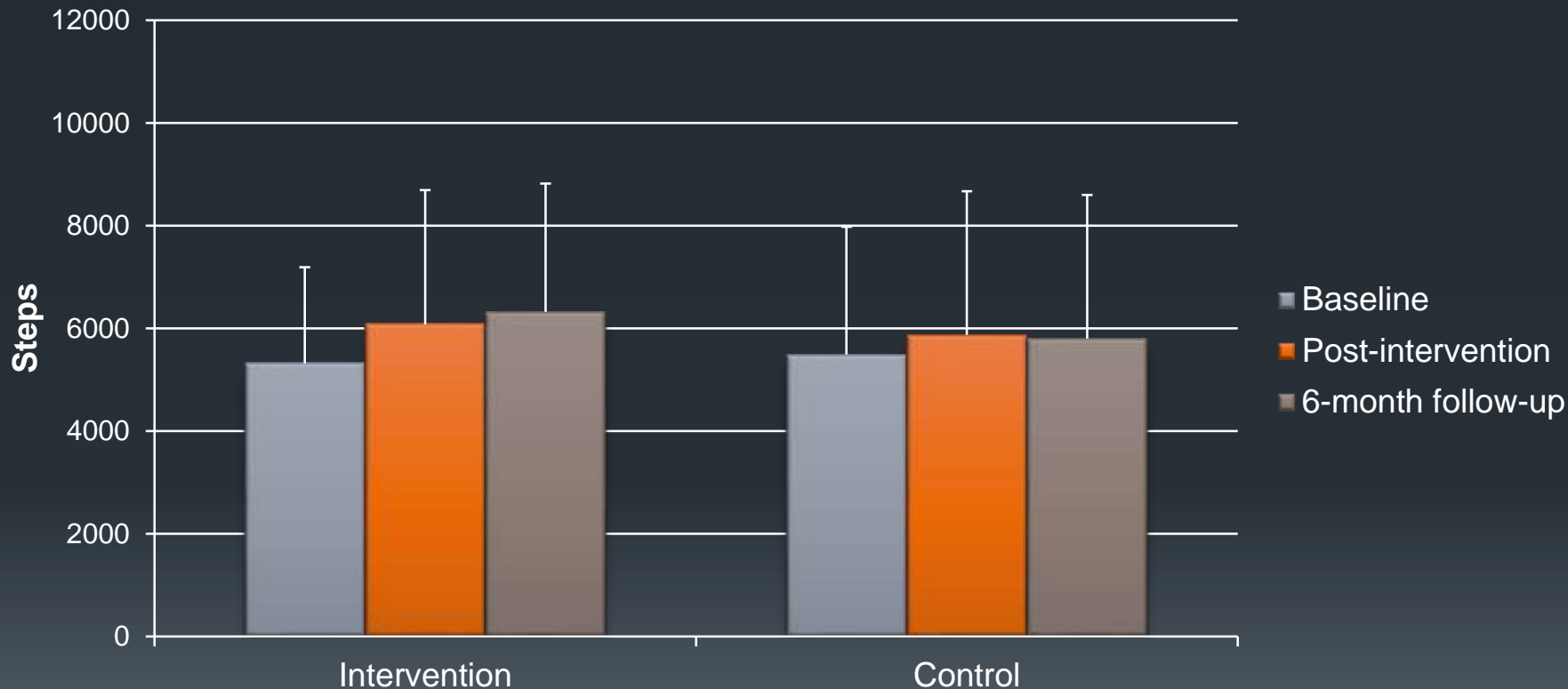
## Other

- Socioeconomic status
- Ethnic group
- Sleep duration
- Distance to school



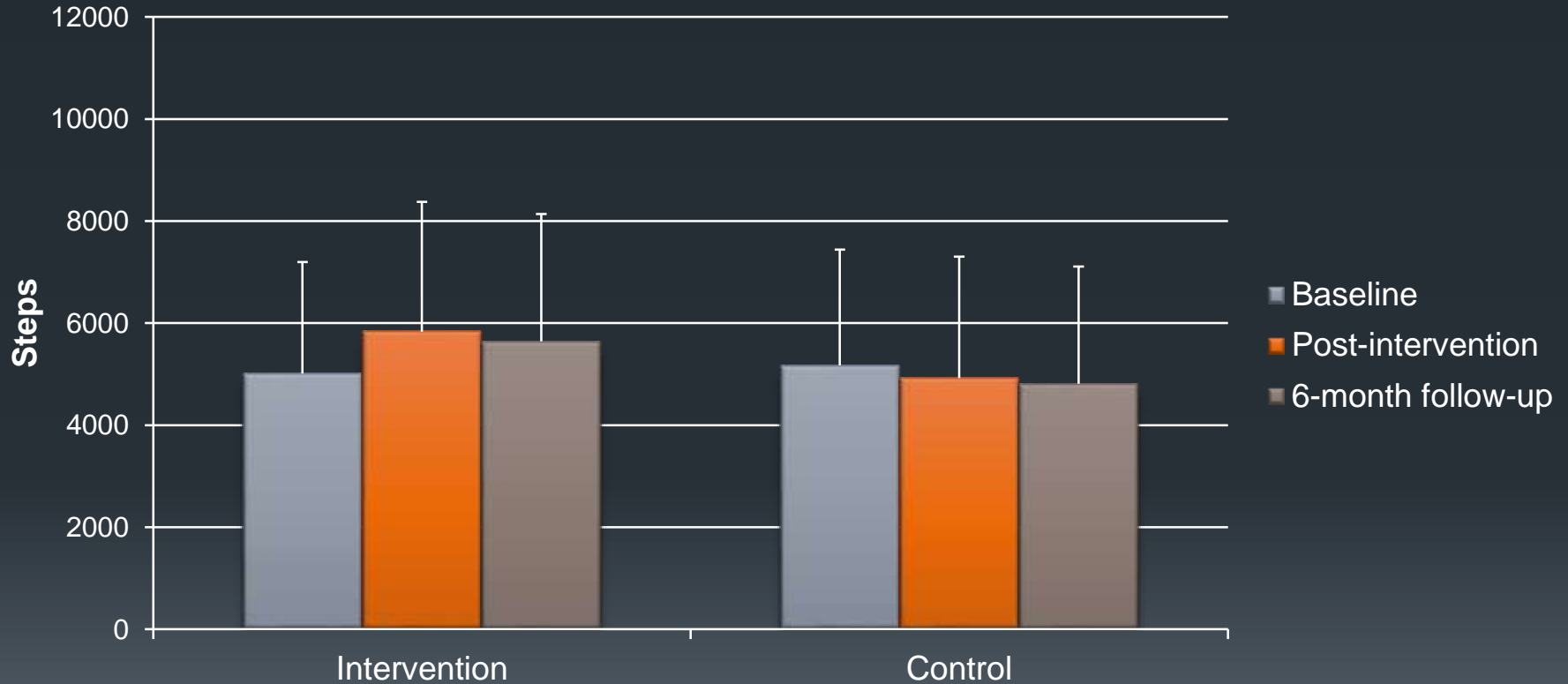
# The measures

# Weekday in-school activity



**The findings**

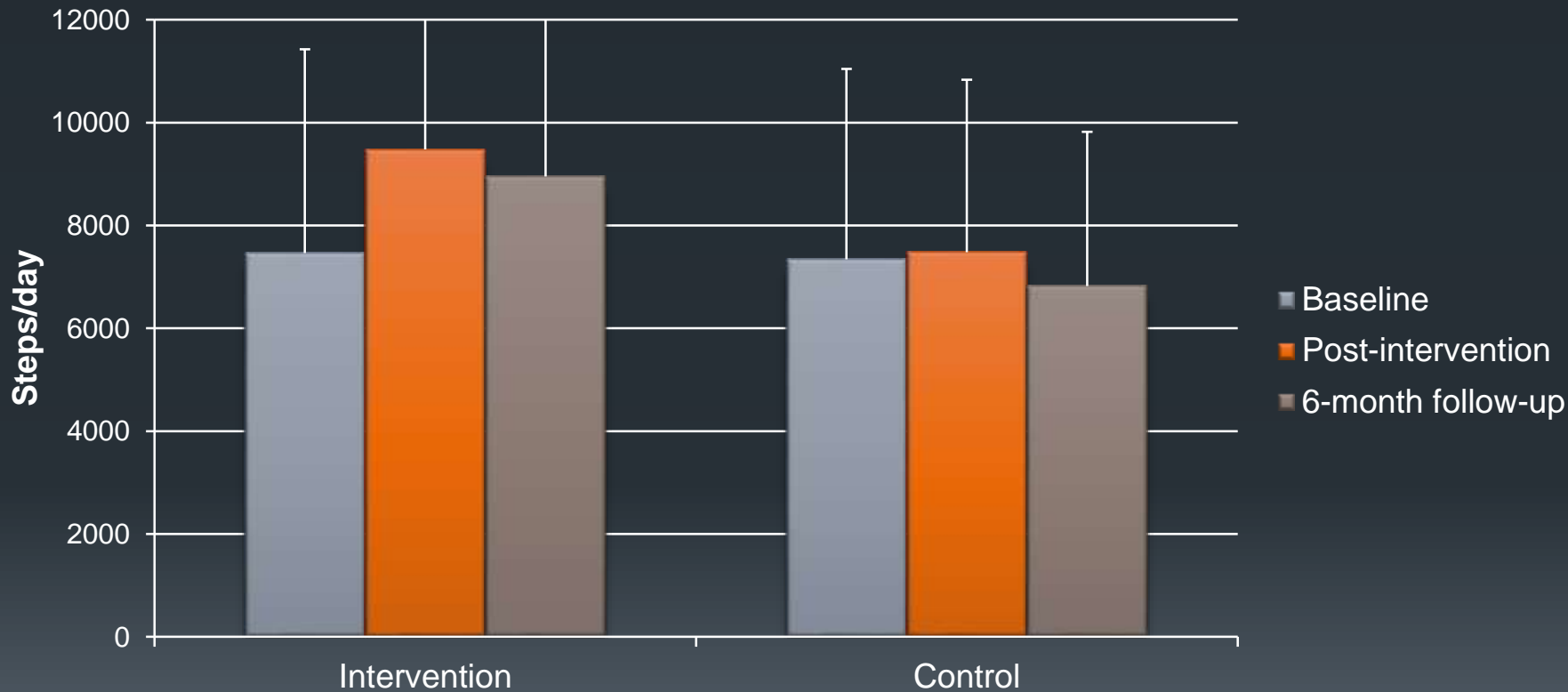
# Weekday out-of-school activity



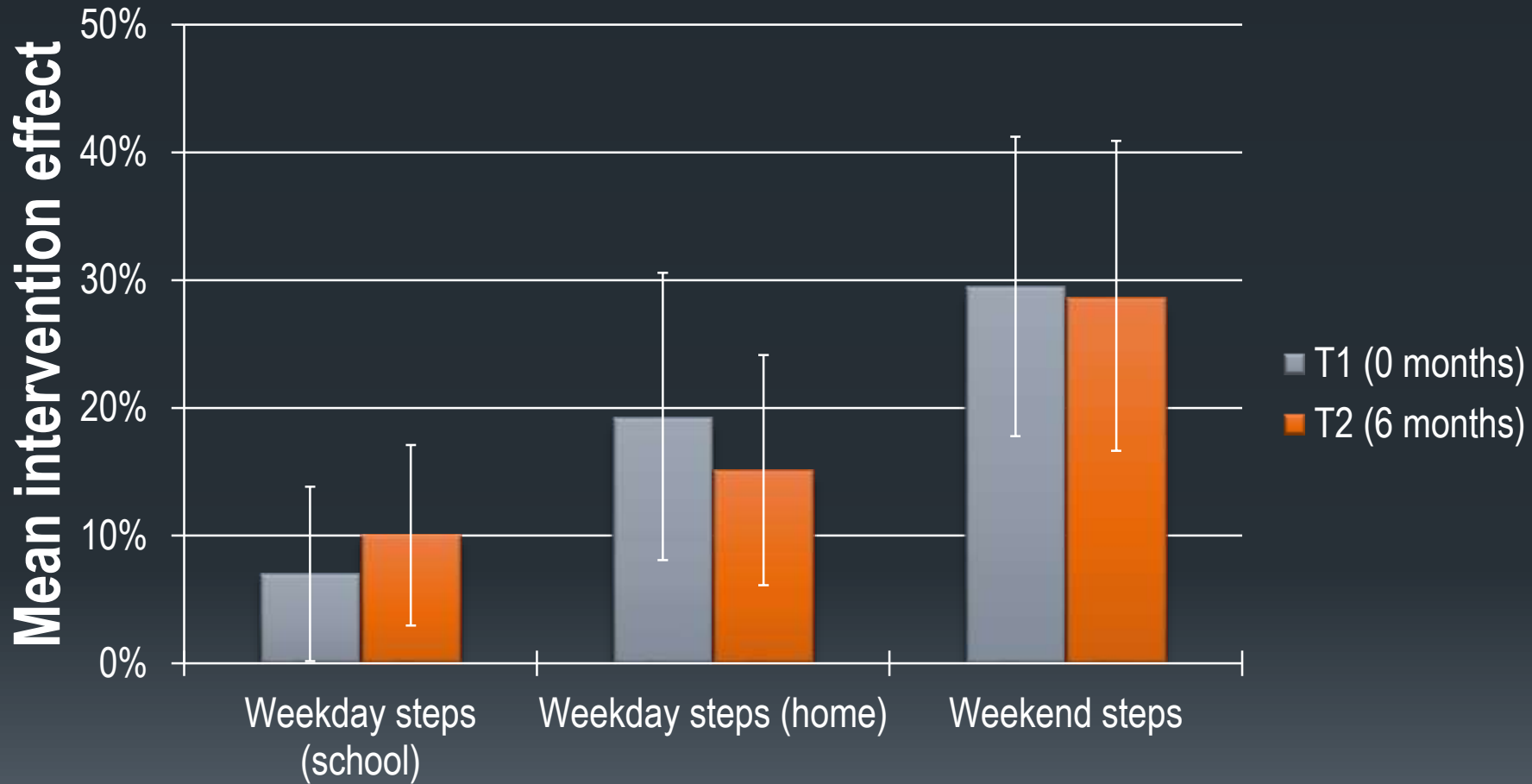
**The findings**



# Weekend activity



**The findings**



**The overall effects**

Compulsory homework designed to improve physical activity knowledge and behaviour seems to be a pretty good idea.



**In summary...**



# Scott Duncan

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🐦 @DrScottDuncan

# AUT

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