

Kids – 'Go for your life'

Getting your foot in the door



TAP INTO
WATER
EVERYDAY



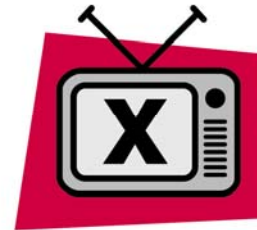
PLANT
FRUIT & VEG
IN YOUR
LUNCHBOX



LIMIT
'SOMETIMES'
FOODS



MOVE,
PLAY
AND GO



TURN OFF,
SWITCH
TO PLAY



STRIDE AND
RIDE

Contacting Primary Schools

- Usually need to speak to the Principal first – phone call, then principal will either give you the name of the teacher you need to work with or will be to contact person themselves.
- Arrange to meet with contact person at a time and date that suits them – you go to the school

Contacting Early Childhood Settings

Kindergartens

- Need to make a time to speak with Kindergarten teacher at a time that suits them at the kindergarten

Childcare

- Need to make a time to speak with Director or Manager of Childcare centre

At the Face to Face meeting

- Present KGFYL as a framework for creating healthy environments for children **NEVER** use the word **program**
- Ask what do you already do in the school or setting to promote healthy eating and physical activity
- Check this off against the KGFYL criteria and explain how KGFYL can value add to what they are already doing so it is not something extra that they have to do!

- Tick off against KGFYL criteria where they are at
- Make a list of activities that relate to 6 key messages of KGFYL that they already do
- Identify areas that need to be worked on to meet KGFYL criteria
- More than likely the criteria needing most work will be Stride and Ride.

How to Support Schools and early childhood settings to meet the criteria?

- Need to understand that schools and early childhood settings are **busy** places and won't always get back to you – you have to keep up the communication

You as a health professional need to give support by:

- Source and provide resources that address the criteria
- Resources need to be practical, useful and simple
- Resources and activities need to be easily implemented

Stride and Ride

- Settings need to have some simple background material to understand the need to participate in the criteria
- Settings need to be informed about what is required of them to meet the criteria and then offer support to do so ie. Make a list of all National and State walk and ride to school days

- Develop a plan with setting as how they can achieve the Stride and Ride criteria
- Early childhood settings – age appropriate traffic education rather than walk/ride to settings days
- Do a certificate for schools to use for Stride and Ride days
- Launch Stride and Ride day with media in a setting
- Gather ideas from other schools and settings to build resources for settings
- Teachers love already prepared lesson plans that they can include in classroom sessions
- All settings love a display that they can laminate and put up in their foyers
- Offer incentives, sponsorship and prizes for settings that allocate and participate in Active transport days
- Provide a resource kit with stickers, display, background information, sample lessons and further resources that they can access.

As the Health Professionals need to find out who you need to be working with:

- Principal
- Teacher in charge of project
- Parent (paid or voluntary)
- School Council
- School cluster network group

Case Study: Leopold PS

- School had the Walking to School Bus program but was able to build onto this with Travelsmart.
- Travel smarts aim was to reduce dependency on care can choose active transport alternatives
- School travel plan was needed
- School travel plan set out actions to encourage students and parents/carers to change the way they travel

Positive Outcomes included:

- Reduced traffic congestion around the school
- Improved health and fitness for the children
- Increased travel choices for students and parents/carers
- Improved safety for students and their parents

Survey Analysis:

- Surveys were conducted to determine how to shape the schools travel plan
- These included – hands up survey, parents survey and a student survey

Conclusions:

- Most families live within walking distance from the school
- Most parents thinks it would be safer around the school to have less traffic
- Most parents would prefer their children to use active transport
- Most children would prefer to use active transport

Sample Question:

- What do you think is stopping children from this school pursuing active travel?
- Time
- After school activities
- Weather
- Lack of motivation (easier to drive)
- Traffic congestion around school too dangerous to ride
- Stranger Danger
- Bike storage facilities
- Children not having good road sense skills particularly with riding

Action Plan: (Refer to Handout)

Monitoring and Reviewing:

- Ongoing working document like a school policy and needs to be reviewed bi-annually
- Travelsmart committee consisting of a minimum of 1 teacher and 1 parent representative
- Leopold PS committee consists of – COGG Travel smart project officer, Principal, School Council Representative, Travel smart co-ordinator (parent/paid)
- The 'Fountain of Knowledge' Bellarine Project Co – ordinators (6 Schools)

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