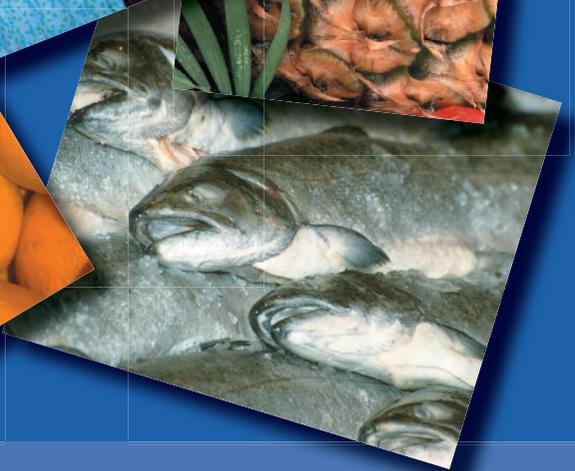
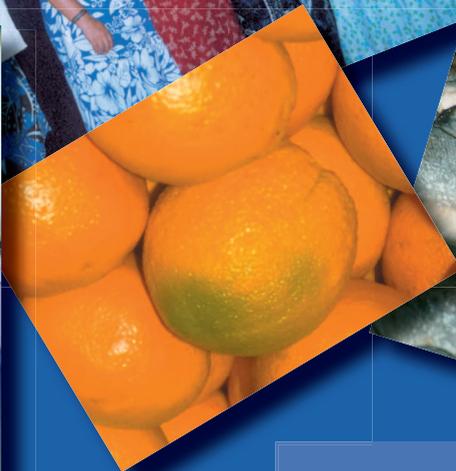
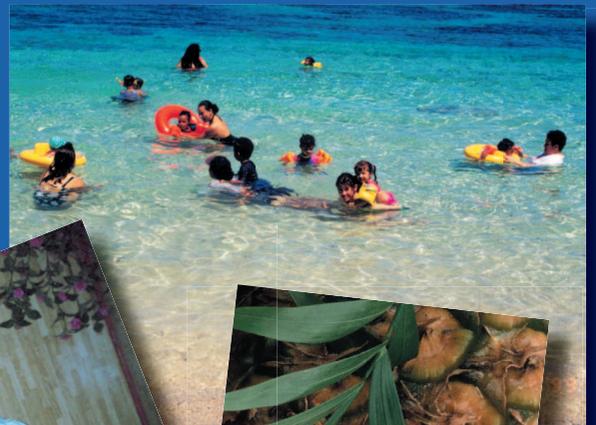


Health and Physical Education TEACHER GUIDE



Years II and I2

Teacher Guide

HEALTH AND PHYSICAL EDUCATION

YEARS 11 AND 12



GOVERNMENT OF SĀMOA
MINISTRY OF EDUCATION, SPORTS AND CULTURE

Acknowledgements

The Ministry of Education, Sports and Culture would like to thank the following people for their vision, patience and hard work in putting together this valuable book.

Authors Dawn Rasmussen and Brenda Sio

Illustrator Anna Egan-Reid

Illustrator Vaioleti Uili

We also acknowledge with appreciation the guidance of the subject committee, Rita Fatialofa and the CDU subject advisors through the Health & PE Curriculum Statement.

© Ministry of Education, Sports and Culture, Sāmoa, 2004

Designed, edited and typeset by Egan-Reid Ltd, Auckland, as part of the Sāmoa Secondary Education Curriculum and Resources Project for:

Government of Sāmoa Ministry of Education, Sports and Culture, 2004.

Funded by the New Zealand Agency for International Development, Nga Hoe Tuputupu-mai-tawhiti.

Printed through Egan-Reid Ltd.

Managing Contractor: Auckland UniServices Limited.

ISBN 982-517-078-6

Contents

	Introduction
5	
	Year 11
	Unit 1: Active Personal Health And Relationships
8	Interacting And Responding To Other Family Members
11	Factors Affecting Body Composition
15	Challenging Existing Fitness Levels And Physical Activities
20	Responsible Action
	Unit 2: Active Human Movement
24	Factors Affecting Movement And Development
28	Principles Of Fitness
29	The Effects Of Physical Activity On Mental Ability
32	Organisational Procedures For Structured Sport/ Recreational Opportunities
	Unit 3: Active Interpersonal Family Health
37	Family Health Issues
40	Implications Of Change And Respect
41	Factors That Reinforce Different Behaviour
42	Factors Related To The Physical Environment
	Unit 4: Active Community Health
43	Family Involvement In Health Promotion
44	Effective Use Of Community Resources By Family Members
45	Responsibilities Of Family Members To Promote And Maintain Health And Fitness
46	Cultural Family Activities That Promote Health And Fitness

Year 12

Unit 1: Active Personal Health And Relationships

- 47 Accepting Others' Beliefs And Ideas
- 48 Factors Affecting Human Reproduction
- 51 Factors Affecting Motivation To Participate In Regular Physical Activity
- 52 Responsible Action To Maintain A Healthy Lifestyle

Unit 2: Active Human Movement

- 55 Opportunities To Diversify And Enhance Motor Skills Information
- 59 Improving Quality Of Life
- 63 The Role Of Sports Science In Enhancing Physical Activities
- 64 Leadership Skills Through Movement Activities

Unit 3: Active Interpersonal Family Health

- 65 Family Health Networks
- 68 The Effects Of Communication Systems
- 70 Networks To Achieve Responsible Behaviour Outcomes
- 71 The Importance Of Physical Environment Infrastructure Systems

Unit 4: Active Community Health

- 74 Community Involvement In Health Promotion
- 75 Responsibilities Of The Community To Maintain Community Resources
- 76 The Rights Of All Members Of The Community To Achieve Good Health And Fitness
- 82 Cultural And Community Activities That Encourage Health And Fitness

Appendix 1

- 84 Sāmoa Secondary Schools Fitness Test Battery



Introduction

Dear Teachers,

We believe that after teaching Health and Physical Education (PE) for two years, you will have a good understanding of the Curriculum for this subject and will be familiar with the expected outcomes for both students and teachers of this subject.

We hope that you are enjoying teaching this subject and that you are starting to see the fruits of your labours in the health and fitness levels of your students, in their daily hygiene and sanitation habits and in the practices carried out in whole school activities. We congratulate you on teaching Health and PE. We are proud of you and the good work that you are doing.

You are expected to use this Teacher Guide alongside the Curriculum Statement for Health and Physical Education, Year 11 and Year 12. The aim of this Guide is to help you understand what you are expected to teach the students so as to facilitate their learning. We will guide you through the Curriculum Statement, defining for you any new terminology, explain how you are expected to carry out certain activities and direct you to where you can find resources to help you.

One of the main reasons for teaching health and physical education together as one subject is to change the attitudes that many of our people have towards physical education, which is seen as only 'sports' or outdoor games. We are all aware of the general apathy towards exercise, which is seen as not really being important unless you are training or are involved in a sport. This attitude, combined with the modern lifestyle of travelling by car and public transport and using convenient and highly processed foods, has contributed to the rise in non-communicable diseases (diabetes, heart disease, hypertension, obesity, gout) in Sāmoa today. All these diseases are related to being overweight and living a sedentary (very little physical activity) life.

Health and PE stresses the need for everyone, young and old, to do some form of physical movement for the well-being of their bodies. The Health and PE curriculum in Year 9 and Year 10 focused on the student or child as a whole person. The emphasis was on the need to nurture and help the child to develop in body, mind, emotions and spirit as well as in their relationships with other people. It is important for all students to believe and feel that they are special and unique creations of God, with a purpose in life. Students who are happy and healthy and have a well-balanced outlook on life will do well in their schoolwork and in their social interactions with other people. In Year 9 and 10 the focus was on the health of the individual and how they maintained good health in relation to other individuals at school, at home and in the community.

The focus in Year 11 and 12 is more on the wider aspects of health. We look at how health and fitness is maintained as a member of a family where you interact and respond to other family members. We also look at health and fitness within the wider community; accepting other peoples' beliefs and ideas; being a part of a community that plays, eats and does things together. How can the student, as an individual, impact on and help the people in a community maintain their health and fitness levels. At the same time, how is the community helping people as individuals and families stay healthy and fit? The student who is also talented or gifted in some aspect of human movement, e.g. good at a particular sport or skill, may begin to explore possible career paths in this area.

The aim of Health and PE is to encourage students to have an active lifestyle that is holistic in nature. An active healthy individual is physically, mentally, emotionally and spiritually sound. He/she practises activities that will result in good health for him or her self, their family and their community.

It is important to remember that a desirable Health and PE environment is one where a child is nurtured and is able to grow and develop to his/her full potential (in body, mind, emotions, spirit and socially) as a mature, well adjusted adult. This environment is one where aspects of health, human movement and physical activities are promoted in all areas of life, including personal life, family life and the wider community.

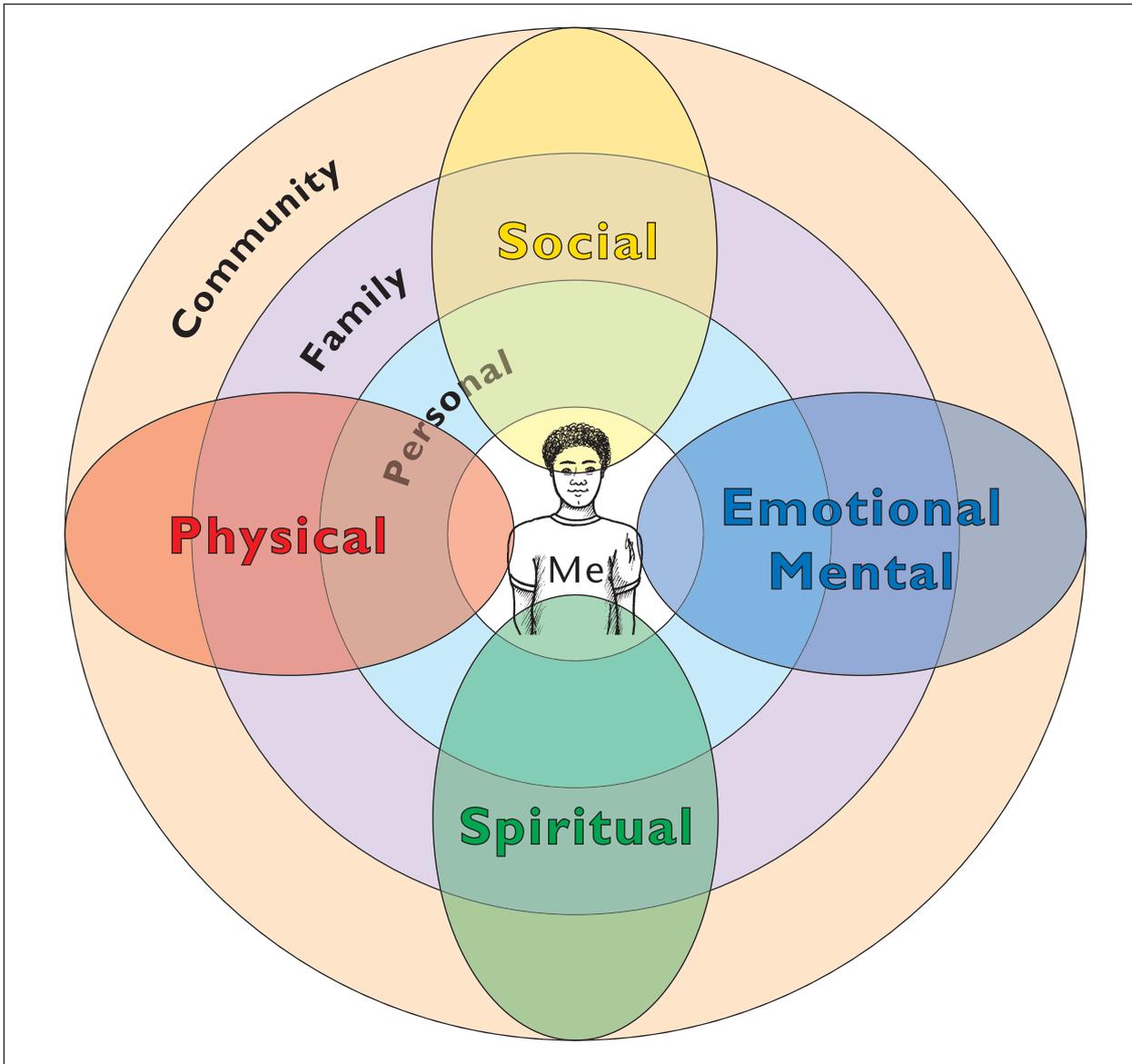


Figure 1 Health is holistic: it is physical, social, mental, emotional and spiritual

How do I teach this subject?

The aim of the Health and PE Curriculum is to help students to learn. Students learn best when they themselves do something that helps them understand the reason for or meaning of something, and they then apply this knowledge in a relevant situation.

Your teaching practices must aim for effective learning. You are encouraged to be a healthy and active role model. For example: wearing appropriate clothing (pants and T-shirt, etc) when taking an outdoor activities class. This will assist you to participate better than when wearing a puletasi or dress lavalava. When you make an effort to change for outdoor activities it encourages students who may be shy of their bodies to change and join in too. It is very important in this subject area for us as teachers to try our best to practise what we preach.

As with other subject areas there will be new words and terminology (language) associated with learning Health and Physical Education. All students must develop the language associated with learning in Health and Physical Education. Teachers in all subject areas are teachers of language, and you are the teacher for the language of Health and Physical Education. The language that students will need to understand and talk about Health and Physical Education content and to participate effectively in learning activities will be incorporated and fitted together in the content of this Teachers' Guide and the other resource materials prepared for this subject.

You are encouraged to be creative in the way you teach this subject. Use games, exercises, group activities, etc, to help explain the key messages to the students. You will only be given a brief outline in this Teacher Guide of what and how you are expected to teach specific topics. However, we are relying on your creativity, experience and imagination to expand the subject content to make it more interesting and appealing to the students.

When do I teach this subject?

It is planned that all students at all levels will be given the opportunity to study Health and PE, as it is so important for life. However, your hours and times for teaching this subject as well as the level of classes you will teach is the responsibility and prerogative of your Principal.

Year 11

Unit I: Active Personal Health And Relationships

A) Interacting And Responding To Other Family Members

- a) Discuss the importance of learning and practising good communication skills when advising friends on peer pressure and family issues
- b) Compare and contrast the beliefs and values and relationships within their families
- c) Identify how much of what they believe is similar to their parents' beliefs
- d) Discuss relationship crisis issues amongst peers
- e) Discuss different ways or methods they can use to overcome feelings of inadequacy or guilt
- f) Explain what is meant by 'having peace of mind' (filēmū le mafafau)

NOTE TO THE TEACHER

Adolescence is a stage of life where the changes in the students' bodies can cause rapid mood or emotional swings. This is related to the fact that the teenager's body is producing or making hormones (chemicals produced in the body) that cause the rapid growth spurt in teenagers. Emotional or mood swings are therefore quite normal for teenagers. However, the way we interact and respond to our friends and family members is an important part of being emotionally and mentally healthy. Therefore it is important to be able to communicate effectively when dealing with other people – taking into account their feelings as well as our own. An important aspect of this unit is to help the students learn how to communicate their feelings in a healthy way. The following content material is given to help you plan your lessons to cover the Achievement Objectives for this unit.

Emotional needs – every human has these basic emotional needs:

- 1 The need to love and be loved. We all need to feel that we are cared for, that there are those who think we are special, e.g. our mother and father. We also have a need to care for others. When we love others we feel better about ourselves.
- 2 The need to belong. We need to know that other people like us and accept us as part of a group. Our family is usually the first group that helps us satisfy this need to belong. As we grow up, there are many more groups that satisfy this need, e.g. friends, social clubs and sports teams.
- 3 The need to feel worthwhile. We need to feel that we make a difference in the world, that we are making a contribution. For example, when we help another person do something or work on a community project, it makes us feel that we are contributing. This increases our feeling of self-worth.

Emotional needs are needs that affect our feelings and sense of well-being. These emotional needs play a big part in our mental health.

Good and bad ways of meeting emotional needs

People are always trying to meet their emotional needs even when they aren't aware of it. When these needs are not met, some people may find unhealthy ways to meet them, e.g. teasing or making fun of others when there is an audience, bullying or picking on others. These people may be trying to get their needs met, but in an unhealthy way. The 'comic' show off (fia malie pe fai mea malie) or bully think that acting as they do is the only way they can get recognition.

A person who is mentally healthy looks for healthy and positive ways to satisfy their emotional needs, perhaps by helping someone in need. To fulfill the need to love and be loved, a person might adopt a homeless animal like a cat or dog and take care of it.

Emotions

A person's emotions or feelings also affect their mental health. Our emotions are a natural part of life. Our emotions can protect us from danger or help us achieve a goal. Everyone has emotions and we have many different emotions like anger, happiness, sadness and guilt.

Expressing emotions

There are no wrong or unhealthy emotions. However, the way a person chooses to express their emotions may be different from another person. The way we express emotions may also differ from culture to culture. Some cultures allow people to show their emotions freely and others expect people to hide their emotions. How about our Sāmoan culture? Do people freely express their emotions? A person who is mentally healthy will choose healthy and responsible ways to express their emotions. An important step in learning to express your emotions in a healthy way is to become aware of them. This is not always easy because we can confuse one emotion with another. Anger is one emotion that is often confused with other emotions. Students might say 'I hate you!' or 'I don't want to see you again!'. What they mean is they are angry with that person.

Anger is one emotion that that can lead to violent and disruptive behaviour if it is unchecked and not dealt with quickly. It is important to acknowledge and recognise its signs and symptoms. Many young people may feel anger towards their parents, other adults or peers, but do not know how to express their feelings, so they hold this emotion inside. The longer they are angry about something, the more violent they may become when they express this emotion. For example, they may express it by breaking or ruining things, by hitting other children or by picking on people weaker than themselves. Anger is one of the emotions that is often the cause of crisis situations amongst teenagers.

Activity 1

Discuss how students can learn to release their anger and deal with angry feelings in a healthy way. Use one of these verses from the Bible as a basis of the discussion. The verses do not say not to be angry, or to deny that you are feeling angry, but to be careful what you do when you are angry.

Ephesians 4:26: 'In your anger do not sin. Do not let the sun go down while you are still angry.'

James 1:19: 'My dear brothers, take note of this: everyone should be quick to listen, slow to speak and slow to become angry, for man's anger does not bring about the righteous life that God desires.'

Here are more ideas that you can use for creating class activities:

Healthy ways to satisfy emotional needs	Steps to follow when you are feeling angry	Make sure you have a good day by making a list of things to do (like the examples below) and before you sleep check off the things that you were able to do
<p>Offer to help out with chores around the house that someone else usually does.</p> <p>Take care of a younger sister or brother or other relative after school.</p> <p>Become friends with another person your age from another school.</p> <p>Form a group to do something positive like picking up rubbish around the school.</p> <p>Volunteer time to help out at a home for old people, or the children's ward at the hospital, or at a Health Centre.</p>	<p>Pause for a moment and take a deep breath.</p> <p>Try to focus on what it is that has made you angry.</p> <p>Try to think of words that will express your true feelings.</p> <p>Tell the other person how you feel.</p> <p>You may also try these out to make you feel better: when you are angry, go somewhere on your own and scream as loudly as you can.</p> <p>Put on some music. Just dancing to it alone and moving your whole body can help too.</p>	<p>Wake up on time.</p> <p>Eat a good breakfast.</p> <p>Brush your teeth.</p> <p>Learn something new today.</p> <p>Do something kind for a friend.</p> <p>Do something nice for a family member.</p> <p>Complete your homework.</p> <p>Earn some money to pay for your needs (e.g. do work helping around the house for money from parents).</p> <p>Do something to make yourself feel proud.</p>

Learning and practising good communication skills

Good communication is always a two-way process. It is an exchange where the person giving the message does so in a very clear manner, so that the person receiving the message understands it clearly and gives some feedback to show that the message got through. This works well when we are giving information, or having discussions in a classroom setting, or in business meetings, etc. However, when it comes to communicating our emotions it is difficult to give clear messages, because people respond to situations and show feelings differently from each other. For example, a person might worry that they have hurt a friend because of something they did or said, and then find that the person was not hurt at all. There are times people get angry and say, I am not angry, but they slam a door or kick the dog and show by their actions that they are angry. Someone might get some bad news and say, I'm OK but then they won't talk to anyone for days. Human feelings are complex, and that is why we need to learn how to communicate them effectively.

Difficulties in communicating feelings

Our feelings are communicated through our words, our tone of voice or the way we say things, and through our body language. When conveying our feelings, our words seem to be the least important part of the conversation. The way we say something and our tone of voice together with our body language or body movements actually speak louder than our words do. That is why it is possible to give confused or mixed messages when we express our feelings.

Good communication skills

Communication skills are not always easy to learn, but are very important for a healthy and happy life because many problems that teenagers have today are a result of poor communication or miscommunication. When trying to communicate to another person how we feel about something, we need to remember what it is that we want them to know already. We are not trying to tell them what we think they already know. That is why we should always start our conversation with, I think, or I feel, etc. When we start a conversation by using you, e.g. you make me feel, or you said, etc, it sounds like an accusation and the other person may turn off and not listen.

When we express our feelings, or let another person know how we feel about something, we release them and it gives us a feeling of peace. Worrying about how others are thinking about us, or about things we have said or done, can result in sleeplessness and stress – leai se filemu o le mafaufau. Following are three skills that can greatly improve our communication of how we feel.

Skills for communicating our feelings

Think about the words we are going to use. When we talk to another person begin our sentences with ‘I’. Try not to use ‘you’. This helps us to focus on our part in the situation or problem.

Tell the other person what has happened and state our feelings. Check our body language. Make sure what we are saying is the same message that our body (eyes, tone of voice, hands, body movements) is sending.

Listen to what the other person has to say. Don’t allow our minds to wander while the other person is talking. Pay attention to their words. This may help us to see the situation or problem in a completely new way.

Remember, it doesn’t matter whether the other person responds, or refuses to listen, or is unwilling to show their real feelings. What is important is that we have communicated our feelings in a healthy way so that we can feel good about ourselves.

Activity 2

- Have the students identify some crisis situations that have occurred in the school or at home between students. Then have the students role play the situation, but this time using the ‘skills for communicating our feelings’ given above.
- Have the students work in pairs. Have them exchange places so they take the other role as well to see how a situation can be very different depending on the point of view you take.

NOTE TO THE TEACHER

Remember, some of the issues that you will discuss in this Curriculum are very sensitive and may cause some students to be hurt by things others say. Some students may be reluctant to share, or may even get very emotional about some of the issues to be discussed. You as the teacher will have to be wise and sensitive to the needs and mood of your students. You may wish to refer to the Year 9 and 10 Teacher Guide for the activity on ‘creating a safe environment for sharing’.

B) Factors Affecting Body Composition

- a) Explore different body types and the concept of body image
- b) Compare and contrast the differences in body size, body shape and skin colour across the different races and countries
- c) Examine the components that make up the beautiful and unique person called me

Body image

A person's body image is how they view what their bodies look like; what they think and believe about their body size and shape, whether they feel that they are too fat or too thin, or too short or too tall, etc. In many Western developed countries, teenagers, especially girls, have problems with poor body image. At this time, when their bodies are going through a rapid growth period, many girls start to feel they are too fat, or that they have an ugly figure. They start to go on diets and many develop poor eating habits that can even make them very sick. This is made worse by the images of thin models seen on television, in fashion magazines, and by portrayals of the lives of the rich and famous, such as movie stars. There are some girls whose body image gets so distorted that even when they are just skin and bones, they still believe that they are overweight.

It is important for young people to understand the changes that are happening in their bodies during adolescence. Not only are their bodies growing fast and maturing into adult bodies, but also their minds are developing and their way of thinking. It is important for young people to accept how they look, that people come in all shapes and sizes, and no matter what shape, colour or size you are it is fine because no two people are the same. It is also good to emphasise that beauty is a combination of factors, and not just physical appearance or what a person's face looks like. It is the total person: their appearance, the way they talk, the way they act and conduct themselves and the way they relate to other people. There is the inner beauty of a person who is calm and at peace with themselves that is reflected outwardly in the way they look at people, how they carry themselves, etc. The beauty that good health gives a person: bright eyes, shiny hair, white teeth, smooth skin and a firm body. So whichever way you look at it, everyone is beautiful in his/her own way.



Figure 2 Different body sizes, types, skin colour, etc.

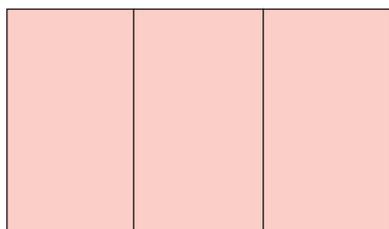
It is also important to stress the value of eating good healthy meals so that people reach their full potential height and stature. In Sāmoa, most young people tend to accept that Sāmoans are big people and are happy with how they look. However, what is important for us to promote is that the best body image is a healthy one. Not too heavy and not too thin, but with your weight in line with your height, giving you the ability to carry out the work and activities you want to do, to play sports and be active without running out of breath quickly and getting tired easily. These are usually signs that one is not healthy.

Activity 3

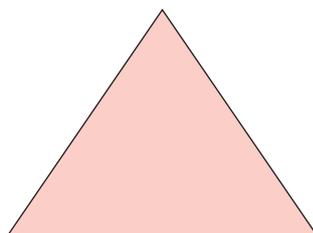
- 1 Have the students classify their favourite foods into a health-promoting model (food groups, or Sāmoan Guide to Healthy Eating) and examine the nutritional adequacy of their diets.
- 2 Discuss what the motivating forces are that make them choose or desire these foods, e.g., taste? peer pressure? to be cool? to be up to date?
- 3 Discuss the consequences of only eating your favourite foods. What are some suggestions of ways to improve what teenagers eat?

Activity 4

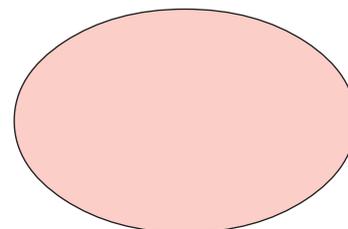
- 1 Have the students recall and write down what they ate yesterday. Have them write out what they ate under the:



Three Food Groups model



The Healthy Pyramid model



The Plate of Food model

- 1 Identify which types of foods are most popular. Which section of the health models do they belong to? Are the foods they are eating from mostly one food group (e.g. Energy Food Group), or are they eating a variety of food?
 - 2 Use the Sāmoan Guide to Healthy Eating to assess whether they are eating the right types and amounts of food to meet their nutritional needs. (You can get this Guide from the Nutrition Centre at the Health Department at Motootua.)
- 2 Discuss the reasons why teenagers choose to eat what they eat and make recommendations on ways to improve their eating habits.

Activity 5

- Have the students list all their favourite foods and explain why they like these foods.

Fad dieting

Have the students explain what fad diets are, and identify the consequences of poor eating habits.

It is vital that teenagers eat a variety of food, and in adequate amounts, for them to get all the six nutrients that the body needs: protein, carbohydrates, fats/oils, vitamins, minerals and water.

A fad diet is a diet you go on because it is in fashion and because you want to be part of the in-group. Often these are quick fix diets for fast weight loss. During adolescence it can be dangerous to go on a diet, because there is an added need for nutrients to meet the growth and development the teenager is going through. Sometimes, a fad diet may be something that a film star or pop singer says he/she is following.

Healthy food choices

The main causes for concern are the high fat and sugar levels in the diets of teenagers, and they must learn to make better food choices.

Have the students copy this check list into their books and find out if they are eating too much fat.

How much fat are you eating?	YES	NO
1 Do you eat sausages, bacon or fried eggs for breakfast four or more times a week?		
2 Do you spread your butter or margarine very thickly?		
3 Do you snack on biscuits, cakes, potato chips, or nuts most days?		
4 Do you eat pastries like sausage rolls, pies, panikeke or doughnuts four or more times a week?		
5 Do you eat meats such as chops, mince or fried chicken, mamoe and pipi four or more times a week?		
6 Do you eat takeaways more than once a week?		
7 Do you usually have more than one fried meal a day?		
8 Do you usually use a lot of fat or oil when cooking vegetables?		
9 Do you eat more than one serving of cheese a day?		

Note

If you answered 'yes' to four or more of these, chances are you are eating more than a healthy amount of fat. You may wish to make some changes to your diet, eat less of some foods, try different cooking methods and choose low fat alternatives.

C) Challenging Existing Fitness Levels And Physical Activities

Students need to understand that the importance of fitness, like health, is not only the physical side, i.e. like being in good shape or being able to play a sport well. When a person is totally fit, they are ready to meet or handle whatever challenge comes their way on a day to day basis. There are many benefits of being fit. Some are given below.

Activity 6

- Have the students copy these into their work books and discuss in groups the benefits of fitness.

Benefits of Fitness

Being fit:

- helps us to be at ease with ourselves and be sure of ourselves
- gives us more energy and helps us to keep our weight down
- prepares us mentally, physically, emotionally and socially for the ups and downs of life
- increases our chances of succeeding in whatever tasks we take on and helps us feel confident
- helps us to manage stress and have more fun.

a) Examine themselves and identify their strengths and weaknesses in regards to sports or physical activity

- Have the students do a check of their physical activity during one week and then assess for themselves what they believe are their strengths and weaknesses in regards to sports or physical activity.

You can have the students do this in two ways:

- a Have the students record, for a whole week, all the activities that they do each day. Encourage the students to be honest. When they have done this, have them assess how active they are. Are they using all the energy that they are consuming as food? Use the samples given as guidelines on how to fill in their own charts.
- b Use the following samples to assess and compare the activity patterns of these two year 11 students. Use the questions given as a guide in doing this assessment.

SAMPLE: Tanielu's activity record

	Morning before school	At school	After school	Evening
Monday	Wake up at 5.30 a.m. Pick up rubbish. Walk to College from Faatoia village	At recess play touch with other boys	Walk home, wash uniform and hang it up. Rest, do some homework. Make the saka for the evening meal	Serve the family meal. Eat, then clean up with two other young men of the family. Do homework. Sleep
Tuesday	Wake up at 5.30 a.m. Training run on road for the village rugby team. Catch bus to school	At recess play touch with other boys	Walk home, wash uniform and hang it up. Rest, do some homework. Make the saka for the evening meal	Serve the family meal. Eat, then clean up with two other young men of the family. Do homework. Sleep
Wednesday	Wake up at 5.30 a.m. Pick up rubbish. Walk to College from Faatoia village	At recess play touch with other boys	Walk home, wash uniform and hang it up. Rest, do some homework. Make the saka for the evening meal	Serve the family meal. Eat, then clean up with two other young men of the family. Do homework. Sleep
Thursday	Wake up at 5.30 a.m. Road training for rugby team. Pick up rubbish. Get ready for School. Catch bus	At recess play touch with other boys	Walk home, wash uniform and hang it up. Rest, do some homework. Make the saka for the evening meal	Serve the family meal. Eat, then clean up. Go to choir practice. Sleep
Friday	Wake up at 5.30 a.m. Pick up rubbish. Catch bus – rainy day	Rainy day. Talk and joke with other boys	Catch bus home, wash uniform and hang it up. Rest, do some homework. Rugby training	Serve the family meal. Eat, then clean up with two other young men of the family. Do homework. Sleep
Saturday	Wake up at 5.30 a.m. Go with father and other boys to get taro for Sunday	At plantation	Rugby game at 1.00 p.m. Village team competitions	Help serve meal. Tafao with boys in front of village shop. Watch WWF. Sleep
Sunday	Wake up at 5.30 a.m. Prepare umu for family toanai. Get ready for church. Walk to church	At church, sing in the choir	Help serve toanai. Clean up. Sleep. Go to afternoon service at 3.00 p.m. Ride to the store to buy bread	Help serve meal. Watch some TV. Do homework. Sleep

SAMPLE: Ioane's Activity Record

	Morning before school	At school	After school	Evening
Monday	Wake up at 6.30 a.m. Have breakfast. Get ride to School in Father's car.	At recess talk with other boys. Compare notes on latest games	Father picks him up. Go home have lunch, play on computer. Do homework. Sleep	Mother and sisters serve the meal. After dinner, do homework. Sleep
Tuesday	Wake up at 6.30 a.m. Have breakfast. Get ride to School in Father's car.	At recess talk with other boys. Compare notes on latest games	Father picks him up. Go home have lunch, play on computer. Do homework. Sleep	Mother and sisters serve the meal. After dinner, do homework. Sleep
Wednesday	Wake up at 6.30 a.m. Have breakfast. Catch bus to School. Father has early start at work	At recess talk with other boys. Compare notes on latest games	Father picks him up. Go home have lunch, play on computer. Do homework. Sleep	Mother and sisters serve the meal. After dinner, do homework. Sleep
Thursday	Wake up at 6.30 a.m. Have breakfast. Get ready for School. Catch bus	At recess talk with other boys. Compare notes on latest games	Father picks him up. Go home have lunch, play on computer. Do homework. Sleep	Mother and sisters serve the meal. After dinner, do homework. Sleep
Friday	Wake up at 6.30 a.m. Have breakfast. Get ride to School in Father's car.	Rainy day. Talk with other boys. Compare notes on latest video games/DVDs etc.	Father picks him up. Go home have lunch, play on computer. Do homework. Sleep.	Mother and sisters serve the meal. After dinner, do homework. Sleep
Saturday	Wake up at 7.30 a.m. Go with Father to buy taro from market for Sunday toanai	Go to the movies with friends	Tidy up room.	Go to video shop and pick videos. Watch videos until late. Sleep
Sunday	Wake up at 6.30 a.m. Help his father and another male relative make the umu. Get ready for church. Go by car to church	At Church, sit with other youth. After Church – toanai	Sleep. Wash Father's car. Ride to the store to buy bread	Watch some more videos. Do homework. Sleep

Questions for activity assessment

- 1 Who is the more active of the two boys, Tanielu or Ioane? Give specific examples to back up your answers.
- 2 From the examples given of their activities, describe the type of body size you would expect Tanielu to have. How about Ioane? On what do you base your description?
- 3 Explain how the less active of the two boys could improve his activity schedule. What changes can he make to become more active?
- 4 What would you expect to see happen when he makes these changes?

b) Compare and contrast types of physical activities and sports the boys like or dislike and their reasons

- Have the students work in pairs. Write up a list of activities and sports that they like and have them note down how often they do these activities during the week. Which sports and activities don't they like? Why don't they like these activities or sports?

c) Identify and set their physical fitness goals

Developing a Fitness Programme is part of making a healthy decision for the rest of one's life. It takes careful planning and thinking. A person should develop a fitness plan as a teenager, keeping in mind that fitness is a long-term process. The goals that we set are not only for our youth, but also for when we are adults and when we are elderly. The activities we are involved in as young people will have an impact on the type of activities we can still do when we are a lot older.

Activity 7

Have the students develop their own fitness programme by following these seven steps:

- 1 Choose an activity that they enjoy.
Make sure it is an activity **you like to do**, but not one that **you think you should do** or is the most popular.
- 2 Decide on the best time of the day for you to exercise and also the amount of time you will spend exercising. For example, instead of watching TV or playing video games for 30 minutes in the afternoon after 5 p.m. you go and exercise.
- 3 Set goals that can easily be achieved or are realistic, e.g. riding your bike around your village and building up to five rounds per month; walking to school two or three times a week; getting together with friends and just dancing to music, or working out dance routines to your favourite songs; swimming in the sea 3–4 times a week if you live close to the sea.
- 4 Don't exercise too much at one time. Start, and work up little by little. Give yourself time for improvement. Expect to achieve your results over a time period; don't expect immediate results.
- 5 Reward yourself. Looking better and feeling stronger or getting more skilful (e.g. in playing tennis) are rewards in themselves, but you can consider celebrating in some way when you reach a goal. Remember, if your goal is to slim down and lose some weight, don't make eating part of your reward choice – go to a movie, or get your hair cut, or go dancing, or go with friends to watch a rugby game.
- 6 Remind yourself that your fitness programme or exercise is not just for now – it is a part of your future too. There are many health benefits in having a fitness programme, so it must be something you can do on a regular basis.
- 7 Make friends with others who exercise. Give each other advice and encourage each other to stick to your own fitness programmes.



Figure 3 Physical activities for fun and fitness

d) Explore how the fitness goals you make now will protect you against Non Communicable Diseases and Lifestyle diseases later on

Activity 8

- 1 After the students develop their own fitness programmes, discuss in class how these fitness programmes can protect them against non-communicable diseases, e.g. diabetes, hypertension, heart disease, gout, stroke, etc.
- 2 Invite a guest speaker from the Ministry of Health (Health Education or Nutrition Sections) or the Ministry of Education, Sports and Culture to come and talk to the students about the need for fitness as a preventative measure against NCDs in later life.
- 3 Have the students read through the article below from Pacnuts and then write an essay or a summary explaining in their own words what the article is saying about the link between obesity (being very overweight) as a teenager and as an adult.

In a previous edition of the PIN newsletter, we highlighted some of the research looking at the links between childhood obesity and obesity in adult life. There is only limited evidence so far, about links between overweight and obesity during childhood, mostly suggesting that if you are overweight in later childhood, you are more likely to be an overweight adult. This is not unsurprising, as it is probable that lifestyle habits developed in childhood do persist in adulthood, e.g. overeating. It is important to know what are the risks of an obese child becoming obese in later life, as internationally we are seeing an increase in childhood obesity, and we need to know how many of the children involved will develop into obese adults. It would also be useful to know what are the main risk factors for becoming an obese child or adult, so that our health promotion programmes can better target the at-risk groups.

(cont.)

A recent study in Norway has further explored some of these issues in about 500 15 year olds. The study found that the children who were most likely to be overweight adults:

- ▶ had high BMI at age 15 years
- ▶ had fathers with high BMI
- ▶ had low levels of leisure time physical activity
- ▶ were more likely to be male than female.

These factors together accounted for half the variation in adult BMI (although that still leaves half unaccounted for). Children whose physical activity levels increased during early adulthood were less likely to become overweight.

This suggests that the foundations of adult obesity are laid down in many adolescents and it is therefore critical to target children at this time to prevent them from becoming overweight. Children with overweight fathers are at particular risk. Efforts should be made to target physical activity in children.

The data from this study may not be relevant for this region. However, we know that physical activity levels in children generally are lower than they used to be, or the guidelines recommend. Therefore promoting physical activity to children remains an important step in the fight against obesity.

Reference: Elisabeth Kvaavik, Grethe S. Tell, Knut-Inge Klepp. 2003. Predictors and Tracking of Body Mass Index From Adolescence Into Adulthood Follow-up of 18 to 20 Years in the Oslo Youth Study. Arch Pediatr Adolesc Med. 2003;157: 1212–1218.

- e) **Diagnose health and fitness state by completing Year 11 SSSH and PE Fitness test battery – see Strand 2**
- f) **Participate in selected physical activities as set out in Strand 2**

Refer to Unit 2 for these tests and the selected physical activities.

D) Responsible Action

- a) **Define what stress is and how it affects the health and well-being of a person**
- b) **Examine the issues that cause stress and worry in the lives of teenagers**
- c) **Discuss ways to alleviate or manage stress**
- d) **Explore the relationship between stress and NCDs**

Stress refers to how a person's body responds to changes or things that happen around them. Most of us have heard about stress, have felt stress and have gone through a process which we call stress. It is basically how we physically, mentally, emotionally, socially and spiritually react or respond to events or changes that occur in our environment. For example, a person may feel stress when they are trying out for a rugby team, when they meet someone new or when they are preparing for an exam. People also refer to stress as being under pressure. Sometimes a person does better under pressure. For example when they have a big exam coming up, students seem to rise to the occasion and concentrate better on their school work.

Stress can be positive or negative

Positive stress can help a person to reach and complete goals. Positive stress makes a person excited and helps them rise to the challenge. It can make us feel good, alert and able to focus on a task at hand so that we can get it done.

Negative stress is also known as distress. It is stress that can hold you back or stop you from achieving something. Often when people say they are under a lot of stress, they are talking about negative stress. It is not healthy to have too much negative stress.

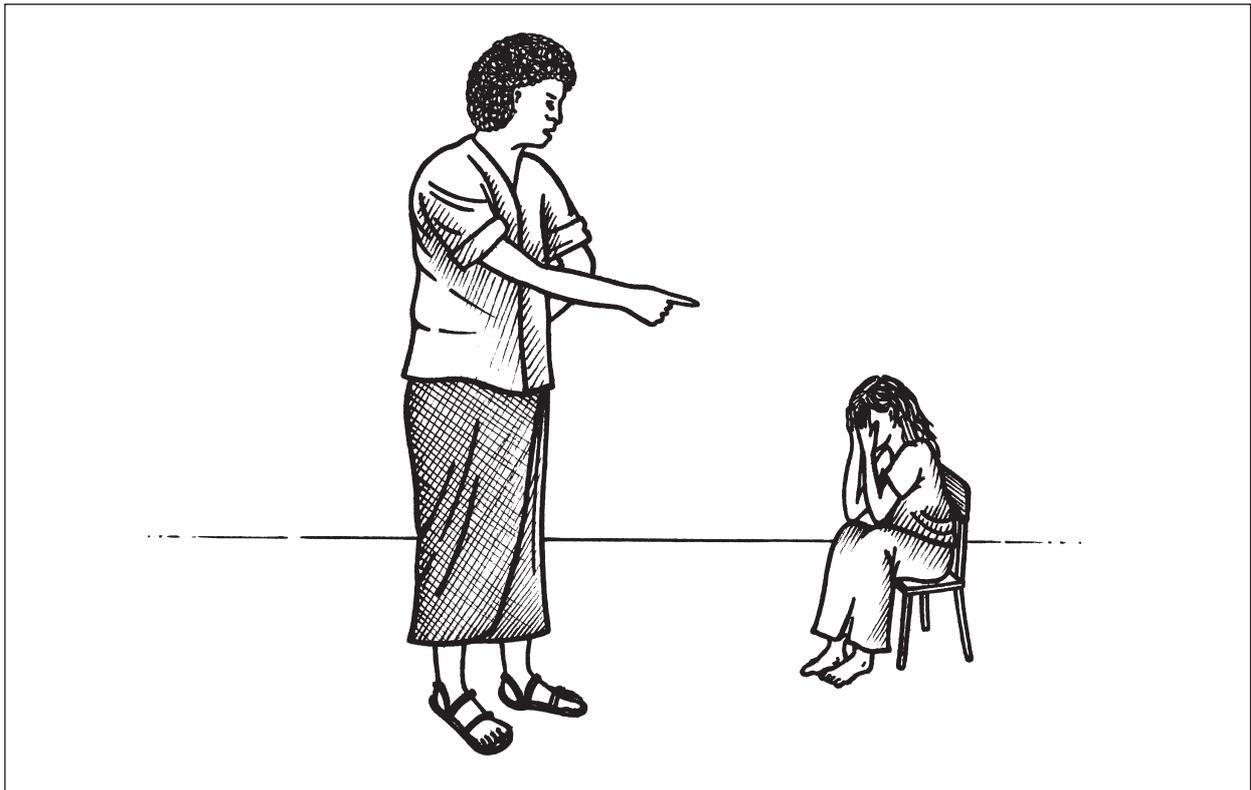


Figure 4 Anger can be an outward sign of a person under stress

Stress is a natural part of our lives and in order for our bodies to function normally we need a certain amount of it. That is why many different types of things and events trigger our stress. Something that triggers stress we call a stressor. This may be an event, a person, a place or an object, for example, hearing a loud crash, seeing your grandfather's walking stick, coming home late from school or winning a game.

Our bodies have a way to deal with stress called the 'fight or flight' mechanism. When we come into contact with a stressor, our bodies begin to produce a chemical called adrenaline. Adrenaline makes our heart beat faster and speeds up the blood flow to our brain and muscles. This also causes more oxygen to go through our body and makes us breathe faster. Adrenaline gives our bodies an extra burst of energy to respond in two ways as a means of defense. It gives us extra strength to protect ourselves from harm, or allows us to have added speed to flee from danger. This is why it is called the fight or flight response. When the stressor (event, person, place or object) has been removed, our body stops making adrenaline and returns to normal.

Activity 9

- 1 Have the students discuss and recall any amazing things they have heard or seen people do during times of extreme stress. For example, people who have been able to lift up cars or run really fast when they thought they saw a ghost (aitu).
- 2 Discuss and list some of the things that trigger stress in a teenager's life. Have the students assess whether these are positive or negative forms of stress.
- 3 Have the students read through the guidelines for managing stress given on the following page. Discuss how these guidelines can help alleviate some of the negative forms of stress that were identified earlier.

Stress management or coping with stress

We all feel stressed from time to time but not always for the same reasons. Each of us responds differently to what happens to us, and so experiencing stress is different for everyone. What is important is that each of us recognises what it is that triggers stress in our lives and learns how to deal with it. These are some guidelines for how we can deal with or manage stress.

- 1 **Plan ahead.** How we manage our time makes a big difference in avoiding the stress of doing things at the last minute, e.g. cramming for a test or handing in assignments on time. When we learn to budget our time it helps us think ahead and achieve our goals and complete our tasks. It is also good for building up your self esteem.
- 2 **Talk to someone.** Find a friend, a teacher, a relative, a faifeau, someone who can help relieve your stress. It often helps to tell someone else about your problems and air how you are feeling. They may see the situation in a different light and help you to work out a solution.
- 3 **Redirect your energy.** Whether stress is positive or negative, our bodies react by making adrenaline and raising our energy level. When adrenaline builds up from negative stress, use it to do something worthwhile and useful like washing the car, cleaning out our rooms or helping with family chores. This can help turn a bad situation into a good one.
- 4 **Relax and take things easy.** Lie down or sit down and try to get rid of any stressful thoughts by listening to soft, easy-listening music. It is also helpful to imagine you are in a quiet peaceful place, like under a tree, or near the sea, etc. Have someone read some soothing passages to you like Psalm 23, 'The Lord is my Shepherd', or Psalm 121 or Psalm 91.
- 5 **Laughter is the best medicine.** Spending time with people who make you laugh is another good way to relax. When you have had a stressful day, go and watch a funny movie or rent a funny video. Having a good laugh will make you feel better.

Negative effects of stress

When a stressor operates over a long period of time, it can affect your health. Some problems that occur at school or personal problems at home can be long lasting, e.g. when a parent or sibling is sick at home, when there is a death in the family, or when there is an authority figure at school who always seems to be watching you. Long-term stress causes our bodies to continue to operate at a high energy level and eventually to get exhausted. Fatigue, or extreme tiredness, can occur. Fatigue can affect different areas of our life and our health. It can affect the way we relate to our friends, the quality of our homework and the way we react and respond to things around us. There are two types of fatigue that can occur.

- Physical fatigue, which is the extreme tiredness of the body as a whole. This can happen after vigorous activity or prolonged activity with little sleep, as in the case of family bereavement. Our muscles may become overworked and sore, and our body feels tired all over. When this fatigue occurs the solution is to have a rest.
- Psychological fatigue, which is extreme tiredness caused by stress, i.e. worry or feelings of depression or boredom. The solution to this type of fatigue is to do some activity. When we become fatigued by thoughts or feelings we have over a long period of time, the best way to make us feel better is to get some exercise or get involved in an activity or project that takes our minds off whatever is causing the stress.

It is important for us to find out for ourselves what type of fatigue we are feeling. It is also good to know what is causing our fatigue so we can deal with it.

Activity 10

- 1 From their knowledge of stress and the causes of stress, ask the students to explain in their own words what they believe is the relationship between stress and non-communicable diseases like hypertension, diabetes and heart disease.
 - 2 Invite a guest speaker from the Health Dept to talk about stress and its relationship to NCDs.
- e) Investigate ways to handle and accept criticism as a positive means of behavioural change**
- Discuss with the students ways in which criticism can be positive. Using the guidelines for dealing with stress, work out with the students ways that criticism can be turned around to be a positive means of changing some of our negative behaviour patterns. Criticism can also be stressful, but when we start changing the way we look at ourselves and accepting that no one is perfect and that there are things we need to change, we begin to accept criticism as something positive.



Year 11

Unit 2: Active Human Movement

A) Factors Affecting Movement And Development

a) Explain the factors that affect acquiring basic skills needed for physical activities

Background information

It is important to understand factors that affect performance. These are:

- ▶ biomechanical efficiency
- ▶ effective equipment
- ▶ mental preparation
- ▶ emotional control
- ▶ feedback
- ▶ prevention and treatment of injuries
- ▶ diet
- ▶ environmental conditions.

Biomechanical efficiency

Biomechanics, which is sometimes called the physics of human movement, is the study of the forces that act upon the human body both at rest and when moving. In other words, biomechanics study what makes a body move and the results of that movement.

Biomechanics is a specialised subject, but it is important for physical education teachers to have a basic understanding of it.

Any activity needs the correct technique to use the available force and effort to maximum advantage.

For example, a swimmer who uses a straight arm recovery and slaps the arm into the water, produces a bobbing motion that wastes effort. A biomechanically efficient swimmer who uses a high, bent-elbow recovery and spears into the water maintains a more efficient constant body position in the water, and maximises forward movement.

Effective Equipment

Equipment might limit performance by failing to perform its appropriate function during competition – for example, a broken racquet string during a tennis or squash competition.

Mental preparation

Despite all the skill and fitness training, if an athlete is not mentally prepared for the forthcoming competition, he or she is unlikely to justify that training.

Emotional Control

Anxiety

Anxiety is how excited or aroused an individual is for a given task or situation. Anxiety is present in any situation, although when levels are low it may not be noticeable. There are two types of anxiety:

- ▶ worry
- ▶ physiological arousal.

Worry refers to thoughts or images about what might happen in an upcoming event, while *physiological arousal* is part of the body's natural preparation for 'fight or flight'. Examples of physiological arousal include increased heart rate, sweating and the need to go to the toilet.

Levels of anxiety can be different amongst individuals. Some individuals appear never to worry about things. They are relaxed and possibly under-aroused: that is, their anxiety levels are too low. Then there are some individuals whose anxiety levels are very high all the time. Personality does affect how individuals see things, but the response of anxiety can be controlled with practise. Performance at low and high levels of anxiety or arousal is not as good as at an optimal mid-point. This optimal level of arousal is different for different individuals. The same person can have different optimal levels of arousal for different situations. For example, an athlete may need to be psyched-up if he/she is competing on his/her home court where he/she usually trains, but may need to stop this anxiety level going too high when travelling to participate in the same event in a major championship in an unfamiliar setting.

There are two ways in which the teacher or coach can help prepare the individual's mental skills or emotional control.

- Effective goal setting to increase self confidence.
- Using appropriate relaxation techniques.

Goal setting

Individuals need clearly defined goals so that they have targets to aim for. They need to know exactly what they have to do to achieve these targets and know when they have achieved them. Goals need to be set out for the training session, from the first week to the next week, the next month and the whole season. The goals should build towards well-defined, important events. Good goal setting increases motivation and helps build self-confidence in the individual.

Main features of good goal setting are:

- Goals should be structured into long-term, short-term and intermediate.
- They should be stepping stones to success.
- They must be accepted by the individual.
- They must be of varied difficulty, with some being challenging but realistic.
- They must be measurable so that success can be recognised.
- They should determine what an individual has to do.

Feedback

Whatever method is used to teach a skill, practice alone is not enough for the athlete to learn the skill correctly. Feedback is important in any skill-learning situation. Feedback is information from all sources that the athlete receives as a result of his/her performance. This information can be divided into two types.

- Intrinsic feedback
- Extrinsic feedback.



Intrinsic Feedback

Intrinsic Feedback is the information an athlete receives from his/her senses, e.g. sight, hearing and touch.

Another important source of intrinsic feedback is the information the brain receives from the body about how a movement 'feels'. Information comes to the brain from muscles, tendons and joints. It tells the brain about the condition of muscles, how rapidly they might be contracting and the positions of joints and limbs. The information from this 'inner eye' is called kinaesthetic feedback.

Extrinsic Feedback

Extrinsic Feedback is information an athlete would not normally receive as a result of their performance. This is information from outside the athlete, for example, from the teacher, coach, other athletes, mirrors and video cameras, which gives him/her a better understanding of how he/she has performed, what was correct and what was incorrect. This understanding of the correct movement pattern for a particular skill assists in the development of the motor programme, the brain's memory of the movement.

An athlete can receive many different types of feedback before, during, or after skill execution.

Feedback serves three main functions:

- a Motivates the performer.
- b Changes the immediate quality of performance.
- c Reinforces learning.

Prevention and treatment of injury

Injury, either during training or competition, can be a frustration to the athlete, and is usually the most important and most frequent limitation to performance. The following can help in the prevention of injury, treatment and recovery.

- 1 Pre-season fitness testing will help identify physical deficiencies.
- 2 Pre- and in-season training: aim to develop fitness in specific body areas needed for the sport. Emphasise the areas of deficiency, as identified in the pre-season test.
- 3 Warm up and flexibility exercises are very important in the prevention of injury.
- 4 Protective equipment and safety gear:
 - Mouthguards, shin pads, helmets and goggles can prevent injury and pain, give confidence and enhance performance.
 - Strapping and taping is also important in preventing new injuries or aggravating old ones. In particular, ankle taping can be useful.
 - Rings, sleepers and long fingernails may be safety hazards if worn while playing sport.
 - Wear the correct clothing and gear for the specific sport. For example, heavy runners are not good for jogging, as they can lead to foot and lower-leg injuries.
- 5 Make sure that there is plenty of water or fluid replacement, and a hat to wear in the hot sun.

Diet

Balanced diet: athletes need a balanced diet. Explain and choose appropriate meals from the food classification chart.

Discuss the type of meal that is suitable before an event.

b) Examine the importance of regular physical exercise for Year 11 students

Activity 1

- 1 Discuss the importance of regular activity.
- 2 Complete the Sāmoa Secondary Schools Fitness Test Battery (SSSFTB – see Appendix 1 page 84) and enter results in a personal chart.
- 3 Discuss various forms of keep fit activities, for example, walking, jogging, mountain climbing, exercising to music (aerobics), swimming, playing games.
- 4 Plan a keep fit activity with class and conduct this activity over a period of time.
- 5 Measure the heart rate and explain the importance of exercise to the cardiovascular system.
To measure the number of heart beats, use the carotid pulse (next to the Adam's apple) or the radial pulse (at the base of thumb). Take pulse for one minute and record results after each of the following activities.
 - while sitting
 - after a two-minute light exercise
 - after jogging for five minutes.
 Discuss what happens to the heart rate and why.
- 6 Retest class and allow for feedback.

c) Experience progressive motor skill acquisition in up to two activities from Year 10

Activity 2

- 1 Select up to two activities from each of the categories in the curriculum which have not been covered in Year 10 and teach using the progressive motor skills strategy.
- 2 Use a game, dance or activity in which the skills can be applied.

d) Discuss with the class the importance of time management

- Explain what is meant by time management. Time management is being able to organise, arrange and direct one's activities efficiently in order to achieve goals. Setting goals and managing time effectively go hand in hand, because the best intentions often fail through lack of time.
- Being able to prioritise tasks is a skill which can be developed through trial and error.
- **Time Management** – some thoughts to consider:
 - 1 Learn to put priorities on your tasks and your time.
Rank the things you want to do, from most important to least important.
 - 2 Focus on the things that need attention NOW.
Don't dwell on past failures or future problems.
 - 3 Do one thing at a time.
 - 4 Divide large tasks into smaller parts and tackle these one at a time.
 - 5 Be sure to include time for recreation and relaxation every day.
 - 6 Work at a comfortable pace.
 - 7 Be flexible with your time schedule.
 - 8 Use a diary or large calendar with plenty of space for noting down specific tasks.
 - 9 Review important goals for each day and each week.
 - 10 Don't feel you have to get everything done TODAY.
- Discuss the importance of commitment to responsibilities – keeping promises.
- Discuss the importance of Sāmoan tapuaiga, what it means and its impact on participation.

Activity 3

Time Management

- 1 Have Time Management (thoughts to consider) typed on an overhead transparency or written on a chart.
- 2 Ask students to suggest examples to illustrate each of the points listed.
- 3 Ask students to discuss in pairs the strategies they use already.
- 4 Ask students to discuss and mark with an asterisk any other strategy they would like to try in the weeks ahead. Then, in pairs, they can discuss how they might go about using new strategies for managing time.
- 5 Students can formulate simple goals for themselves in relation to each strategy they want to try.
- 6 In pairs, have students draw up plans for achieving their goals before the next session. Plans should include the names of other people likely to be affected, and when and how they plan to discuss the desired changes with them.

e) Participate in the Year 11 Sport Specific Motor Skills Assessment

B) Principles Of Fitness

a) Explain the principles of fitness, e.g. specificity, progressive overload, etc

Define fitness? The term fitness can mean different things to different people. The World Health Organisation (WHO) has a definition which includes aspects of mental and spiritual health. In physical education, fitness is usually related to types of training that improve movement performance. A person who is physically fit is one whose whole body, which includes the mental, spiritual, social and physical being, is functioning efficiently. That is, one who has the ability to meet the demands of work, play, recreation and even emergency situations with least effort.

Physical fitness can be achieved using training principles

- specificity
- progressive overload.

Principle of specificity

This is training or exercise which must be related to, or the same as, the sport or activity which you are preparing for. Applying this principle requires careful analysis of the activity.

Principle of progressive overload

This means doing more exercise or training than you are currently doing by gradually increasing the amount over a period of time. Overload is caused by three variables of intensity, duration and frequency.

Activity 4

- 1 Fitness test your class.
- 2 Take the class through training programmes for about three months using the principles as guidelines. Select a specific sport for this exercise. Choose Athletics, rugby, netball, or volleyball, whichever one is suitable for this level. Use a training programme that is relevant to the sport that is played.
- 3 Fitness test your class again to see if there have been any changes in performance.

b) Participate in a variety of physical activities. Choose from those in Year 9 (strand 2a) that have not been covered

Take your class through the motor skills and lead-up games suitable for the sport.

c) Record a log book of personal fitness for a one month period

Have students write up a personal 'Keep Fit' book and record weight, height, and fitness tests and monitor progress for a month.

d) Discuss with students and examine the challenges of peer and/or cultural pressure in achieving regular physical activity and keeping fit

- Discuss with your class what problems they have experienced that have prevented them participating in fitness programmes.
- Discuss how they could overcome these problems.
- Have students work out a keep fit programme that 1) they can do regularly, 2) will not cause problems, but 3) will also help motivate others to keep fit.

e) Discuss and analyse the state of students' fitness at the end of each term

Re-test your class on their fitness levels and record results.

Discuss results with the class, assessing their performance.

C) The Effects Of Physical Activity On Mental Ability**a) Define the study of Sports Psychology and its relevance to physical activity and movement****What is sports psychology?**

As physical education teachers and as coaches, it is important to understand factors that influence performance and how these factors may be controlled by the use of mental skills, i.e. the psychological aspect of performance.

Mental Skills

It is important to understand the way people think. For athletes to perform well, they must be in a correct frame of mind. Therefore psychological preparation is just as important as physical conditioning. Getting both right together is what creates an excellent or peak performance.

Mental skills require practice in the same way as physical skills. Just as with physical skills, some individuals pick up mental skills more easily than others. But with practice, anyone can improve their mental skills.

Personality

No two people are the same. People will interpret the same information differently and will respond differently to the same situation.

Motivation

Motivation means how much an individual wants to achieve a goal. To understand motivation we need to know what goals an individual has. Individuals may have different goals when they are involved in physical activity. Some of these goals may be:

- to have fun
- to accomplish new skills
- to compete and win
- to make friends
- to become fit
- to experience excitement.

Understanding the reasons why individuals take part in physical activity is very important. Self motivation and fulfilment is what makes a truly successful individual or athlete. As a teacher or coach you can motivate your athlete by understanding what they want to achieve, their goals, and how they will achieve them.

There are two ways in which the coach or teacher can prepare the mental skills of emotional control.

- effective goal setting to increase self-confidence
- appropriate relaxation techniques.

Effective goal setting has been discussed in A (a) earlier.

Relaxation is a skill that can be taught and improved through practice. An athlete who is skilled at relaxation can use these techniques when anxiety threatens to go too high by controlling the physical responses to anxiety. When goal setting and relaxation work together the athlete should be in a position to control levels of anxiety and concentrate thoughts on the efforts required for competition.

Activity 5

- 1 Work together with athletes in setting their goals.
 - Use only long term goals.
 - Use only short term goals.
 - Use a variety of goals.
 - Use specific goals that can be measured.
 - Encourage your athletes to work out their own tactics and adjust their goals.
- 2 In a game situation get each athlete to set one goal and evaluate it after the game, e.g. to be able to catch the netball 80% of the time without dropping it. Discuss each individual goal at the end of the game.

b) Explain and discuss what motivates student to perform well in school or on the sports field or in class

c) Participate in visualisation and anxiety/stress management techniques to use in physical activities or for school study purposes

Activity 6

Aim: To help students recognise the importance of stress management and develop strategies to manage their own stress levels.

- 1 Discuss what is meant by the word 'stress'. Ask students to think about times they have felt really stressed. In pairs, ask them to recall and describe such times.
 - a Ask students to think about their own stress responses and then, with a partner, list all the ways their bodies respond to stress (providing examples).
 - b Ask each pair to read out their lists in turn and collate the effects on a chart or blackboard.
 - c Ask students to think about the effects of prolonged stress, and list these also on the chart or blackboard.
 - d Working as a class, ask students:
 - Does all stress cause these effects? Give examples.
 - Are all levels of stress harmful? Why or why not?
 - How much stress is helpful and why?
 - e Working in pairs, ask students to think about and describe times when their performance improved as a result of 'helpful stress'. Ask:
 - How did you feel about this at the time? Why?
 - How did you feel later about your achievements? Why?
 - How do sports people and performers prepare themselves before an event?

- f Conclude by asking:
 - Are some times better for coping with stress than others? Why?
 - Are there some places where you find it easier to cope with stress? Why?
 - Who can you talk to about things that cause you too much stress? How do they help?

2 Warm-up exercises.

Games of musical chairs, cat and mouse, or any other physical activities that carry an element of competition, are good starters. Complete the warm-up by discussing how it feels to be chased, or to lose out repeatedly on a chair.

Background

Skills for managing stress are no guarantee that people’s lives will be stress free. If goals people set are too difficult or demands on their time are too difficult to prioritise, the resulting levels of stress may be great. The effects of stress on health are well-documented. Most students should be able to identify some immediate physical effects of stress they have experienced themselves.

The immediate physical effects of stress include sweating, pallor, increased heart rate, muscle tension, panting, changes in blood pressure, a redistribution of blood to the muscles, dry mouth and throat and an urgent need to urinate.

Any of the following effects can indicate longer-term stress.

<p>Body</p> <ul style="list-style-type: none"> back and neck pain menstrual problems indigestion headaches frequent colds and similar common illnesses insomnia <p>Mind</p> <ul style="list-style-type: none"> blanks and forgetfulness loss of ability to concentrate general loss of interest or motivation holding rigidly to fixed ideas <p>Emotional</p> <ul style="list-style-type: none"> anxiety irritability depression withdrawal nervousness anger embarrassment 	<p>Behaviour</p> <ul style="list-style-type: none"> speech difficulties impulsive behaviour trembling high-pitched nervous laughter teeth grinding frequent physical injuries increased use of drugs (including smoking and alcohol) changes in eating patterns <p>Attitudes</p> <ul style="list-style-type: none"> hopelessness questioning previously held values
---	---

d) Record Year 11 fitness results on a floppy disk, using a computer spreadsheet**Activity 7**

- 1 Using a computer, get students to record their fitness results on a floppy disc or CD.
- 2 Explain how to save on the hard drive as well as on diskette.

e) Explore a body resistance weight training program for general and sport-specific fitness**Activity 8**

- 1 Design a resistance weight training program with the class.
- 2 Seek assistance from the Sāmoa Weight Lifting Association or from the Fitness Centers near your area.

D) Organisational Procedures For Structured Sport/Recreational Opportunities**a) Identify the correct procedures for holding a sports committee or organisation meeting and the correct sequence of an agenda****Background information****What is an agenda?**

1. An agenda is a list of items to be discussed at a meeting.
2. This is prepared beforehand by collaboration between the president and secretary.
3. A suggested format for a Meeting Agenda

Title: Meeting of _____ Club Committee at (place) on (date) at (time)

AGENDA

- 1 Opening Remarks
- 2 Apologies
- 3 Confirmation of Minutes of last meeting
Minutes are signed as a true and correct record
- 4 Matters arising from minutes not on agenda
- 5 Inward and outward Correspondence
- 6 President or Chairperson's Report
- 7 Financial Report accounts for payment, income received
- 8 Committee reports in order of need for discussion
- 9 Special projects
- 10 General Business
- 11 Closure and date of next meeting

Meeting procedures

Before the meeting:

- The chairperson calls for and decides on the agenda items with the secretary.
- Secretary informs members of meeting by telephone, letter or some other form of communication.
- Minutes of meeting are distributed before commencement of meeting.
- Secretary arranges venue for meeting, prepares and arranges necessary equipment furniture, etc.

Understanding motions

A **motion** is a formal recommendation put to a meeting for debate and consideration, e.g. 'club fees should be increased by 5% next year.'

The motion has to be supported by another person (**seconded**) before it is open for discussion. The chairperson asks the proposer to speak to the motion and other committee members can also add to the discussion. If there is no discussion the motion is then put to the meeting for a decision. Members vote on whether they agree or disagree with the motion. All motions, carried or otherwise, must be minuted. If passed the motion becomes a **resolution**. It should be minuted as follows.

It was resolved that the fees should be increased by 5% next year.

MOVED: Sina Laveai/SECONDED: Mary Tofi. CARRIED

Formal meetings

- The meeting to start on time.
- Chairperson makes a few introductory comments and **declares the meeting open**.
- **Apologies** are called for and a record of those who are present is kept.
- The accuracy of the previous meeting's minutes are confirmed by those present at the meeting. The motion of acceptance has to be nominated and seconded.
- **Matters Arising** not on the agenda from the previous minutes are discussed. This should only relate to actions that have taken place since the last meeting, or to questions related to specific items. Those items which can be dealt with under later items in the agenda should be placed on the agenda to be discussed at that time.
- **Correspondence** (inward and outward) may be tabled.
- **Financial Statements** are presented next. This may include accounts for payment and monthly statement of accounts. Note: All reports discussed at meetings require formal motions of acceptance.
- **Committee Reports** are dealt with next. These should be brief and deal with specific topics.
- **General business** is the time for minor items to be raised. The chairperson has the right to decide whether the matter should be discussed.
- The meeting is formally closed by the chairperson after the **arrangements for the next meeting** have been made.

Throughout the meeting the chairperson notes who wishes to speak and indicates when a person may speak. The chairperson is responsible for keeping the conversation to the subject and decides when discussion should be brought to an end. The chairperson should rarely get involved in the discussion unless their opinion is sought. The chairperson should summarise the issue under discussion to aid in decision making. If it is apparent that a decision cannot be made, refer the item to a working group for a report at the next meeting.

Activity 9

- Take class through a mock meeting. Have students act as chairperson and secretary.

b) Explain the roles of the various committee members**President/Chairperson:****Role:**

Is the official representative of the club at all events to which the club is invited or has a delegate.

Duties:

- 1 To be well informed of all club activities.
- 2 To be aware of the future directions and plans of club members.
- 3 To have a good working knowledge of the club constitution, club rules and the duties of all office holders and sub-committees.
- 4 To manage committee and/or executive meetings.
- 5 To manage the club's annual general meeting (AGM).
- 6 To represent the club at local, regional and national levels.
- 7 To be the supportive leader for all club members.
- 8 To act as a facilitator for club activities.
- 9 To ensure that planning and budgeting for the future is carried out in accordance with the wishes of the club members.

Qualities of an effective chairperson:

- ▶ unbiased and impartial on all issues – if a situation arises where there is a possible conflict of interest, the chair should temporarily step down
- ▶ well-informed about the purpose of the meetings and items to be covered
- ▶ a good listener who will be able to summarise the main points of discussion
- ▶ able to avoid repetition, arguments, interruptions and deviation from the matter under discussion
- ▶ knows the rules or procedures well for the particular type of meeting being held
- ▶ able to allow for relevant debate
- ▶ able to delegate.

Secretary:**Role:**

Is the chief administration officer of the club. This person provides the co-ordination link between members, the club executive committee and outside agencies, e.g. other clubs, and is often the first person an outsider contacts.

Duties:

- 1 Takes care of correspondence, inward and outward, and acknowledges each letter promptly.
- 2 Meeting Schedules:
 - ▶ makes arrangements for the meeting place
 - ▶ sends adequate notice of the meeting to all concerned
 - ▶ records the minutes of the meeting
 - ▶ writes up minutes as soon as possible after the meeting
 - ▶ circulates minutes to all committee members as soon as possible.

Qualities of a good secretary:

- ▶ plenty of energy
- ▶ enthusiasm
- ▶ an interest in people
- ▶ tact
- ▶ discretion
- ▶ good listening skills
- ▶ dedication, and
- ▶ is methodical, organised and RELIABLE.

Treasurer:

Role:

Is responsible for the financial management of the club.

Duties:

- ▶ keeps account of all the income and expenses
- ▶ ensures all money received is banked promptly
- ▶ prepares and presents monthly accounts for payment for approval by committee
- ▶ is the signatory on club cheques, savings, etc
- ▶ prepares budgets for the forthcoming year.

Qualities of a good treasurer:

- ▶ well-organised
- ▶ able to keep good records
- ▶ careful handling of money and cheques
- ▶ able to work in a logical orderly manner.

c) Explain the rules for members who wish to speak at a meeting

Members when wishing to speak must address the meeting through the chairperson.

d) Explain what a constitution is for a sports/recreational body

Constitutions

A constitution is a document which sets out the purposes for which an organisation or club has come together and the rules and regulations under which the club or organisation proposes to operate. A constitution should specify:

- ▶ qualification for membership
- ▶ the manner in which a membership can be cancelled
- ▶ classes of members and their rights, such as honorary life members
- ▶ the manner in which a general meeting can be called to resolve an issue
- ▶ powers of the committee which enable committee members to manage day-to-day running of the club
- ▶ whether the Secretary and Treasurer can be one and the same person
- ▶ the number of members of the committee
- ▶ the regularity of meetings and minimum number of attendees
- ▶ the manner and reasons for a person to be expelled or suspended from the club
- ▶ the manner of winding-up the organisation.

The constitution should define the rights and duties of individual members and those of the members of the committee which is elected to run the club.

e) Discuss with class the way meetings in the village are conducted and compare with formal meetings

What similarities and differences are there?

Activity 10

- 1 Have your class observe a meeting of matais. Class to note who is in control and how motions and resolutions are passed.
 - 2 Compare this meeting with a formal meeting of an organisation.
 - 3 Get students to observe a meeting of Parliament and compare all three.
- f) Conduct a mock general meeting in class. Elect chairperson and secretary, and go through the meeting procedures**

Year 11

Unit 3: Active Interpersonal Family Health

A) Family Health Issues

- a) Discuss how communication about menstruation and changes in puberty and adolescence between parents and children can be improved

Activity 1

- Discuss with class what is meant by communication.

Background information

What is communication?

Communication simply means the way we send and receive messages. Without communication people find it difficult to relate to one another and get their message across.

Effective communication occurs when the receiver interprets the message in the way the sender intended it to be understood.



Figure 5 Effective communication is important for interpersonal relationships

The root of most personal problems is the failure to thoroughly understand one another.

Good communication means sharing not only words, ideas and information but also feelings, emotions, and sentiments. How well do we solve problems and conflicts? Do we make an effort to prevent problems and conflicts from happening in the first place? Growing up is often accompanied by frequent clashes between parents and children, especially teenagers. Many adolescents feel their parents are controlling, overbearing, old-fashioned and 'too strict'. The Sāmoan parent believes that a child's place is 'to be seen and not heard'. Therefore there is a breakdown in communication between the parent and the child, particularly with problems that involve adolescence. It is important that students be taught how to approach their parents using good communication skills. The Sāmoan child must understand their place in the Sāmoan family and communicate with their parents in a positive and respectful way.

Communication skills

Sending the message:

Communication consists of sending a message by talking, writing or using electronic devices. Receiving a message can be through listening or reading.

When talking to others about a problem, there are two ways to approach them, either by letting them know what they are doing wrong or by telling them what your feelings are about a given situation. Telling people what they are doing wrong tends to make them feel angry, hurt or defensive. When this happens, communication is blocked and arguments can easily start.

There are three steps to communicating clearly:

Step 1. Describe the situation or behaviour that is causing problems.

Step 2. Describe how you feel when the situation or behaviour happens.

Step 3. Explain why you feel this way.

Timing:

It is important to open up a conversation at the right time, choosing a moment when parents, in particular, are more likely to be receptive.

Body Language:

Feelings and thoughts can be conveyed through body language. For example, tensing up, turning away, slouching, rolling the eyes, pointing a finger, shaking a fist are examples of body language that have a negative message. Smiling and nodding are some examples of positive body messages. It is important that we are aware of how our body language affects our messages.

Tone of voice:

If we express our feelings in an accusing tone of voice, our message may not be well received. It's best to speak in a calm tone of voice. This usually will have a soothing effect on the other person and help us to think clearly as well.

What happens if we express ourselves to our parents and they come back with an accusation? When this happens, no matter how angry we may feel, we need to remain calm.

Barriers to communication:

A barrier to communication is something that prevents the meaning from being understood. For example:

- Judging the other person. The major barrier to interpersonal communication is the tendency to judge others, to approve or disapprove of the statements of the other person.
- Criticising. Making a negative evaluation of the other person, their actions, or attitudes, e.g. 'you brought it upon yourself, you've got nobody else to blame for the mess you are in'. Parents sometimes think that they need to judge their children or they will never become hardworking, good-mannered adults. Teachers think that they need to criticise their students or they will never learn.

- Name-calling and labelling. These usually have negative overtones to both the sender and receiver. 'Coconut', 'dope', 'lou vale', 'ai valea', 'chip off the old block', 'Pei uma lava o lona tama', 'e faasosososo', are examples of name calling and labelling.
- Threatening. A threat is when a solution is sent with an emphasis on the punishment that will be forthcoming if the solution is not implemented. For example, 'If you do not pass the exam you will not go to New Zealand'.
- Inappropriate questioning. Some questions can be communication barriers, for example:
 - 'Where did you go?'
 - 'Out'
 - 'What did you do?'
 - 'Nothing'

Listening skills

Listening skills are very important. It is not only about hearing the message, but understanding it as well.

To listen effectively is to pay attention to what the person is saying by using appropriate:

- body motion – moving naturally
- posture – relaxed, alert, 'open' posture; facing person at appropriate distance; leaning slightly forward
- eye contact
- non-distracting environment – no physical barriers such as a desk, etc.

Paying attention lets the speaker know that they have the right to express their feeling or opinions.

How to listen

- 1 **Passive listening:** keeping quiet, not interrupting. Standing still and looking at the speaker when they are speaking. With passive listening we are simply paying attention.
- 2 **Active Listening:** nodding, shaking head and making simple responses such as 'uh-uh', or 'really', or 'e a ea?'.
- 3 **Reflective Listening:** reflecting back what has been said. For example:

Daughter: 'Mother I need to talk to you about my menstrual period'

Mother: 'Are you having some problems with your period?'

Understanding how to communicate effectively will improve communication skills and will help relationships with parents and other people in different situations. With practice and perseverance these skills will develop and grow and become a natural part of their daily lives.

Activity 2

- 1 Discuss with class what barriers there are to communication with their parents regarding issues relating to sexuality and adolescence. Have students work in pairs or groups and make a list of what they regard as barriers to communication.
- 2 Divide class into groups and have them role play a typical Sāmoan family situation where a child is in need of guidance and information on menstruation and adolescent issues. Allow one or two groups to perform to rest of class.
- 3 Discuss how they could best approach their parents and keep communication lines open.

b) Identify and discuss the sources of information for students on sex education**SOURCES OF INFORMATION:**

Sāmoa Family Health – Matafele

Tamasese Meaole National Hospital – Motootua

Internet

Nelson Memorial Library

National University of Sāmoa Library

The World Health Organisation, United Nations Development Plan

Allow your class to do a survey of places where information about sex education can be located.

c) Conduct a class survey on families with diabetes, or other health problems (non-communicable diseases) which can be avoided

Suggestions: class activity could include:

- 1 Discussion on diabetes and other non-communicable diseases. What causes them and what prevention methods could be put in place to reduce or eliminate these diseases.
- 2 Do research on these diseases using Health Department personnel, documents, etc, getting information from the Statistics Department, WHO, Internet, newspapers, looking at the population census, etc.

d) Identify the social messages and stereotypes in society and the media that challenge family stability**e) Examine the influence and impact of alcohol, drugs and smoking on the family situation**

Explain to your class that when people are under the influence of drugs or alcohol they may lose their dignity, self-control and the ability to make clear and sensible decisions. Teenagers being under the influence of drugs can lead to such situations as sexual intercourse, which may cause unwanted pregnancies. People who have sex while under the influence of drugs are less likely to do it safely. This means they will be more at risk of contracting diseases such as Sexually Transmitted Infections (STI), Sexually Transmitted Diseases, HIV/AIDS, Hepatitis B and C. Alcohol and drugs are a cause of many family problems.

When discussing these issues with your class, be sensitive to the students' family situations.

Activity 3

See Reproductive Health Manual for Teachers in the South Pacific. (Sāmoa Family Health Association)

B) Implications Of Change And Respect**a) Identify the types of changes that have occurred in the last five years with increased access to other countries and cultures via television, broadcasting and the Internet**

- Discuss with the class what changes have occurred in their village, in Apia, and Sāmoa in general.
- Do a comparison study of the attitudes and behaviour of youths twenty years ago, and youths of today.
- Discuss the types of influence television programmes have on the youths of today. Discuss what is good and what is bad about television.
- Discuss the good and bad aspects of the Internet.
- How do they view the Sāmoan youth in ten years' time.

- What are the problems that could be envisaged in the next 10 to 20 years.
 - What policies, rules and regulations should be put in place to safeguard Sāmoan youth from being exposed to cultures and behaviours that will cause disruption and problems.
- b) Explain how the process of change has come about, with issues like girls wearing shorts in the village or not wearing shorts in the village**
- Discuss what changes have come about that have had an influence on the clothing worn by Sāmoan females of today.
 - Discuss the pros and cons of these changes. Should girls be allowed to wear whatever they want? Should the village have a say in this matter?
 - Discuss human rights issues and what implications they have on the rights of a Sāmoan girl to wear what she wants.
 - Discuss the question of wearing shorts as general attire as opposed to wearing shorts for sporting purposes.
- c) Compare the roles of men and women in the home, on the sports field and in the workplace now with how things were when your parents were young**
- Divide the class into groups and have each group conduct interviews with adults of the village and report back to the class.
- d) Compare the changes in respect of the brother and sister relationship in your grandparents' time and in your own time**
- Discuss what changes have been made. Is there no longer as much respect between brother and sister? If not, what caused these changes? What impact does it have on the brother/sister relationship and the family as a whole? How important are these values and behaviours in the Sāmoan context?

C) Factors That Reinforce Different Behaviour

- a) & b) Identify the way your parents were brought up as teenagers; and compare the way they were brought up with your upbringing**
- Have your class discuss the way children were brought up in their grandparents' time.
 - Get your class to interview their parents and grandparents for information about upbringing.
 - Have them make a comparison list of all the things that grandparents were allowed to do and not allowed to do in their teenage years. Compare these with their own upbringing.

Suggested ideas to consider – social activities engaged in. What entertainment activities were they allowed to participate in? Did they go on their own or were they escorted? Who escorted them? Was there a time limit to their social activities? What kind of clothing did they wear? What were the family rules for doing chores? What kind of activities were they involved in? What was their typical day like?

- c) Discuss how praise can improve children's efforts in their schoolwork**
- Talk with the class about positive and negative reinforcement. What kind of positive reinforcement will help children in their motivation to do well at school?
 - Discuss all the different positive reinforcement strategies.
 - Discuss the importance of giving positive reinforcement.
- d) Examine one of their own positive and negative behaviours and trace back to when, and how it started**
- Get each child to think of their own personality and discuss with a partner what behaviours they have that can be classified as positive and those that can be called negative. Explain why they have behaved in that manner, and how they could improve their behaviour.

e) Explore positive and negative reinforcement of children's behaviour at home, school, church and with peers

- ▶ Class to do a research activity observing their own environment for approximately two to three weeks. Note the different reinforcement behaviour practices being used at home, school and church.
- ▶ Write a report on their findings.
- ▶ Discuss with the class the outcomes and make recommendations on what should be done to make the situation more conducive to good behaviours.

D) Factors Related To The Physical Environment

a) Identify the agencies or medical professionals who deal with counselling, child abuse, violence against women, men, AIDS awareness, family planning, etc

- ▶ Divide class up into groups, each to research the different agencies and health professionals that provide services in the areas of counselling, child abuse, violence against women and men, AIDS awareness, family planning, etc. Groups to find out where these agencies are located in town. What are the aims and objectives of each organisation? Who heads it and where do they get their funding and support? What services do they provide? How can people access this assistance? Why were they established? When were they established? Each group to present these findings in the form of a project and do a presentation.

Background information

Agencies in existence in Sāmoa:

Mapusaga o Aiga, Fiaola Clinic, Sāmoa Family Health, Faataua le ola Suicide Awareness, Teteē i le sasa ma upu malosi.

b) Describe recycling systems in the home

- ▶ Discuss what recycling is. Recycling is re-using materials that could be thrown away. For example, plastic bags could be used for rubbish bags or carrying shopping instead of getting more bags from the shop. Plastic water bottles for storing water, etc.
- ▶ Have a recycling competition where students can bring to school anything that is made from recycled material.
- ▶ Have a day called Recycling Day and ask the students to bring in anything that is recyclable.
- ▶ Do a project on Recycling and discuss the advantages and disadvantages of recycling materials.

c) Explore the types of recycling that can be carried out by the whole village

- ▶ Class to do as a project. Examine what materials are in the village that can be used again instead of being thrown away.
- ▶ Make use of these materials and do a display.

d) Discuss whether secondary school-aged children should have rights to deal with child abuse, sexuality issues, domestic violence, etc

- ▶ Invite a member of the Mapusaga o aiga, Sāmoa Family Health, or any of the organisations that deal with sexual and child abuse and family problems to give a talk on these issues.
- ▶ Discuss with your class what are the rights of the child. Get information from the Sāmoa Women's Affairs.
- ▶ Discuss what actions must be taken to protect children from abuse and exploitation.
- ▶ Do research into the number of children that have been abused and what protective measures have been put in place by the Government, village and community.

Year 11

Unit 4: Active Community Health

A) Family Involvement In Health Promotion

- a) Explain some of the activities carried out by their families that promote health and fitness for family members

Activity 1

Have the students divide their page into two columns. In the first column, make a list of all the activities that their family carry out that they think promote health and fitness. In the second column explain how these activities promote health and fitness.

Sample:

Family Activities	How each one promotes Health & Fitness
Children picking up rubbish around the house every day	<ul style="list-style-type: none">• moves their bodies, good for fitness• removes rubbish which can provide breeding places for pests
Walk to church every Sunday (twice)	<ul style="list-style-type: none">• exercise, moving the body• good for the spiritual health of a person• good for social health – meeting and relating to others

- b) Investigate one of the villages that was involved in the 'Healthy Home Competition' and describe the main differences seen in these homes compared to others that did not participate

The Healthy Home Competition is an ongoing project of the Ministry of Women's Affairs, Youth and Community Development. Many villages, both in Savai'i and Upolu, were involved. Have the students find out whether their village or a neighbouring village was involved.

- Organise through the pulenu'u and the president of the Women's Komiti for your class to visit some homes in a village that were involved in this project. Make a note of the main areas that families were asked to improve for this competition.
- You may wish to ask the President of the Women's Komiti or someone from the Ministry of Women's Affairs to come and talk about this project.
- If you are unable to visit a village, you may do the following activity. Listed on the next page are some of the areas that the individual households were asked to improve. Every year villages that enter the competition are assessed by a Committee that checks these areas and awards the prizes.

- Have the students visit at least three households in their own village and check out the areas outlined below. Explain the rating (from 1–10, and 10 being the best/top score) they would give their village based on their findings.
 - a kitchens (umukuka), clean and well secured from animals and pests
 - b toilets – toilet pisikoa or if possible flush toilet for every household
 - c good clean source of water (tap or tanks)
 - d pigs put in pens, not roaming around
 - e clean and tidy environment around the house
 - f a vegetable garden close to the home

c) Make recommendations of what their family and other village members can do to contribute towards ‘keeping toilets clean’ at home and in public places

There is in general a poor attitude amongst the majority of Sāmoans regarding the hygiene and sanitation of toilets both at home and in public places. Discuss why this is so. Why is toilet cleaning seen as such a low or unmentionable job that no one wants to do it? Where does this idea come from? From our study of Health and Physical Education, Science and Food and Technology we have found out the importance of keeping toilets clean. These can be a source of contamination and infectious disease if we are not hygienic and do not wash our hands, or keep the place clean and free of flies and other pests.

Activity 2

- 1 Study the following Sāmoan words that are used for toilets and discuss what they mean and where the names originated from. Try to make connections between the poor attitudes towards toilet cleaning and the names given to toilets. Do you think that the reason why toilets are not kept clean is because they aren’t really seen as an important part of the household?

Sāmoan names for toilet: Fale Laititi, Fale Ese, Fale Vao, Fale Pisikoa, Fale Uila, Fale Ui, Fale le Taua.

- 2 Have a debate on the topic ‘A clean toilet means a Healthy Family.’

d) Explain how their families could promote health through good waste management

- There are a lot of environmental issues related to health and good waste management that you can make use of for discussion and other activities. For example, harmful effects of burning rubbish; throwing rubbish into the sea and rivers; wastes from factories and agricultural products going into the rivers and killing organisms that are needed for the growth of fish; use of plastics and Styrofoam which take hundreds of years to decompose, etc.
- Organise for a guest speaker from the Lands and Environment Department or the Siosiomaga Society or the SPREP to come and speak to your students. You can find the contact numbers for these offices in the phone book.

B) Effective Use Of Community Resources By Family Members

a) Research the frequency with which family members use the community resources available in their village or community over a one-week period

For example: the Health Centre, first aid boxes, school grounds, sports field, Women’s Komiti projects and others.

b) Make recommendations to improve the utilisation of these community resources by family members

Activity 3

- 1 During one of the school holidays have the students do research to find out if the people in their community are using these resources.
- 2 Have students from the same village work as a team so that they can cover all the different resources. The students can organise themselves to check how often the resources are used. For instance, one student can sit in the Komiti house where the first aid box is housed and for a week note down how many people come to use the box, and what services they needed. Another student can cover the playing fields, another the Health Centre, etc.
- 3 Can they find out who is using the resources? How often are they being used?
- 4 Have the students write a report and make recommendations on how to improve the utilisation of these resources by their family members.

c) Identify the Volunteer Community Services that members of their family are involved in

For example, Komiti Tumama, School Village Committee, church groups, youth groups, Asiasiga maumaga, etc.

Activity 4

- 1 Have the students do an interview of their family members and identify all the different groups and organisations that their family members belong to in the village or church or wider community. If they are not being paid to work for these groups or organisations, then they are volunteer workers.
- 2 At school have all the students put together their findings on a chart. Identify and list all the Volunteer Community Services that are serving the people in your community.
- 3 Discuss and acknowledge the role these volunteer workers play in the community. Would our Sāmoan communities function the way they do if it wasn't for volunteers?
- 4 We always think of Peace Corps or UN Volunteers or people from overseas when we think of volunteers, but we forget that much of the work in our country is carried out by volunteer services too. Compare the differences and similarities between local and overseas volunteers.

C) Responsibilities Of Family Members To Promote And Maintain Health And Fitness

a) Explain the responsibilities of family members related to the maintenance of the health and fitness of the following family members

- Elderly grandparents
- A diabetic parent
- A pregnant woman
- A teenager who is overweight.

See if you can combine this AO with Unit 4 A) a). Discuss how important it is to make exercise and fitness a part of our daily lifestyle for the good health of every member of our family.

b) Make recommendations of practices their families can establish to maintain health and fitness

Again, you can combine this with the AO above for any activity you decide to use.

c) Describe one of the existing regulations and policies that relate to consumer rights and responsibilities in Sāmoa. (E.g. Police Offences Ordinances, Food & Drug Regulations, Health Ordinance, Games Act, Animal Ordinance)

You can obtain a copy of any of these Acts and Regulations from the Legislative Department at Mulinu'u for a small fee.

You may wish to make this an activity that you carry out with your class for one of those special days that are usually celebrated in Sāmoa, like World Consumer Day, World Health Day or World Food Day

D) Cultural Family Activities That Promote Health And Fitness

a) Compare and contrast the practices carried out by family members today and in the past and evaluate whether they promoted health and fitness in the past more than today

b) Discuss how traditional practices like massaging (fofo) have helped maintain the health and fitness of family members

c) Discuss the role of the Pastor and other church leaders in promoting health and fitness in the community

- ▶ Have the students discuss and identify what the Pastor and other church leaders are presently doing to promote health and fitness in the community. When they finish, have them discuss whether they are doing enough to promote health and fitness in the community. If not, have the students identify and list ideas and other ways in which they think their Pastors and church leaders could be promoting health and fitness.
- ▶ Discuss how the students could make their thoughts and ideas known to the Pastors and church leaders?

d) Examine how the roles of the taulealea (unmarried men) and the aualuma (unmarried women) help them to maintain their personal health and fitness

- ▶ The taulealea and the aualuma, or the untitled men and women of a village, are described as the 'malosi' (or strength) of the nuu or village. This is because, as we are all aware, they are the ones who do all the running around to clean, cook and serve their families. In most villages, these are the healthiest-looking people because they are the most active. It is very seldom that we find very overweight untitled men in a village and this is the case for most of the women, too.
- ▶ Have the students do a case study on 'One day in the life of a taulealea', or a member of the aualuma. Record and describe what they do, the activities they are involved in during the whole day from the time they wake up to the time they sleep.
- ▶ At the end of the case study, analyse and comment on the role of this person in their family or village. Explain how the lifestyle of this person is helping him or her stay fit and healthy.

e) Compare and contrast the impact on the environment of the different types of rubbish or waste material generated from food products, today and fifty years ago

- ▶ You may wish to combine this AO with Unit 4 A) d). Whatever environmental issue you wish to focus on regarding good waste management in the home or in the wider community, you can also ask the class or groups to compare and contrast the impact of waste generated from food products, fifty years ago and today.

Year 12

Unit I: Active Personal Health And Relationships

A) Accepting Others' Beliefs And Ideas

- a) Identify the various Church denominations, religions and other types of faith organisations in their community
- b) Explain the similarities and differences among their beliefs
- c) Discuss whether the information they gathered has altered the way they think or feel about other people who are different from them

Our Constitution states that Sāmoa is founded on God. Most people accept that this refers to the Christian God, as most Sāmoans have professed to be Christian since Christianity was brought to our shores by the LMS Missionary John Williams in 1830. However, there are many other faiths, and many people who have different beliefs living and working in Sāmoa. Therefore, it is important for us to keep open minds and attitudes about other people's beliefs and practise what we believe in the way we relate to them, for example, 'love your neighbour as you love yourself.' It is necessary to encourage the students to accept other people's beliefs and ideas. Here are some activities to help encourage and foster a greater understanding of one another.

Activity I

- List or identify on a chart all the different church denominations in your village or in Sāmoa, and any other faiths, e.g. Muslim, Hindu, Bahai, Mormon, Jehovah's Witness, World Peace Federation (Moonies).
- Find out what the main differences/similarities are between Christian denominations, and other religions compared to Christianity.
- Have the students declare or set aside a month when they will go and worship at another church or with another faith. See if they can visit more than one. Go with friends and find out firsthand what the differences/similarities are. October would be a good month to do this in as this is the month for Lotu a Tamaiti (Children's or White Sunday).
- Have the students sing hymns from a variety of church hymnals during Assembly or morning devotions.
- If your school is close to Apia, have the students do a Church Hike down Beach Road, starting from Matautu Tai, to Mulinuu. Note down how many Churches are along this stretch of road and how many different denominations they represent.
- You can have the students do the same thing in their own villages.
- Discuss their findings. Make sure that you always bring the subject to focus on the need for people to accept and respect other people's beliefs and ideas. Also emphasise the need for people to be informed, to find out the facts about things, and to try to understand each other so we can live peacefully despite our differences.
- Find out where the missionaries of each denomination first landed and discover whether there is a monument or other object that marks where they landed. For example, how many students have seen the monument at Sapapali'i, Savai'i where John Williams of the LMS landed, or the monument at Manono where Peter Turner of the Methodist Church landed?

d) Identify people in the community or organisations who can help to build up their self-esteem

- ▶ Have the students refresh the information they covered in Years 9 and 10 on self-esteem and have the students identify organisations in the community which can help people in situations where they need to have their self-esteem built up, e.g. like Mapusaga o Aiga.
- ▶ Brainstorm ways, methods, things or people that can help build up the self-esteem of students. Discuss how helpful these ways, methods, things or people are. Why is it important to have good self-esteem?

e) Examine how they would feel if they were required to live away from home in another country for a year

f) Discuss the changes a student might undergo to their self-image when they travel overseas and experience other lifestyles

- ▶ To help with this AO you may wish to invite an ex-student of your school or someone from your village who has been overseas on a scholarship to come and share their experience of the time when they first left the country to go to school and live overseas.
- ▶ Or you could invite any other person in your school who has lived overseas to come and share with the students how they felt when they first went overseas, what were the main issues that were difficult to accept at first and what were the main differences between life in Sāmoa and in the other country?
- ▶ Try to get your guests to share personal thoughts and experiences on changes that happened to them as a person: the things they had to rethink and change or adjust to the lifestyle of the country and people they were visiting.

B) Factors Affecting Human Reproduction

a) Investigate and identify the parts of the anatomy of a man and a woman that are needed for reproduction or procreation

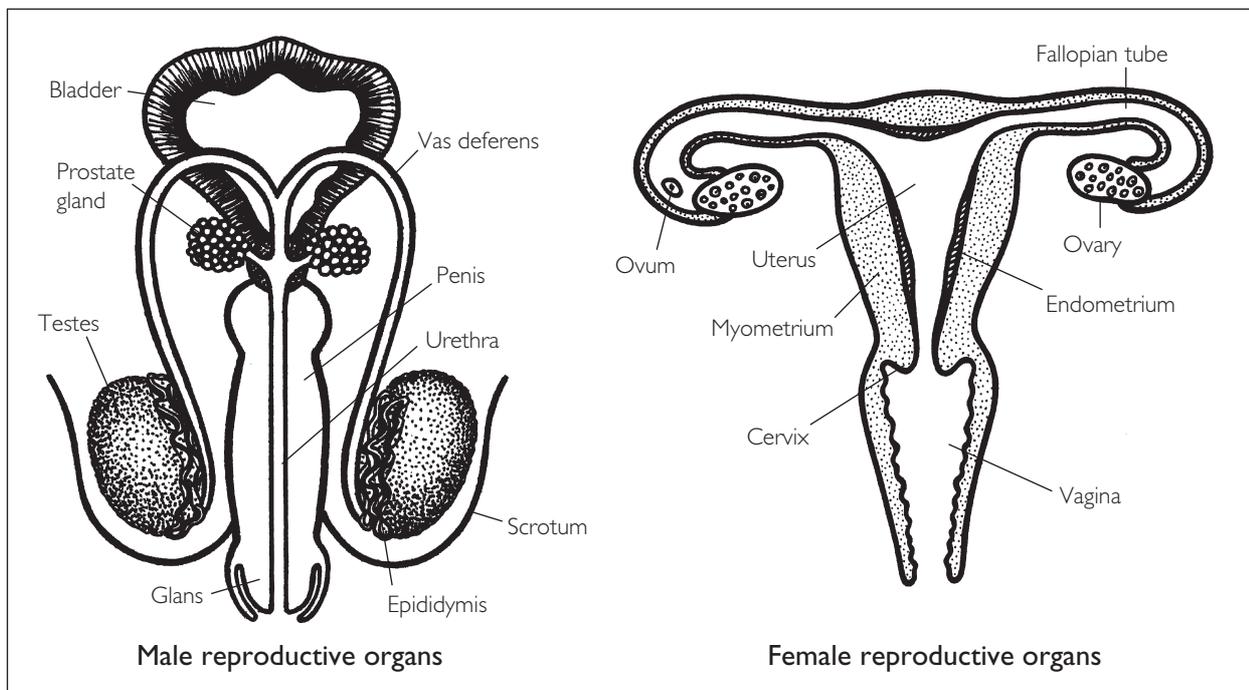


Figure 6 Parts of the anatomy needed for reproduction (male and female)

- Try and obtain a copy of the one of the following resources from the Family Health Association in Apia. They contain some good illustrations you can use for this section as well as a lot of factual information. You may also find some good illustrations in biology or other science books in your library.

SOURCES OF INFORMATION:

You can obtain a copy of the *Adolescent Reproductive Health Training Manual* of the Secretariat of the Pacific Community 2003, from the Sāmoa Family Health Association, Apia, or by writing direct to the Secretariat of the Pacific Community, N5,98848 Noumea Cedex, New Caledonia. Email: spc@spc.int

- There are also many people you can call upon in Sāmoa as resource people to come and talk about any of these subjects. These include, Health Staff, Family Planning Staff, Teachers with special interest in these areas, e.g. Food and Technology or Science Teachers.
- It is important that the students understand and know the parts of their bodies that are used for reproduction and procreation. They must also be made fully aware of the consequences of sexual relationships and the consequences and responsibilities that come with having a child out of wedlock or having a child while they themselves are still growing and developing into adulthood.

b) Evaluate the choices that a young man and a young woman should consider before entering into a relationship that may lead to parenthood, e.g. safe sex practices, HIV/AIDS, family planning, teenage pregnancy

Activity 2

- Divide the students into groups and give each group a large piece of paper and have them brainstorm what choices or issues young people have to consider before they enter into a relationship that may lead them to have a baby.
- Have the groups present their ideas to the whole group. Discuss their answers. Make sure you summarise and include the issues mentioned above. Correct any misconceptions or ideas that may be misleading, e.g. that it is normal for men to play around before marriage; a girl is a prostitute when she gets pregnant before marriage, etc.
- Have the students read through the following case study and then discuss and evaluate the consequences of the actions and decisions the two people in this story have made.

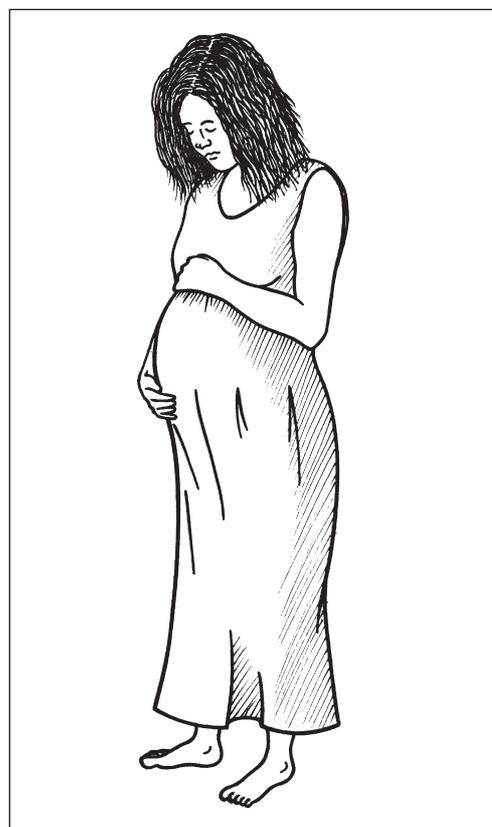


Figure 7 Our choices affect another person's life

CASE STUDY – Rosa’s Story

Rosa is 18 years old and is a first year student at university. She is the eldest daughter of parents who are both prominent public servants. Both her parents are good Christians and are protective of their daughter. Her father is also a Matai who is active in the affairs of his family and village. They live in Apia. Rosa has a boyfriend named Paulo who is 19 years old and is also a first year student at the same university. He is the eldest son of a matai whose family lives in one of the rural areas of Sāmoa, but he has been educated in one of the top secondary schools in the country. He lives with relatives in Apia while he goes to university.

Both students lead privileged lives. They are given money to spend on whatever they need. Rosa’s parents trust her and sometimes allow her to visit and go out with friends. Paulo and Rosa met during one of these outings with friends and were attracted to each other. Now they see each other at university every day. Rosa has told her mother about Paulo. Her mother reminds her of the dangers of sexual intercourse and the benefits of saving herself for marriage and when she is ready to have children. Paulo and Rosa often laugh and discuss how old-fashioned their parents are, and their advice about relationships.

One night at a university social, both Paulo and Rosa drink alcohol and smoke along with their crowd. Afterwards, Paulo and Rosa sleep together. Two months later, Rosa tells Paulo she has not had her period. She used a pregnancy test from the chemist and it showed positive – she is pregnant. Paulo is stressed out. He doesn’t want his father to know. He is scared of what might happen if he finds out. Rosa is afraid to tell her parents. She knows how hurt and disappointed they will be when they find out. What will her father do? Her father was willing to pay for her to go to New Zealand for a holiday after school, but now there is a complication. What is she going to do? Paulo is not ready for marriage and has stopped contacting her. She doesn’t know how to tell her parents. She starts to feel ashamed of herself and wonders what her friends will say. How can she face her relatives? She knows her grandmother will cry. What will she do? Both of them were hoping to gain scholarships to continue their studies overseas. What will happen next?

Discussion questions:

- 1 Is teenage pregnancy a common occurrence in Sāmoa?
- 2 Is this a problem in only one sector of the community?
- 3 How will Paulo and Rosa’s lives change because of what has happened?
- 4 How many people will be hurt by Paulo and Rosa’s actions?
- 5 What is the impact of what has happened from a cultural point of view?
- 6 Is this a good start to a relationship that will lead to parenthood?
- 7 Are these young people ready for the responsibilities of being parents?
- 8 What other aspects of their lives have been affected by their lack of control?
- 9 How could Rosa and Paulo have prevented what happened to them?

- Have the students discuss the case study using the questions above.
- Have the students write about what they believe will happen next to these young people as a consequence of what has already happened? What do they think is the possible outcome?

c) Analyse things that they need to consider, regarding choosing the right partner for a lifetime commitment

- Have the students answer this after doing one or both of the activities above.

d) Discuss the importance of breastfeeding and the need for mothers to prepare themselves for this

- Discuss the above AO with the students, and also look at this question in relation to Rosa's problem? Will she be able to breastfeed her baby properly? Is there a possibility she won't be breastfeeding this baby?
- You can request information from the Nutrition Centre of the Health Department on the benefits of breastfeeding. The first day of August is World Breastfeeding Day and the whole week is celebrated as breastfeeding week. You may wish to have activities this week to focus on the importance of breastfeeding and the need to encourage mothers to breastfeed their babies as the best gift they can give them towards a healthy and positive future.

e) Develop awareness of preventative measures available for protection from sexually transmitted diseases, HIV/AIDS and teenage pregnancy

- You may wish to bring in a guest speaker to cover this subject together with the other AO's above.
- Have the students work in groups to research the information on how to protect themselves from STD's, HIV/AIDS and teenage pregnancy and then present the information in the form of posters or charts that can be kept on the classroom walls so they can always look at them and be reminded of those preventative measures.

C) Factors Affecting Motivation To Participate In Regular Physical Activity

a) Synthesise all the components necessary to enable a teenager to live a balanced and healthy lifestyle

Synthesise means to combine, compose or join/put together concepts, facts, propositions into a connected whole. That is, building up a picture or a theory or a concept of what you think or believe something is made up of.

- Have the students work in groups to brainstorm, share and put together ideas and facts on their perception of what a teenager needs to live a balanced and healthy lifestyle.

b) Present your findings from a) in an essay of no less than 500 words

- Have the students use the thoughts, ideas and facts they have compiled in their group work to write an essay on the above topic.

c) Examine how a physically disabled teenager can achieve personal fitness

- When they have finished the above essay, have the students write a separate paragraph commenting on how they believe a disabled teenager can achieve personal fitness in relation to the information they have discussed in their essay.



Figure 8 Disability is not inability

- d) **Diagnose health and fitness state by completing Year 12 SSS and PE Fitness test battery – see Strand 2**
- e) **Participate in selected physical activities as set out in Strand 2**
- Refer to Strand 2

D) Responsible Action To Maintain A Healthy Lifestyle

- a) **Understand the Convention on the Rights of the Child and how it can enhance or not enhance the rights of Sāmoan children and their families**

There has been a lot of controversy over the issue of the ‘rights of children’ or ‘aia tatau a tamaiti.’ Many people are worried that having a ‘convention on the rights of children’ means taking away the privileges of parents or allowing children to do what they like. Because people do not fully understand what the convention is about, they are inclined to worry.

The Convention on the Rights of the Child is an agreement between countries to obey the same law which safeguards and protects children. All the countries in the Pacific including Sāmoa ratified the convention (signed and agreed to carry out what it says).

The Convention on the Rights of the Child is about what children are allowed to do and what the people who are responsible for children have to do, to make sure that children are happy, healthy and safe. Children also have responsibilities towards other children and adults. The convention has 54 Articles and each one explains one of the children’s rights. The convention also sets out ways in which adults and governments should work together to make sure that all children get all of their rights. For example, one of the articles states that children have the right to free education, play and recreation. It is possible that there are countries where only a few privileged children in a community can go to school because education is not free. If that country has signed the convention, it should try its best to work towards a situation in the future where all children have access to free schooling.

Here are some of the children’s rights and responsibilities contained in the convention.

Every child has the right to:

- equality regardless of race, colour, religion, sex or nationality
- healthy mental and physical development
- a name and a nationality
- sufficient food, housing, and medical care
- special care if handicapped
- love, understanding and care
- free education, play and recreation
- immediate help in the event of disasters or emergencies
- protection from cruelty, neglect and exploitation
- protection from persecution and to an upbringing in the spirit of worldwide brotherhood and peace.

Source: UNICEF Pacific Pamphlet on Children’s Rights and Responsibilities

SOURCES OF INFORMATION:

In Sāmoa the Ministry of Women, Youth and Community Development is the Ministry responsible for co-ordinating all the programmes related to this convention.

You should contact this Ministry and get a copy of the convention for your school, plus any other available resources. You can also obtain information from UNICEF Pacific, Private Mail Bag, Suva, Fiji. Tel: (679) 300 439, Fax: (679) 301 667, email: suva@unicef.org

- b) Identify specific issues relating to teenagers**
- c) Understand the notion of rights within the context of their peers, family, church and community**
- d) Discuss ways they could promote and encourage the endorsement of the beneficial aspects of this convention for teenagers or the youth of Sāmoa**
- e) Produce a plan that a teenager can follow to help them make wise decisions or choices**
- f) Illustrate, using a poster or pamphlet, the process above**

Choose any of the following activities to cover any or all of the AO's above.

Activity 3

Have the students work in groups.

- 1** Have each group choose one of the ten rights given in the list which they believe is related to teenagers. Brainstorm and write down all the issues that are related to teenagers and the right they have chosen.
- 2** Discuss and decide whether the right they chose is one that is enjoyed by the teenagers of Sāmoa or not.

Activity 4

Have the students discuss in a whole group or in small groups the idea of personal 'rights.' How do your rights work, or what are your rights in relation to your peers (other students/friends), in your family, in the church and your village. Does the notion of rights change depending on the group you are interacting with?

Activity 5

Article 19 of the convention is related to the protection of children from neglect and abuse (all types). It is stated above as the right to protection from cruelty, neglect and exploitation. This is one of the main articles that is related to teenagers.

- 1** Show a video or go to see a movie that is related to this article and then discuss with the students the relevance to them as teenagers.
- 2** Have the students make up scenarios of situations where abuse has taken place and act these out as role plays to illustrate the following statement:

The causes of child abuse and neglect are complex.

Activity 6

Have the students write essays on the above statement.

Activity 7

In groups, have the students discuss and list what they believe are the main benefits of the convention for the youth/teenagers of Sāmoa.

Activity 8

Discuss ways that they can promote the beneficial aspects of the convention.

Year 12

Unit 2: Active Human Movement

A) Opportunities To Diversify And Enhance Motor Skills Information

a) & b) Identify two sporting and two recreational activities suitable for Year 12 students in school and in the local community

Background information

Recreational activities are leisure activities in which people participate for relaxation and for fun. Sporting activities are those that involve competition, are highly organised and have specific goals to be achieved.

Activity 1

Explain to the class the difference between a recreational activity and a sporting activity.

- 1 Students select two sporting activities that are played in the school and in the community which they can participate in, e.g. netball, volleyball, rugby, soccer.
 - a Write down four or five major skills needed for each of these sports.
 - b At the practice, note down or remember the different practice routines that they did. After the practice write down how the routines were linked to the major skills of the sport. Make comments on how effective the practice was.
 - c Discuss results with the class.
- 2 Select two recreational activities available in the community.
 - a Participate in these recreational activities.
 - b Identify four or five major skills needed for these activities.
 - c After participating in these activities, compare the similarities and differences between a recreational activity and a sporting activity.
 - d Discuss in class the value of each of these activities.

c) Explain the importance of physical activity for a Year 12 student

Why do we need to exercise?

Until recently, Sāmoan people, like many others, had to be fit in order to survive. They needed physical skills to find and grow food, build homes, and be able to escape from danger. But they did not need to make a conscious effort to exercise. The kind of work they did kept them fit. They bent to plant trees and seeds. They stretched to load bananas on horses, they carried water in heavy buckets, and they walked for miles to go from one village to another. Physical activity was a routine part of their everyday life. For some people, like farmers and construction workers, it still is.

With the introduction of modern technology, lifestyles changed. Machinery replaced work that was once done by hand. Buses and cars have provided transportation in place of walking. Television and other forms of entertainment have made many young as well as older people inactive.

Inactivity and Health Problems

Research has shown that inactive people have more health problems than active people. Studies which compare cardiovascular systems of people who are active with those who are inactive, showed active people suffer less heart disease than inactive people.

Health problems that are connected with inadequate physical activity:

- ▶ obesity
- ▶ heart disease
- ▶ high blood pressure
- ▶ injuries to muscles, ligaments, and tendons
- ▶ injuries and pain in bones and joints
- ▶ respiratory diseases
- ▶ stress
- ▶ depression and anxiety.

The body is like a machine. If it is cared for, the different parts will keep working well. If it is neglected, those parts will get creaky and rusty and will break and injure more easily.

For young teenagers it is important to understand, develop and maintain healthy habits. Before the age of 30, the human body seems to be able to absorb large amounts of abuse and neglect without any obvious signs of harm. Later in life, the results of abuse begin to appear in the form of premature illness, increased injuries and even death.

What are the benefits of exercise?

Exercise has many health benefits associated with it, such as maintaining a healthy heart and circulatory system, delaying the onset of heart disease, and lessening the severity of heart attack should one occur. Exercise can control weight, improves bodily functions, promotes a disease-free life and provides quality of life. Exercise also helps in the release of tension when under stress.

Fitness for Young People

Exercise is necessary for fitness at any age, but it is especially important for young people. In the development years from birth to age 20, the body is constantly changing and growing. It needs exercise to ensure that the muscles, bones, heart, lungs and other organs develop properly.

Activity 2

- 1 Discuss with class the need for young people to make a conscious effort to exercise.
- 2 Explain why exercise is particularly important for young people.
- 3 Do a survey of how many year 12 students are actively involved in any form of physical activity.
- 4 Present findings to class.



Figure 9 Aerobics class

d) Experience two of the following activities to familiarise themselves with and utilise the local playing facilities for sports and recreation purposes

Activity 3

Class to choose two activities from the following:

- ▶ playing golf
- ▶ walking up Mt Vaea (for those in the town area, and those in the villages choosing a mountain close by)
- ▶ triathlon
- ▶ biathlon
- ▶ fautasi racing
- ▶ outrigger canoeing
- ▶ fishing
- ▶ beach volleyball
- ▶ plantation activities
- ▶ water safety survival certificate
- ▶ local training gyms such as Health Attack, Genesis, Heems, Joe's Gym, etc.

- 1 Participate in the chosen two activities.
- 2 Do a presentation to the class about one of the activities.
- 3 Presentation could be in the form of brochures, pamphlets or posters, etc.

The aim of the activity is to explain the benefits of keeping fit and the different ways of keeping fit. It is also to encourage the audience to take part in fitness activities in order to keep fit.



Figure 10 A fautasi race, beach volleyball, and a fitness training gym

e) Experience participation in one individual sport and one recreational opportunity, e.g. squash, tennis, badminton, athletics, body building, wrestling, weightlifting, judo, tae kwon do, golf, etc

Choose one individual sport and one recreational activity from the activities listed above and actively participate in both. Participation must be over a period of time specified by the teacher.

At the end of the session write a brief report on the outcome of the activity, comparing the recreational activity with the individual sport participated in. Give recommendations.

f) Set goals for sport and recreational opportunities after completion of school years

Activity 4

- 1 Discuss with class how to set goals.
- 2 Each student to write down their goals for the next 10 years and to work out strategies to achieve those goals.
- 3 Work out with class a personal fitness program that can help them develop and retain their fitness. For example:

A Personalised Fitness Programme

Purpose: to design a personal fitness programme

Size of group: alone

Procedure:

- 1 Establish a goal for each of the fitness areas
 - a Be able to run 10 km in 40 minutes
 - b Be able to finish in the top 10 of my age group in the 5 km fun run
 - c Improve my strength by 15 per cent
 - d Reduce my body weight
- 2 Over a 10 week period, I will do a track workout once a week using the interval schedule.
- 3 Using my personal fitness programme and information about nutrition I will modify my diet to lose _____ kilograms in six months.

g) Participate in the Year 12 Sport and Recreation Specific Motor Skills Assessment

B) Improving Quality Of Life

- a) **Participate in an organised sport or recreation of their choice for a period of six weeks and record their time involvement**

Activity 5

- Get students to choose a sport or recreation from any of the organised activities, for example, a netball tournament or a Touch Association activity, etc.
- Students to do a presentation on their involvement, make an informed evaluation of the activity, and make a recommendation.

- b) **Apply fitness principles for designing a basic training program for an individual, e.g.**

Circuit training programme

Circuit training provides an example of the principles of overload and progressive resistance training. Circuits are good for endurance training because they provide variety and interest and can be designed to exercise various muscle groups. They are sustainable because the order of the exercise can allow for the previously worked area to be given a rest, e.g. arm exercise followed by leg exercise.

Designing a circuit

If a hall is available, the circuit can be performed either outdoors or in the hall during wet weather.

Use semi-permanent markings where necessary to ensure standardisation of distances for each activity in the circuit.

Place equipment in position. Organise equipment monitors to set up and remove equipment before and after use.

General principles of circuits

- 1 The following activities are grouped as follows:
 - limbering
 - cardiorespiratory
 - abdominal
 - arm and shoulder (general)
 - leg
 - agility
 - general.

A circuit should include activities selected from all these groups.

- 2 Attempt to increase the number of repetitions in the same period of time, or reduce the time taken to perform the same number of repetitions.
- 3 Arrange activities so that there is a rise and fall in energy demands (interval training).
- 4 Record results to motivate improvement.

Method 1

- 1 Have signs for stations.
- 2 Arrange equipment beforehand.
- 3 Students work independently.
- 4 Teacher controls the activity using a whistle (or other signal) to:
 - start and stop (then record on cards)
 - change to next station.
- 5 Following completion of the stations of the circuit, jog around a flagged running course.



Figure 11 Circuit training

Method 2

- 1 Activities arranged in a circuit, with students at each circuit point.
- 2 Teacher signals to 'start'.
- 3 Teacher signals to 'stop' after 30 seconds and change to next activity.
- 4 Repeat circuit two or three times.

Examples of activities

- 1 Figure of eight hop (leg and agility).
- 2 Sit ups (abdominal).
- 3 Skipping (cardiorespiratory).
- 4 Side to side touch (flexibility).
- 5 Press ups (arms).
- 6 Step ups (legs).
- 7 Squat thrusts (general).

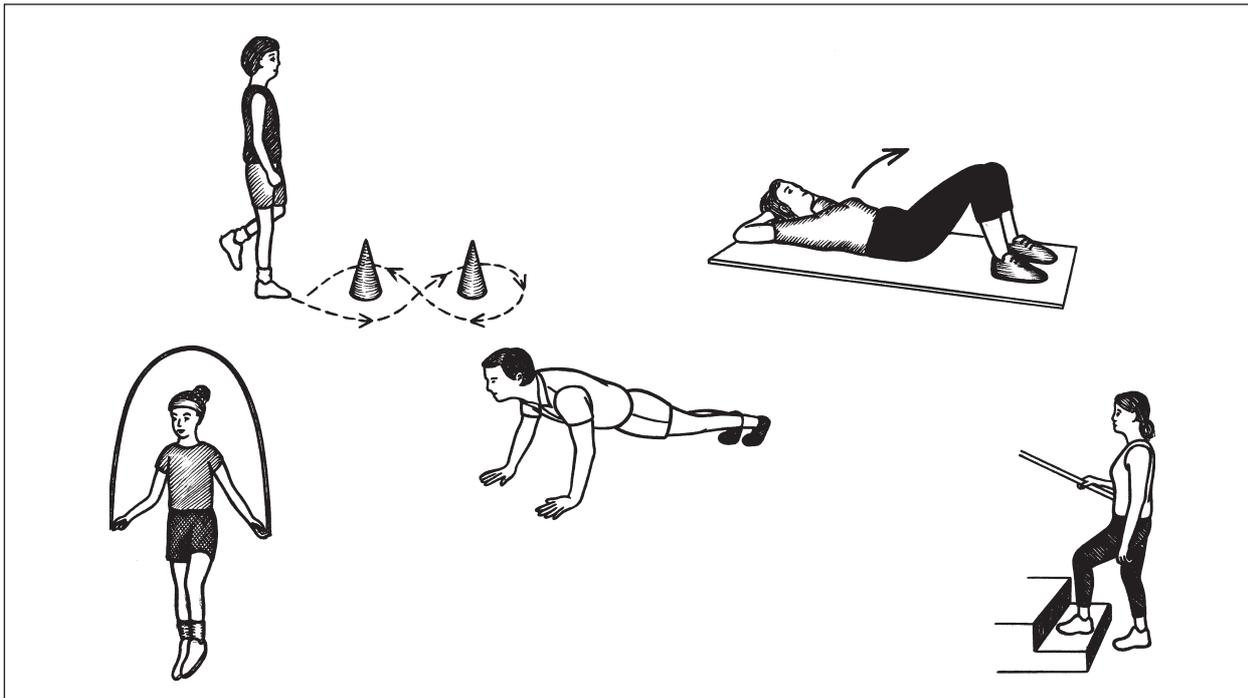


Figure 12 Circuit activities

Method 3

Interval training for developing endurance.

A sample of a training session for an individual

	WEEK 1		WEEK 2		WEEK 3
Monday	Walk 1 min, run 1 min alternately for a set distance	Monday	Walk 1 min, run 2 mins. Repeat for a set distance	Monday	Walk 1 min run 4 mins. Repeat. Walk 1 min run 5 mins. Repeat for a set distance
Tuesday	Rest	Tuesday	Rest	Tuesday	Rest
Wednesday	Walk 1 min run 2 mins for a set distance. Repeat	Wednesday	Walk 1 min run 3 min. Repeat for a set distance	Wednesday	Walk 1 min, run 4 mins. Walk 1 min run 5 mins. Walk 1 min run 6 mins. Repeat for a set distance
Thursday	Rest	Thursday	Rest	Thursday	Rest
Friday	Run whole way and record time	Friday	Run and aim to reduce time	Friday	Run and aim to reduce time

c) Participate in one new sport and one new recreation activity as outlined in Strand 2(a)

- Students to select a sport and a recreational activity that they have not participated in and participate for a whole month.
- Write a report detailing activity and reflecting on what was learnt from these new experiences.
- Discuss with students such things as motor skills involved in the sport, and the physical, social, mental aspects of the recreational activity. What did they gain out of this experience?

d) Visit two government or non-government agencies for information on issues on AIDS awareness, contraception, suicide prevention, family planning, child abuse, etc

- Students to work in pairs.
- Write up interview questions relating to the issue that is to be investigated.
- Presentation on findings to be given to class. This could be in the form of a chart, powerpoint, overhead, etc.

e) Analyse own state of physical fitness by engaging in the Year 12 Sāmoa Secondary Schools Health and Physical Education Test Battery

- Fitness test the class using the Fitness Test Battery. Students to record results in a personal Keep Fit Diary. Provide their results to the teacher as well. Analyse fitness results and evaluate areas that need improving.
- Discuss and compare results with the rest of the class.

f) Design a monthly program on how to maintain fitness levels during exam time

Help students plan a study programme which includes ways to maintain fitness.

Sample programme

	WEEK 1	WEEK 2	WEEK 3	WEEK 4
Monday	8 a.m.–2 p.m. School. 3–4 Chores at home. 4–6 Gym workout. 7 p.m. Relax. 8–11 Study. 12 p.m. Sleep	8 a.m.–2 p.m. School. 3–4 Chores at home. 4–6 Gym workout. 7 p.m. Relax. 8–11 Study. 12 p.m. Sleep	8 a.m.–2 p.m. School. 3–4 Chores at home. 4–6 Gym workout. 7 p.m. Relax. 8–11 Study. 12 p.m. Sleep	8 a.m.–2 p.m. School. 3–4 Chores at home. 4–6 Gym workout. 7 p.m. Relax. 8–11 Study. 12 p.m. Sleep
Tuesday	8 a.m.–2 p.m. School. 3–4 Chores at home. 4–6 Recreational Activity. 7 p.m. Relax. 8–11 Study. 12 p.m. Sleep	8 a.m.–2 p.m. School. 3–4 Chores at home. 4–6 Recreational Activity. 7 p.m. Relax. 8–11 Study. 12 p.m. Sleep	8 a.m.–2 p.m. School. 3–4 Chores at home. 4–6 Recreational Activity. 7 p.m. Relax. 8–11 Study. 12 p.m. Sleep	8 a.m.–2 p.m. School. 3–4 Chores at home. 4–6 Recreational Activity. 7 p.m. Relax. 8–11 Study. 12 p.m. Sleep
Wednesday	8 a.m.–2 p.m. School. 3–4 Chores at home. 4–6 Gym workout. 7 p.m. Relax. 8–11 Study. 12 p.m. Sleep	8 a.m.–2 p.m. School. 3–4 Chores at home. 4–6 Gym workout. 7 p.m. Relax. 8–11 Study. 12 p.m. Sleep	8 a.m.–2 p.m. School. 3–4 Chores at home. 4–6 Gym workout. 7 p.m. Relax. 8–11 Study. 12 p.m. Sleep	8 a.m.–2 p.m. School. 3–4 Chores at home. 4–6 Gym workout. 7 p.m. Relax. 8–11 Study. 12 p.m. Sleep
Thursday	8 a.m.–2 p.m. School. 3–4 Chores at home. 4–6 Sports Day. 7 p.m. Relax. 8–11 Study. 12 p.m. Sleep	8 a.m.–2 p.m. School. 3–4 Chores at home. 4–6 Sports Day. 7 p.m. Relax. 8–11 Study. 12 p.m. Sleep	8 a.m.–2 p.m. School. 3–4 Chores at home. 4–6 Sports Day. 7 p.m. Relax. 8–11 Study. 12 p.m. Sleep	8 a.m.–2 p.m. School. 3–4 Chores at home. 4–6 Sports Day. 7 p.m. Relax. 8–11 Study. 12 p.m. Sleep
Friday	8 a.m.–2 p.m. School. 3–4 Chores at home. 4–6 Rest. 7 p.m. Relax. 8–11 Study. 12 p.m. Sleep	8 a.m.–2 p.m. School. 3–4 Chores at home. 4–6 Rest. 7 p.m. Relax. 8–11 Study. 12 p.m. Sleep	8 a.m.–2 p.m. School. 3–4 Chores at home. 4–6 Rest. 7 p.m. Relax. 8–11 Study. 12 p.m. Sleep	8 a.m.–2 p.m. School. 3–4 Chores at home. 4–6 Rest. 7 p.m. Relax. 8–11 Study. 12 p.m. Sleep
Saturday	House Chores. Sports Activities	House Chores. Sports Activities	House Chores. Sports Activities	House Chores. Sports Activities
Sunday	Church. Begin School work and study in the evening	Church. Begin School work and study in the evening	Church. Begin School work and study in the evening	Church. Begin School work and study in the evening

C) The Role Of Sports Science In Enhancing Physical Activities

a) Define sports science and its relevance to movement

What is Sports Science?

Sport Science is using scientific methodologies to teach, analyse and develop skills and movement in sport.

b) Examine the effectiveness of visual aids (TV and video) for sport and recreational activities by videoing a part of a sports training session or a class sport and recreational session

Activity 6

- 1 During a sports training session get a student or someone else to videotape the training.
 - 2 In class show the tape and allow the class to make comments on the types of movement observed.
 - 3 Identify movements that are correctly and incorrectly performed.
 - 4 Discuss how these movements can be improved and corrected.
 - 5 Discuss the advantages and disadvantages of modern technology for sports.
- c) **Examine career paths in the study of sports science, e.g. physiotherapist, professional coach, exercise physiologist, bio-mechanic, sports medicine doctor, occupational therapist, physical education teacher, nurse, nutritionist**

Activity 7

- 1 Divide your class up into groups and allocate to each group one of the above professions.
 - 2 Groups to research entry requirements for each profession, which subjects are studied, how long the training is for and what benefits they offer to the development of sports and physical education.
 - 3 Each group to do a presentation using visual aids.
- d) **Record fitness results on a floppy disk**

Activity 8

- 1 Class to go through a physical fitness test using the Sāmoa Secondary Schools Fitness Battery.
 - 2 Using a computer, record fitness results on a floppy disk.
- e) **Attend a general First Aid Training Course**

Activity 9

- 1 Invite the Red Cross Association to conduct a First Aid course.
- 2 Students to sit the First Aid certificate offered by the Red Cross Association.
- 3 Students to officiate as First Aiders at a sporting event such as a secondary schools rugby competition, athletics competition, etc.

D) Leadership Skills Through Movement Activities

a) Undertake one of the Accreditation Certificates as listed in the Curriculum Statement

Activity 10

Students to choose one of the courses which lead to a certificate of accreditation. Select from the following:

- Introductory Coaching Certificate Accreditation
- First Aid Certificate
- Umpires/referees Certificate
- Complete and perform one track in a leader's role in an Introductory Exercise to Music Class Certificate
- A leadership role in a recreational or sporting camp for up to a two-month period.

b) Investigate the medal results for Sāmoa in the history of the South Pacific Games, Commonwealth Games, Olympic Games and world tournaments

Activity 11

- 1 Allow students to choose one of the above events and do research on the history of the event, including Sāmoa's first entry into it.
- 2 Findings must include: entry criteria, how many medals Sāmoa has won, and who were the medal winners.
- 3 Students present findings as an essay or presentation to the class.

c) Debate whether girls should participate in rugby, boxing, etc and/or whether boys should play netball or other female-dominated sports

Activity 12

- 1 Divide class into debating groups, one for the issue and the other against it.
- 2 Debate can be conducted as a whole class or in small groups.

Year 12

Unit 3: Active Interpersonal Family Health

A) Family Health Networks

a) Identify agencies that are easily accessible for families to meet their health needs in urban and rural areas

Activity 1

- 1 Discuss with the class what agencies provide health services in Sāmoa, e.g. Sāmoa Family Health, district nurses, nurses on wheels, etc.
- 2 Discuss what their roles are and how their services can be accessed.
- 3 Identify which other agencies are found in the urban and rural areas that provide services.
- 4 Discuss what agencies are found in their own community, what their roles and responsibilities are, how they are accessed, and how often do they provide health services to their community.
- 5 Students to research and report their findings to the class.

b) Discuss how the socio-economic environment may affect the well-being of a family

What is socio-economic status?

Socio-economic status is the financial situation of a family in a society.

Activity 2

- 1 Discuss with the class what determines the financial situation of a family, e.g. wealth with regard to money, land, jobs, business, etc.
- 2 What implications does this have for their standing in society?
- 3 What problems are encountered by a family in a community due to socio-economic status?
- 4 What effect do these problems have on the health and well-being of the individual, or the family as a whole?
- 5 Discuss what assistance is put in place in the Sāmoan culture to assist those in low socio-economic situations.
- 6 Are there any agencies, church groups, etc, that provide service to assist those in need of financial assistance?
- 7 Students to do a study of their own village and record the number of families that are financially stable and those that are regarded as needy or poor.
- 8 Discuss how assistance can be given to those in need. Does the fa'aSāmoa alofa still exist?

c) Explain how the Sāmoan National Health system works

Activity 3

- 1 Take your class on a visit to the National Hospital in Apia.
- 2 Observe and take note of the layout and positioning of the various sections of the hospital.
- 3 Class to do research to find out the structure of the National Hospital, e.g. who is the head of the organisation, what is their designation, how is this person appointed and how long do they stay in office?
- 4 What other departments are there? How are these departments structured?
- 5 What are the duties and responsibilities of these departments?
- 6 Who do they answer directly to?
- 7 What services are available and provided by the National Hospital?
- 8 Who services the rural communities?
- 9 Visit a hospital in your community or near your community.
- 10 Compare this to the National Hospital.
- 11 What are the differences?
- 12 Who services these hospitals, the nurse, the doctor, both, or the village council?
- 13 The class present their findings.



Figure 13 A district hospital

d) Investigate the information and services available for concerned families and teenagers whose members may have experienced accidents, suicide, teenage pregnancy, HIV/AIDS, sexually transmitted diseases, rape, incest, etc

Background information for teacher.

Understanding the terms.

- **Suicide:** taking of one's life by oneself – self-murder, or self destruction.
- **Teenage pregnancy:** Having a baby before the age of 20.
- **HIV:** Human Immunodeficiency Virus, and **AIDS:** Acquired Immune Deficiency Syndrome.
- **STDs:** Sexually Transmitted Diseases; **STI:** Sexually Transmitted Infections.
- **Rape:** Forcing people to have sex against their will.
- **Incest:** Sexual contact between two family members. It can happen between two adults or between an adult and a child. Incest can include any type of sexual contact, such as sexual kissing, sexual touching and sexual intercourse.

Activity 4

- 1 Invite a member from the Sāmoa Family Health Association to give a talk on issues regarding adolescence and sexuality, teenage pregnancy, HIV/AIDS, and sexually transmitted diseases.
- 2 Invite a member from the Mapusaga o Aiga to talk on family problems, such as rape, incest, etc.
- 3 Invite a member from the Faataua le Ola Organisation or the Suicide Association to talk about suicide and the teenager.
- 4 Invite a member of the Police or a lawyer to talk about the law with regards to issues of suicide, rape, incest, etc.
- 5 Discuss issues with your class and explain where help can be received for these incidents.
- 6 Discuss how the Sāmoan family structure has changed and the implications of these changes in relation to family problems.
- 7 Ask your class to provide some solutions to these problems.

e) Explore how the social messages and stereotypes in society and the media can affect and challenge family stability

Activity 5

- 1 Discuss with your class what is meant by social messages and stereotyping.

Social Messages can be defined as stories told or allegations made about a person or family which results in a negative reaction or impression.

Stereotype can be defined as a 'conventional image' portraying certain characteristics of a person or persons, e.g. that all women who play rugby are tomboys.

- 2 Discuss what kinds of messages or stereotyping are harmful.
- 3 Discuss how these messages can be detrimental to families and to individuals.
- 4 Discuss the role of the newspaper in providing information to the community.
- 5 Discuss how information reported by the media can affect and challenge the stability of families.
- 6 Discuss ways and means for people to help each other to live in peace and harmony and to minimise unnecessary problems that affect the stability and well-being of others in the community.

B) The Effects Of Communication Systems

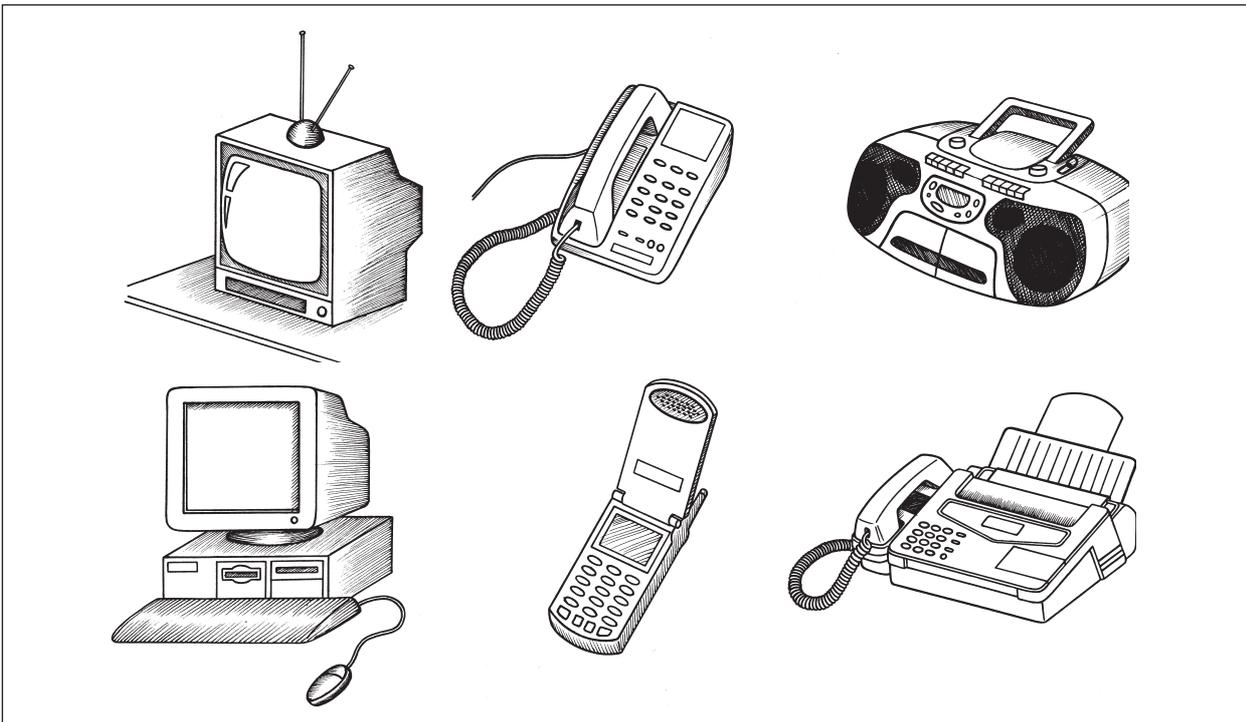


Figure 14 Communication systems

a) Investigate how electronic technology has ‘shrunk’ the world to allow students to access information about others at the touch of a button

Activity 6

1 Discuss what is meant by information technology.

Electronically transmitted information is knowledge, news, data, facts, etc. that are transmitted through the Internet services, or by facsimile machines, etc.

- 2 Discuss how information can be accessed through Internet services.
- 3 Using a computer, demonstrate to your class how to access the Internet for information.
- 4 Allow students to practise using the Internet, by setting tasks to find information.
- 5 Discuss the advantages and disadvantages of computers.
- 6 Set tasks for the class to do using a computer.

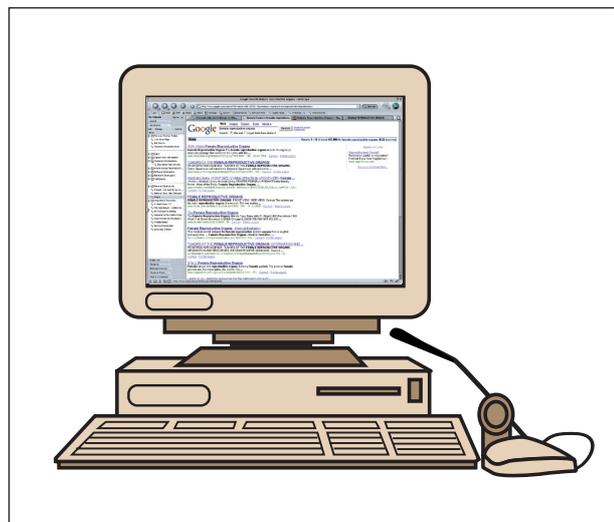


Figure 15 Internet

b) Examine the impact of the use of the telephone, cellphone and phone card on a Sāmoan teenager

Activity 7

- 1 Compare a typical Sāmoan teenager of ten years ago with a Sāmoan teenager of today.
- 2 What technology is now available that has made an impact on today's teenager?
- 3 Discuss the impact of the use of the telephone and cellphone.
- 4 What kind of problems arise with the use of telephones and cellphones and phone cards?
- 5 What impact does this have on the family's financial situation?
- 6 What impact does this have on the health situation of the teenager?

c) Identify websites or other available organisations such as telephone helplines for assistance with youth issues like suicide prevention, child abuse, family planning, etc

Activity 8

- 1 Discuss how one can find Internet websites which provide information on these matters and other similar matters.
- 2 Discuss how this information can be accessed.
- 3 Get students to use a computer.
- 4 Set tasks for them to look up information regarding family planning, suicide prevention, etc.
- 5 Discuss the associations from which they can get more information about family issues.
- 6 Invite a speaker from some of the other associations that deal with suicide issues, e.g. the Sautia mai, Fiaola, Faataua le Ola, etc.
- 7 Discuss other assistance that is also available such as the Life Line telephone service that provides assistance to anyone feeling suicidal.

d) Explore how technology has been able to keep families closer in contact through various mediums

Activity 9

- 1 Discuss the various forms of communication devices which have made it easier for people to contact their families living overseas, e.g. the telephone, cellphone, facsimile, email.
- 2 Discuss the advantages and disadvantages of each of these.
- 3 What are the possible health implications for the future?
- 4 Do these communication methods have any effect on family life?

C) Networks To Achieve Responsible Behaviour Outcomes

a) Examine how the Matai system encourages family safety and responsible behaviour

- ▶ Discuss how a person can become a matai, for example, direct descendant, through parents, service to the family (tautua), adoption (tamafai), through marriage, etc.
- ▶ Discuss how the matai is elected.
- ▶ Discuss with class the responsibilities of a matai in a family, e.g. as head of the family, or aiga potopoto, who calls meetings of the family, represents their interests, makes decisions that are based on the combined views of the family, represents the family at village meetings, etc.
- ▶ Discuss how the matai system provides security and safety in the family, village and district.
- ▶ Discuss what may happen if the matai does not perform his duties honestly.
- ▶ Have students role play a situation where the matai uses his authority and power to ensure the safety of his family.



Figure 16 A Matai

b) Discuss leadership styles that can produce positive behavioural outcomes

Example of leadership style that has positive outcomes:

Democratic style

This the type of leader who involves everyone, including those lower in order of importance, in decision making. They delegate authority and encourage participation in decision making.

- ▶ Discuss the importance of this style of leadership.
- ▶ What benefits does it have for the family's stability and co-operation?
- ▶ Discuss what qualities to look for in a prospective candidate for the matai of a family.

c) Discuss leadership styles that can produce negative behavioural outcomes

Example of this type of leadership:

Autocratic Leader

A leader who is controlling and authoritarian. This type of leader dictates what is to be done, makes one-sided or unilateral decisions and allows very little input from others of less importance.

- ▶ Discuss the outcome of such a leadership style.
- ▶ Does it develop harmony amongst family members?
- ▶ Discuss different ways of overcoming such leadership if encountered in a family matai.
- ▶ How could families help change this style of leadership to encourage co-operation and harmony amongst family members.

d) Examine the fa'aSāmoa approach to family safety as opposed to other cultural settings

- ▶ Discuss the type of family structure that existed in Sāmoa about twenty years ago, for example, the extended family system which included grandparents, uncles, aunties, cousins and relatives who all had a say in the upbringing of the Sāmoan child.
- ▶ Compare this to other cultures.

- What has happened to today's Sāmoan family?
 - What problems have arisen with families becoming more nuclear?
 - What is meant by a nuclear family? (One that has only mother, father and children.)
 - Discuss the problems that have arisen due to families becoming smaller.
 - What are the advantages and disadvantages of these changes?
 - Having considered both advantages and disadvantages, do you think Sāmoan families could or should return to the old structure of the extended family system?
 - Have a debate on this issue.
- e) Explore the types of assistance given by agencies in the community to assist with physical abuse and domestic violence, e.g. Mapusaga o Aiga (MOA), Fiaola Clinic, Ministry of Women's Affairs – Child Protection Project, Sautiamai**
- Divide your class into groups.
 - Each group to take one of the agencies that deal with physical abuse and domestic violence and research its duties and responsibilities.
 - Investigate the reasons for the group's establishment as an organised body.
 - When was it established?
 - What kind of assistance can they give?
 - How can this assistance be accessed?
 - Is the assistance free of charge or is there a fee?
 - Who funds these agencies?

D) The Importance Of Physical Environment Infrastructure Systems

a) Identify the infrastructure systems that allow for a healthy physical environment for an active healthy family

The physical environment includes the houses, the cooking facilities, the toilets, water supply and the surroundings in which the homes are situated. The conditions of the physical environment can have a positive or negative effect on health.

- Discuss the physical layout of a typical Sāmoan village. This includes the Faletele or guest house, the family sleeping quarters, the kitchen (umu kuka) and then the situation of the outhouses, separate and away from the fales.
- Discuss the structure of a Sāmoan fale.
- How does this layout encourage and promote a healthy environment?
- Where are the rubbish disposal areas located?
- How is rubbish disposed of in your area?
- Why is it important to control disposal of rubbish?
- What changes have been made to Sāmoan villages today?
- Have these changes been for better or worse?
- Discuss how rubbish and other health hazards were disposed of in the past.
- What 'keep-clean' methods are now being put in place?
- Have your class do a project on ways to promote healthy living in their village.
- Discuss the layout of a European or palagi-style house.
- What advantages or disadvantages does it have in the promotion of healthy living?

b) Examine the water supply in your village and discuss how this affects family health

Background information

Water is important to human life. We need clean water for drinking, bathing, preparing food, cleaning, and many other purposes. It is important that water supplies are kept from being polluted or contaminated. Contaminated or polluted water can lead to many health problems.

- ▶ Discuss with the class the types of water supply available in their village, e.g. water tanks, piped water, spring water, well water, river, etc.
- ▶ Do a survey of the number of families using the different types of water supply available.
- ▶ Discuss the sanitary situation of the water supply and what effect it has on family health.
- ▶ Discuss the types of diseases found in water.
- ▶ What harmful bacteria are found in water?
- ▶ Explain bacteria. (Bacteria are germs that may cause illnesses in human beings.)
- ▶ What happens if water gets contaminated?
- ▶ Class to investigate where the water supply comes from in their village.
- ▶ What sanitary processes are in place to ensure that the water is safe for consumption?
- ▶ Discuss how water supply can be made drinkable and safe for the family.
- ▶ Discuss what their thoughts are about bottled water, which is now a big business.

c) Check the sanitation system in your village and explain whether there is a risk of spreading communicable diseases

- ▶ Class to investigate the sanitation systems that are in place in their village.
- ▶ Where are the kitchen facilities located?
- ▶ Where are the toilets located?
- ▶ Are they close to the cooking facilities?
- ▶ What health problems could be associated with the vicinity in which the facilities are placed?
- ▶ What communicable diseases can develop through careless sanitary practices?
- ▶ How can the environment be kept clean and so reduce the risk of communicable diseases?

d) Discuss and list the benefits to the community of keeping pigs in enclosed areas



Figure 17 Pigs wandering around in a village

- Discuss with your class the reasons why it is important to keep pigs in enclosed areas.
- What problems are there if pigs are left to wander around?
- Should pigs be kept close to the village?
- Make a list of the benefits of keeping pigs in a pen.



Figure 18 Pigs in a pen

Year 12

Unit 4: Active Community Health

A) Community Involvement In Health Promotion

a) Classify the advertisements and notices on TV and Radio into those that promote or do not promote health and fitness

- Have the students do a survey of the ads and notices that come on TV on one night and classify them into two categories – Health Promoting or non-Health Promoting. They need to comment on the reasons for their classification. They can use a form like the sample given below.

Sample

Name or type of ad or notice	Health Promoting		Comment on the reason for your classification
	Yes	No	
Noodles	X		It showed children playing and laughing and enjoying themselves while eating noodles

b) Evaluate whether the purpose of these ads and notices was to promote health or not

- After the students do the survey, they can bring in their forms and discuss in class whether the students have all classified the advertisements in the same way, e.g. did everyone classify noodles as non-health promoting or did some say it was health promoting?
- Have the students read out the reasons for their classification.
- Determine the purpose of the advertisements and notices. What is the main purpose of the ad or notice? To sell the product, to promote use of the product, to inform the public of what the product contains, to influence people to buy?
- How was the message put across? What were the hidden messages that were included? Who do you think the message was aimed at? How can you tell?

The noodle ad seems to be promoting health, but is that the purpose of the ad? Does the ad actually mention anything about the health of children when they eat noodles? Are noodles a healthy food to eat? What are the facts about noodles and what is being promoted through the ad?

- c) **Analyse the articles in local newspapers for a one week period and evaluate whether they are concerned with health issues or not**
- ☛ Have the students carry out a similar survey of articles in one of the newspapers.
- d) **Discuss the role of two non-government organisations (e.g. Komiti Tumama, Mapusaga o Aiga, Family Health Association, Fiaola Clinic, Faataua Le Ola, Sautiamai, Habitat for Humanity, Siosiomaga Society) in promoting health for the country as a whole**
- ☛ There are many non-government organisations carrying out projects and doing various services in the community. You can decide which two are most appropriate and convenient for you to access. Most of their contact telephone numbers are in the local phone book.
 - ☛ There are also other organisations not on the list that you may wish to contact, like the nuns at Mapufagalele who look after the Home for the Aged, various church ministries that visit old people and give food and clothing to the needy, and the Red Cross Society.
 - ☛ It is up to you whether you have the students find information about these organisations themselves, whether you arrange a visit to see the work they are doing, or invite a guest speaker to come and talk about their organisation and how they are promoting health in Sāmoa.

B) Responsibilities Of The Community To Maintain Community Resources

- a) **Investigate the long-term plans of your pulenu'u and village council or the Komiti Tumama to maintain or improve the community resources in your village**
- b) **Explain how the pulenu'u, the village council, the Komiti Tumama and Government officials work together to maintain the health of the village**
- ☛ These organisations represent the power base of our Sāmoan communities. They are the seat of local government for the administration and daily running of affairs in the villages. It is important that students are aware of the long term plans for their villages and take an interest in them. You can get information through your pulenu'u or village mayor. He is the paid representative of Government in your village council.
 - ☛ The President of the Women's Komiti may not be paid by Government to do her duties but the komitis are the bodies in the villages that are carrying out most of the programmes (faa tino polokalame) such as water tanks and latrine projects, beautification projects, Healthy Village projects, Well Baby Clinics, etc. You may also wish to invite the president of the Women's Komiti to come and talk to your class or take the class to visit the komiti and see where they operate from. All villages have a fale komiti (komiti house) where health visits for babies, pregnant and lactating mothers, and other activities, are carried out.
 - ☛ The Government's restructuring of its Ministries in 2002–2003 resulted in the combination of women, pulenu'u and youth under one Ministry instead of each being under separate Ministries. This change has resulted in many positive opportunities which encourage these groups to work together on specific projects in the villages.
 - ☛ You may wish to talk to a representative of the Ministry of Women, Youth and Community Development to further explain and clarify the role they play in community development, or to invite a guest speaker from their Ministry to discuss how Government is working together with the pulenu'u and komitis to carry out village based projects.
- c) **Explore any programs or projects carried out in your village or community that have been funded through foreign aid**

d) Contrast the benefits and negative aspects of aid-funded projects

- ▶ When you have a speaker from any of the above groups, you can discuss with them some of the projects that are funded through foreign aid. Find out what the conditions are for aid-funded projects. What does the receiving party have to do?
- ▶ Have you noticed how many cars in Sāmoa have words printed on them like, 'Donated by the WHO', etc? The same sort of wording is seen on water tanks and school buildings. Have you wondered why there is a sign in every village to point out that this is their 'Auala Galue' (Road to the Plantations, or work road) ? All the first aid boxes in the komiti houses have 'Funded by Canada Fund' written on them.
- ▶ You may wish to have the students carry out a survey in their own villages on anything that has this type of wording on it.
- ▶ Have the students work in groups or pairs to evaluate and discuss the benefits and negative aspects of aid-funded projects.
- ▶ Have the students hold a debate or write essays or do interviews with appropriate people on this topic.

e) Examine the impact of promoting and selling fast, convenient snack foods to school children

- ▶ You may wish to have the students discuss this issue in connection to the AO's in Unit 4 A).

C) The Rights Of All Members Of The Community To Achieve Good Health And Fitness

NOTE TO THE TEACHER

This part of Strand 4 relates to how the laws of our land actually help us to maintain health and fitness in our communities and it is important for the students to know and understand how the law does this. You can easily obtain copies of the Government Acts and Ordinances from the Legislative Department at Mulinuu. However, if you cannot get hold of a copy we have reproduced for you two parts of the Health Ordinance 1959, one on Nuisances and one on Infectious Diseases, to use for these AOs.

- ▶ Choose one of these to carry out the activities as stated in the Achievement Objectives.

- a) **Review one of the Acts and Ordinances related to Health and Physical Education in Sāmoa**
- b) **Investigate how the above Act or Ordinance encourages or promotes health and fitness for all**
- c) **Discuss one way the above Act or Ordinance ensures health for all**
- d) **Evaluate how village laws help people achieve good health and fitness**

The Health Ordinance 1959

Part III

NUISANCES

22 Nuisances defined – Without limiting the meaning of the term ‘nuisance’, a nuisance shall be deemed to be created in any of the following cases, that is to say:

- a Where a pool, ditch, gutter, or watercourse, privy or other sanitary convenience, cesspool, drain, or ventpipe is in such a state or is so situated as to be dangerous to health or offensive;
- b Where any accumulation or deposit is in such a state or is so situated as to be dangerous to health or offensive;
- c Where any premises (including any accumulation or deposit thereon) are in such a state as to harbour or to be likely to harbour rats or other vermin;
- d Where any premises are so situated, or are of such construction or are in such a state, as to be dangerous to health or offensive;
- e Where any gutter, drain, spouting, or down-pipe of a building causes dampness in such building or in any adjoining building by reason of its insufficiency or defective condition.
- f Where any building or part of a building is so overcrowded as to be dangerous to the health of the occupants, or does not, as regards air space, floor space, lighting, or ventilation, conform with the requirements of this or any other Ordinance, or of any regulations made thereunder;
- g Where any factory, workroom, shop, office, warehouse, or other place of trade or business:
 - i Is not kept in a clean state, and free from offensive effluvia from any drain or sanitary convenience;
 - ii Is not provided with appliances so as to carry off in a harmless and inoffensive manner any fumes, gases, vapours, dust or impurities generated therein;
 - iii Is so overcrowded while work is carried on therein, or is so badly lighted or ventilated, as to be dangerous to the health of the persons employed therein;
- h Where any building or premises used for the keeping of animals or birds are so constructed, situated, used, or kept, or are in such a condition as to be dangerous to health or offensive;
- i Where any animal or bird, or any carcass or part of a carcass, is so kept or allowed to remain as to be dangerous to health or offensive;
- j Where any offensive trade is so carried on as to be dangerous to health or unnecessarily offensive;
- k Where any chimney (including the funnel of any ship, but not including the chimney of a private dwelling) sends forth smoke in such quantity or of such nature, or in such manner as to be dangerous to health or offensive, or in any manner contrary to any regulations.
- l Where any street, road, right of way, passage, yard, premises, or any land is in such a state as to be dangerous to health or offensive;
- m Where any well or other source of water supply or any cistern or other receptacle for water which is used or is likely to be used for domestic purposes or in the preparation of food, is so placed or constructed or is in such a condition as to render the water therein offensive, or liable to contamination, or likely to cause danger to health;
- n Where any offal or material liable to be dangerous to health or offensive is deposited on the foreshore or in the harbour of Apia.

23 Penalties for nuisances – Every person by whose act, default, or sufferance a nuisance arises or continues (whether such person is or is not the owner or occupier in respect of which such nuisance exists) is liable to a fine not exceeding \$40, and if the person convicted can lawfully abate such nuisance he is liable to a further fine not exceeding \$10 for every day or part of a day during which such nuisance remains unabated after such conviction.

(cont.)

24 Provisions of this Ordinance to be in addition to other rights, etc – The provisions of this Ordinance relating to nuisances shall be deemed to be in addition to and not to abridge or affect any right, remedy, or proceeding under any other Ordinance or at law or in equity;

PROVIDED THAT no person shall be punished for the same offence both under the provisions of this Ordinance and any other law or enactment.

25 Provisions of this Ordinance to apply to Government and Government officers – The provisions of this Ordinance relating to nuisance and of any regulations made under this Ordinance shall, unless otherwise specifically provided therein, apply to nuisances created by the Government of Western Samoa or by any officer thereof in his capacity as such officer.

26 Proceedings in respect of nuisances – (1) A Judge of the Supreme Court, if satisfied that a nuisance exists on the premises, or that though abated it is likely to recur, may by order:

- a Require the owner and occupier to abate the nuisance effectively;
- b Prohibit the recurrence of the nuisance;
- c Both require the abatement and prohibit the recurrence of the nuisance;
- d Specify the work to be done in order to abate the nuisance or prevent its recurrence, and the time within which they shall be done.

(2) If the Judge is of opinion that by reason of the nuisance any dwelling or other building is unfit for human occupation, he may, by the same or any subsequent order, prohibit the use thereof for that purpose until the nuisance has been effectively abated to his satisfaction to prevent its recurrence.

(3) Any order made under the last preceding subsection may be rescinded by the Judge when he is satisfied that the nuisance has been effectively abated or, as the case may be, that due provision has been made to prevent its recurrence; but until the order is rescinded it shall not be lawful to let or occupy the dwelling or building to which the order relates.

(4) Every person who makes default in duly complying with any order made under the foregoing provisions of this section is liable to a fine not exceeding \$10 for every day on which the default occurs.

(5) If the default consists of not doing the works necessary in order to abate the nuisance effectively or to prevent its recurrence the Director, on behalf of the Minister, shall cause the works to be done at the expense in all things of the owner and occupier, who shall be jointly and severally liable for the cost of the works.

POLLUTION OF WATERCOURSES

27 *Repealed by section 55(1) of the Water Act 1965*

PART IV

INFECTIOUS DISEASES

28 Powers of Director on outbreak of infectious disease – (1) In the event of the outbreak of any infectious disease the Director may, with the authority in writing of the Minister, exercise any of the following powers:

- a He may take possession of and occupy and use such lands and buildings whether public or private as in his opinion are required for the accommodation and treatment of patients;
- b He may by requisition in writing served on the owner or other person for the time being in charge of any vehicles require the exclusive use of such vehicles for the conveyance of patients or of persons in attendance on patients, or otherwise for use in connection with the outbreak of disease as aforesaid;
- c He may by requisition in writing served on the occupier of any premises or on any person from the time being in charge of any premises require to be delivered to him or in accordance with his order such drugs, and articles of food or drink, and such other materials as he deems necessary for the treatment of patients.

(cont.)

- (2) Every person who suffers any loss or damage by the exercise of any of the powers conferred on the Director-General by this section shall be entitled to compensation to be determined in case of dispute by the Supreme Court.
- (3) Every person who refuses or fails to comply with any requisition under this section, or who counsels, procures, aids, or incites any other person so to do, or who interferes with or obstructs the Director-General or any person acting under the authority of the Director-General in the exercise of any powers under this section, shall be liable on conviction to a fine not exceeding \$130.
- 29 Special powers of Director-General – (1)** The Director-General may from time to time, if authorised in writing so to do by the Minister, exercise the following special powers for the purpose of preventing the outbreak or spread of any infectious disease:
- a He may declare any land, building, or thing to be insanitary and may prohibit the use for any specified purpose of any such land, building or thing;
 - b He may cause any insanitary building to be pulled down, and the timber and other materials thereof to be destroyed or otherwise disposed of as he thinks fit;
 - c He may cause insanitary things to be destroyed or otherwise disposed of as he thinks fit;
 - d He may cause infected animals to be destroyed in such manner as he thinks fit;
 - e He may require persons to report themselves or submit themselves for medical examination at specified times and places;
 - f He may require persons, places, buildings, premises, animals, and things to be isolated, quarantined, or disinfected as he thinks fit;
 - g He may forbid persons, ships, aircraft, animals, or things to come or to be brought to any port or place in Western Samoa from any port or place which is or is supposed to be infected with any infectious disease;
 - h He may forbid persons to leave the place in which they are isolated or quarantined until they have been medically examined and found to be free from infectious disease, and until they have undergone such preventive treatment as he may in such case prescribe;
 - i He may forbid the removal of ships, aircraft, animals, or things from one port or part of Western Samoa to another or from the place where they are isolated or quarantined, until they have been disinfected or examined and found to be free from infection;
 - j He may prohibit the keeping of animals or of any species of animal in any specified part of Western Samoa;
 - k He may forbid the discharge of sewage, drainage, or insanitary matter of any description into any watercourse, stream, lake, or source of water supply;
 - l He may, by order published as widely as he considers practicable in Western Samoa, or by notices posted in conspicuous places, require all theatres and other places of public amusement, all billiard rooms, all churches, reading rooms and public halls, and all other premises where people are accustomed to assemble for any purpose within Western Samoa or within any defined area thereof, or any of such premises as aforesaid, to be closed for admission to the public either until further order or for any fixed period, and either absolutely or subject to such qualifications as he thinks fit;
 - m He may, by order published in like manner, prohibit until further order or for any fixed period, and either absolutely or subject to such qualifications as he thinks fit, the congregation of people at any racecourse, recreation ground, or other place within Western Samoa;
 - n He may prohibit until further order or, for a fixed period the attendance of children under the age of 16 years in schools, Sunday schools, theatres, or places of public amusement within Western Samoa, or within any defined area thereof.

(cont.)

- (2) The Director-General, and any inspector or other person authorised in that behalf by the Director-General, may at any time, with or without assistants, enter on any lands or premises and inspect the same and all things thereon or herein, and may do, with respect to any persons, places, land, buildings, premises, animals, or things, whatever in the opinion of the Director-General is necessary or expedient for the purpose of carrying out the foregoing provisions of this section.
- (3) In no case shall the Director-General or any inspector or other authorised person incur any personal liability by reason of anything lawfully done by him under the powers conferred by this section.
- 30 Penalties for obstructing Director-General – (1)** Every person who in any way, directly or indirectly, by any act or default:
- a Obstructs or hinders the Director-General in the exercise of his functions and powers under the foregoing provisions of this Part of this Ordinance, or obstructs or hinders any inspector or other person acting with the authority or by direction of the Director-General;
 - b Does anything which the Director-General in the exercise of the aforesaid functions and powers forbids to be done;
 - c Refuses, delays, or neglects to comply with any direction or requirement of the Director-General in the exercise of the aforesaid functions and powers, -
commits an offence and is liable on conviction to a fine not exceeding \$130, and in the case of a continuing offence to a further fine not exceeding \$130, for everyday on which the offence is continued after the first day.
- (2) Any person who is isolated or quarantined by order of the Director-General pursuant to the foregoing provisions of this Ordinance, and who unlawfully leaves the place of isolation or quarantine, may be arrested by any officer of the Department or by any constable without warrant and returned forthwith to the place of isolation or quarantine.
- 31 Register of infectious diseases –** The Director-General shall keep a register of every case of infectious disease to his knowledge occurring in Western Samoa, and every medical practitioner who becomes aware that any person is suffering from an infectious disease shall forthwith notify the Director-General.
- 32 Duty of occupier of building –** When any person is suffering from any sickness the symptoms of which create a reasonable suspicion that it is an infectious disease, it shall be the duty of the occupier or other person for the time being in charge of the land or building in which such person is living to consult a medical practitioner employed by the Department or to notify the Director-General of the existence of a disease suspected to be an infectious disease.
- 33 Duty of master of ship or aircraft –** When any person on board a ship or aircraft in any harbour, port, or other place in Western Samoa is suffering from any sickness the symptoms of which create a reasonable suspicion that it is an infectious disease, it shall be the duty of the master of such ship or person in charge of such aircraft to notify the Director-General of the existence on such disease.
- 34 Director-General may enter premises –** The Director-General or any medical practitioner employed by the Department may at all reasonable times enter any premises in which he has reason to believe that there is or recently has been any person suffering from an infectious disease or recently exposed to the infection of any such disease, and may medically examine any person on such premises for the purpose of ascertaining whether such person is suffering or has recently suffered from any such disease.
- 35 Director-General may order post mortem –** If the death of any person is suspected to have been due to an infectious disease, and the facts relating to the death cannot with certainty be ascertained without a *post mortem* examination, or if it is desirable for preventing the occurrence or spread of an infectious disease that the facts relating to the death of any person should be ascertained, the Director-General may order a *post mortem* examination of the body of the deceased person to be made by a medical practitioner.

(cont.)

- 36 Isolation of persons likely to spread infectious disease – (1)** The Director-General or any medical practitioner employed the Department or any inspector, in any case where in the interests of the public health he thinks it expedient so to do, may make an order for the removal of any person suffering from any infectious disease to a hospital or other place where such person may be effectually isolated.
- (2) An order under this section shall be made in every case where the Director or such medical practitioner or inspectors is satisfied that the patient cannot without removal be effectually isolated or properly attended.
- (3) An order under this section may be executed by the Director-General or such medical practitioner or inspector or by any person authorised in that behalf by the Director-General or such medical practitioner or inspector, and may be executed by force if necessary.
- (4) Every person who wilfully disobeys an order under this section or who obstructs or delays or in any way interferes with the prompt execution thereof commits an offence and is liable to a fine not exceeding \$55.
- 37 Offences in respect of infectious diseases – (1)** Every person commits an offence and is liable to fine not exceeding \$20 who:
- While to his own knowledge suffering from any infectious disease wilfully is in any public place without having taken proper precautions against the spread of infection;
 - While in charge of any person suffering as aforesaid takes him into or allows him to be in any public place without having taken proper precautions against the spread of infection;
 - While suffering as aforesaid enters an public conveyance, or while in charge of any person so suffering takes him into any public conveyance, without in every such case notifying the driver or conductor of the fact;
 - Being the owner or driver or conductor of public conveyance fails or neglects to disinfect the conveyance fails or neglects to disinfect the conveyance or cause the same to be disinfected forthwith after it has to his knowledge been entered by any person suffering as aforesaid.
- (2) If an offence under this section relates to a public conveyance, the convicting Court shall order the defendant (not being the owner) to pay to the owner of the conveyance the expenses incurred in disinfecting the same.
- 38 Offences in respect of property exposed to infection –** Every person commits an offence and is liable to a fine not exceeding \$30 who:
- Lends, sells, transmits, or exposes any things which to his knowledge have been exposed to infection from any infectious disease, unless they have first been effectively disinfected or proper precautions have been taken against spreading the infection;
 - Lets for hire any dwelling or part of a dwelling in which there then is or within the previous 6 months has been, any person to his knowledge suffering from an infectious disease, unless the dwelling or part thereof as the case may be, and all things therein liable to infection, have been effectively disinfected to the satisfaction of the Director, before the person hiring goes into occupation; or
 - When letting or negotiating to let to any person for hire any dwelling in which any person suffering from an infectious disease is then living, or nay part of such dwelling, does not disclose the fact
- 39 Disinfecting of premises – (1)** When the Director-General is of opinion that the cleansing or disinfecting of any premises or of any article is necessary for preventing the spread or limiting or eradicating the infection of any infectious disease or otherwise for preventing danger to health or for rendering premised fit for occupation he may by notice in writing require the owner or occupier to cleanse or disinfect such premises or article within a time specified in the notice.

(cont.)

- (2) If the owner or occupier fails to carry out any work within the time specified in the notice or in any other case where the Director-General may authorise any person he thinks fit with or without assistants to enter on any premises and to carry out such disinfecting and cleansing, and the cost of such disinfection or cleansing shall be recoverable from the owner or occupier as a debt due to the Government.
- 40 **Power to burials** – (1) Where the body of any person who has died is in such a state as to be dangerous to health the Director or medical practitioner may order the body to be buried forthwith or within a time limited in the order, and may if he thinks fit order the body, pending burial, to be removed to the nearest mortuary or other suitable place.
- (2) Every person who in any way prevents or obstructs the due and prompt execution of any order under this section or of any of the powers exercisable under this section is liable to a fine not exceeding \$30.

SOURCES OF INFORMATION

The Acts and Ordinances related to Health and Physical Education are all available from the Legislative Department at Mulinuu. It is public information.

e) Discuss the proper channels of communication and ways to approach and implement programmes in the community

- ▶ Discuss in class the proper channels of communication to approach and implement programmes in the community.
- ▶ Is there a difference in the way you would introduce a programme in the urban area compared to the rural areas? What are the differences? What are the similarities?
- ▶ Can anyone just walk into a village and start a programme, or are there specific protocols to follow?

D) Cultural And Community Activities That Encourage Health And Fitness

a) Argue the case for the establishment of a Recycling Centre in their village, by writing a letter or preparing a speech to persuade the village council to agree

- ▶ To recycle something means to use it again or to use part of a product for something else other than the purpose for which it was made. For example, using empty glass or plastic bottles to store water in the refrigerator. Some people re-use the empty containers that UHT liquid milk comes in to make ice blocks. Products that are usually suitable for recycling are plastic and glass containers. These products also do not decompose easily so it is healthy for our environment to use them more than once.
- ▶ Have the students discuss the possibility of having recycling centres in their villages to recycle waste.
- ▶ Invite a member of the Environment Department to come and talk to the students about recycling.
- ▶ When your students understand and can explain what recycling is and why it is important, have them write letters, or develop plays or skits or faleaitu or poems or songs to tell others about the need to recycle and manage waste.
- ▶ Organise a concert for the people in your village and invite Matais and the president of the komiti. Explain to them why it is beneficial to have a recycling centre in each village.

- b) Explain how village co-operatives and Asiasiga Maumaga promote health and fitness**
- Have the students find out about the work of different co-operatives in the villages and clubs, like the farmers' club or Asiasiga Maumaga (specific to taro growers).
 - Have them write about what these people do, and examine how the work they do (very active and labour-intensive) helps them maintain their health and fitness.
- c) Explore the impact of using local fruits, vegetables and herbs (in herbal and health drinks and natural medicines) on the health, social and economic status of people**
- d) Investigate how one of the following local foods became popular and known as a health wonder food**
- Esi (Pawpaw).
 - Nonu (Noni).

NOTE TO THE TEACHER

The two AO's above are related to the use of local foods and drinks for herbal drinks and natural medicines. The two most prominent ones being used on a commercial scale are Nonu and Esi. You can decide whether you want the students to investigate how these are made and used and how Nonu farming is helping the economic status of villagers. Alternatively you may wish them to explore whether there are any other herbal drinks and remedies that are being produced and used by people in the community that are not as well known as the Nonu. There is also another new drink that has been introduced and imported into the country made of the fruit Mangosteen and is very popular.

Appendix I – Sāmoa Secondary Schools Fitness Test Battery

Introduction

Soifua mālōlōina – The health and well being of students at secondary school level is often measured by anecdotal evidence and indicated by a strong population roll of students at secondary school level. The 2004 Sāmoa Secondary Schools Fitness Test Battery is a simple series of physical fitness test protocols, which can provide valuable information on the state of the physical health and well being of all students from Year 9 to Year 13 in Sāmoa.

Objective

The Sāmoa Secondary Schools Fitness Test Battery (SSSFTB) is a series of simple test protocols to measure and monitor general physical standards of each student to inform and interest them and provide scientific data on their own physical health and well-being.

The Sāmoa Secondary Schools Fitness Test Battery

The SSSFTB was designed so that the teacher would be able to administer the test battery to approximately forty students during one physical education teaching period of up to forty minutes.

- 1 Height test – Measuring the height of each student
- 2 Weight test – Measuring the body mass of each student
- 3 Flexibility test – Sit and Reach test
- 4 Strength test – Body Bridge Hold position
- 5 Muscular endurance test – sit-ups – 3 x 30 seconds
- 6 Multi-stage fitness test otherwise known as the Beep test.

The Sāmoa Secondary Schools Fitness Test Battery				
Year 9	Year 10	Year 11	Year 12	Year 13
1 Height	1 Height	1 Height	1 Height	1 Height
2 Weight	2 Weight	2 Weight	2 Weight	2 Weight
3 Flexibility test	3 Flexibility test	3 Flexibility test	3 Flexibility test	3 Flexibility test
4 Strength test	4 Strength test	4 Strength test	4 Strength test	4 Strength test
5 Muscular endurance test	5 Muscular endurance test	5 Muscular endurance test	5 Muscular endurance test	5 Muscular endurance test
6 Beep test	6 Beep test	6 Beep test	6 Beep test	6 Beep test

What does the SSSFTB measure and why?

The SSSFTB measures:

- 1 Anthropometrics i.e. height and weight to ensure each student is aware of their own measurements and the effect on their physical activity output.
- 2 The flexibility of their lower body i.e. sit and reach test – and the impact on their range of movement.
- 3 The strength of their body, i.e. strength test – Body Bridge Hold and the relationship between the ratio of levers and core strength.
- 4 The ability to apply pressure to a muscle group i.e. muscular endurance – sit-ups completed three times in thirty second periods with a thirty second break between to develop growth and development of muscle groups.
- 5 To monitor the development of the student's maximum oxygen uptake (VO₂ max) i.e. multi-stage shuttle or beep test, to test aerobic fitness and develop a healthy aerobic base for a young and healthy lifestyle.

Resources required to administer tests

A teacher requires:

- Clipboard and pen with various standard SSSBTF test sheets with students' names already printed on.
- Access to a computer to process and save data.
- Individual Student cards – (optional).

This could be easily administered in one physical education period (up to 40 minutes-per term for Year 9 and 10 students three times per year and two per year – first and third terms – for Year 10 to 12 students).

Resources Required To Administer Tests	
Type of test	Resources required
Height test	<p>a one measuring tape attached to a wall or a wall marked up to 3 metres in centimetres</p> <p>b Clipboard to mark the height</p>
Weight test	a one set of weighing scales
Flexibility test – Sit and Reach test	a one box against a wall with ruler markings from 1 centimetre to 30 centimetres on top of the box
Strength test – Body Bridge Hold	a one stopwatch
Muscular endurance test 3 x 30 second sit-ups	a one stopwatch
Beep test – Multi-stage shuttle test	<p>a one Multi-stage fitness/Beep test cd/tape</p> <p>b one CD/tape player</p> <p>c 6–8 cone markers to measure 20 metres.</p> <p>d a 30 metre measuring tape</p>

Testing Environment

Due to the excessive heat conditions it is important to select a suitable time of day and ensure the testing area is suitable for the students to achieve at their optimal level. It is also important to keep the testing conditions and environment very similar each time the test is administered.

Testing Environment	
Type of test	Environment
Height test	a classroom or shaded field area or gym area
Weight test	a classroom or gym area or shaded field area
Flexibility test – Sit and Reach test	gym area or against a solid wall structure in the play ground
Strength test – Body Bridge Hold	field or gym area
Muscular endurance test 3 x 30 second sit-ups	field or gym area
Beep test – Multi-stage shuttle test	field or gym area

Frequency of tests

- ▶ Three times per year at Year 9 and 10 level.
- ▶ Two times per year at Year 11 and 12 level.

References

- ▶ www.ausport.gov.au – Australia Institute of Sport and Course Notes – Oceania National Olympic Committee Sports Development Officers Sports Science Course Workshop – April Australia Institute of Sport 2002.
- ▶ www.sasnoc.org.ws – Sāmoa Association of Sports and National Olympic Committee 2003.
- ▶ <http://www.worldar.com/endurance/beep/htm> – Sports Coach – Multi-stage Fitness Test 2004.
- ▶ <http://www.nzas-c.org.nz/> – New Zealand Academy of Sport.

