A TOOL TO SUPPORT SCHOOLS IN ADDRESSING PHYSICAL INACTIVITY

HEALTHY LIFESTYLE
MENTORS & CHAMPIONS
This tool has been designed to support schools in addressing inactivity within groups of young people in secondary education. The tool provides tested approaches to adapting activity content to suit the needs of inactive young people. It supports schools in creating appropriate environments and developing workforce options to deliver the activities and address the real barriers inactive young people face to accessing sport and physical activity opportunities in school, and share with community partners.

Following pilot studies in 25 schools, the fresh approaches to tackling inactivity have highlighted the barriers relating to issues such as declining physical and emotional wellbeing, lack of confidence and competence and various socio-economic inequalities, and have provided some solutions that schools can adopt.

The approaches have been developed, co-ordinated and supported by the concept of Healthy Lifestyle Mentors and Champions in school. This workforce has been embedded in each school and includes non-teaching staff (coaches, apprentices, sports technicians, etc) that act as Mentors and young leaders take on the role of Champions. Their main function is to ensure the implementation and delivery of the approaches to achieve maximum impact on the right young people and ensure that young people are supported in making the relevant and tangible links into the community.

This tool will help schools with the following:

- How to identify the right young people to be targeted through these interventions.
- Deciding what activities to offer that will provide the highest level of engagement and create the most behaviour change.
- Consider the impact of the Healthy Lifestyle Mentors/Champions on the success of the intervention.
- Consider what is needed to create the most appropriate environment for engagement in activities.

It is widely accepted that active and healthy lifestyles are important for young people and that schools have responsibility in this area. The World Health Organisation calls on schools to provide health information, improve health literacy, and promote healthy diets, physical activity and other healthy behaviours. Schools are expected to contribute to their pupils’ health and wellbeing, something which is assessed by Ofsted. It will be important that Healthy Lifestyle Mentors are able to articulate the impact of active and healthy lifestyles on a school and to understand the benefits to a school of having active and healthy pupils.
Healthy Lifestyle Mentors support Champions to inspire young people who are less active to choose and enjoy new sporting activities and make healthy choices.

Further to this, there is an expectation that Healthy Lifestyle Mentors will:

- increase the number of young people participating in school sport and motivate them to continue making healthy lifestyle choices
- help schools maximise their involvement in health-focused initiatives
- recruit and develop young people to take on roles as Healthy Lifestyle Champions.

Many young people do not live healthy and active lifestyles. Despite the large number of programmes and resources available, these young people are still often difficult to engage and motivate.

As a Healthy Lifestyle Mentor you will be an advocate for active and healthy lifestyles. We hope you will work equally effectively with young people and school staff.

**Young people will be more active and healthy**

As a successful Healthy Lifestyle Mentor you will have made an impact on the lives of young people by:

- identifying and targeting young people who need support to live more active and healthy lifestyles
- understanding their context
- supporting the young people to make active and healthy choices.

**Schools will be more aware and able to engage all young people with active and healthy lifestyles**

As a successful Healthy Lifestyle Mentor you will have made an impact on the provision in a school by:

- championing the importance and value of active and healthy lifestyles with senior leaders
- helping the school to select appropriate activities and resources to engage young people
- maximising the impact of health-related initiatives.

**Who makes a good Healthy Lifestyle Mentor?**

Identifying the most appropriate person to be the Healthy Lifestyle Mentor is central to the success and impact of the programme.

This may be a person who is the role of pastoral support, an apprentice, a teaching assistant, or a coach working in school. This does not mean that the Mentor can not be a teacher, but it is vital that the Mentor is someone who can support the individuals throughout the week, is good at building relationships, is a good communicator, and most importantly an active listener.

The approach has worked best in schools where the Mentor does not have responsibility for a curriculum area or key area in school.
Healthy Lifestyle (HL) Champions are young people taking on leadership roles to support the delivery of the Healthy Lifestyle programme in schools.

The Healthy Lifestyle Champions will work alongside the Healthy Lifestyle Mentor to support the delivery of sessions in each school. The default model is that these Champions are young people aged 13 years or older who have a passion for activity, are an advocate for healthy lifestyles and have the ability to engage and enthuse other young people to become leaders. It is quite possible that these Champions could be younger and even peers and participants of the young people involved in the Healthy Lifestyle sessions.

The aim of introducing Champions is to provide a high quality and meaningful leadership opportunity that also enhances the sustainability of each Healthy Lifestyle project. Taking a Healthy Lifestyle project model involving 8-10 weeks of activity in a school, it is anticipated that the Champions will take a progressively active role in each session. The end point could be that after 8-10 weeks the Champions are able to work alongside a staff member from the school to continue sessions once the Healthy Lifestyle Mentor has finished.
The typical model involves Champions being young people aged 13 years. You will help these Champions develop into advocates and leaders for your Healthy Lifestyle project.

**Possible Champions:**
- Step into Sport volunteers
- Duke of Edinburgh students
- Secondary Change4Life Sports Club participants
- Volunteers for citizenship agenda
- MEND ambassadors
- Leadership academy young leaders
- Gold and Silver Young Ambassadors
- Youth Sport Award participants
- Influential students amongst peers

Use the skills wheel as a prompt for considering what you are looking for in a Champion.

- Problem solving
- Active listening
- Observation
- Effective communication
- Effective questioning skills
- Organising fun activities for young people
- Flexible approach
- Demonstrating empathy
- Ability to help young people reflect and learn
- Modelling healthy and active lifestyles

Keep in mind the roles your Champions will play.

- Design the activities and structure the session (with the adult deliverer).
- Work with you to set the pace and feel of the club/session.
- Act as role models.
- Provide feedback to you from young people in the club/session.
- Provide support around activity delivery.
- Take registers/track attendance.
- Have an active role in supporting the needs of the less active young people in the club.
Once they’re recruited, you will need to effectively support your Champions. The following steps should guide your approach.

**What is attractive about being a Healthy Lifestyle Champion?**

It is important when recruiting your Champions that the role is perceived to be of value to the young leaders’ personal development.

1. Orientate Champions around the Healthy Lifestyle programme and the plans/resources you have developed.

2. Ensure that the Champions are able to effectively:
   - structure and organise the session
   - deliver safe, age-appropriate activity
   - manage groups.

3. Support the Champions in their ability to:
   - adapt activities
   - engage young people and keep them motivated
   - demonstrate.

4. Support the Champions with planning through the first 8-10 weeks of activities and share ideas.
Even if your Champions are able to deliver sessions under the guidance of a school staff member, without you, they will still need to be mentored effectively. The process below illustrates a method by which you can develop an effective relationship with your Champions. It will be key in their development.

Once you have identified your Champions, you will need to work through this process in order to best develop them and best meet the needs of the less active young people in your Healthy Lifestyle school/s.
To gain maximum impact it is important that you are able to identify the right group of young people.

How you do this will vary across schools.

- Use of data to include FMS, attendance, SAT scores, extra-curricular registers.
- Use of questionnaires, surveys, charters.
- Observation of students in lessons, break and lunch times.
- Focus groups, student voice, transition information.

CONSENT

It is important that you seek consent to work with the targeted group.

This will require communication with home and may require consent forms and an outline of what your outcomes are.
To inform provision of activities for a chosen target group of young people, schools are encouraged to consult with their students. Consultation and insight gathering can include many forms, such as:

- Focus groups
- Hands-up surveys
- Student survey
- Graffiti walls

All these points could be used to explore the barriers, motivations, enablers, attitudes and preferences of students.

Additionally, it is important to consult with young people through discussions to find out what types of activities they would like to engage in. Our insight tells us that an offer that features a wide range of activities including non-traditional activities and team-building sessions will increase engagement.

Your chosen activities have the potential to impact positively on all young people. There is, however, a recognised need to challenge the traditional content and delivery of this provision and to involve young people themselves if extra-curricular activities are to successfully cater for the needs and interests of all students. By schools engaging students in decision-making, design and delivery of activities, you have an opportunity to enhance the quality of provision, increase awareness and understanding, and support physical, social and emotional wellbeing.

Focus groups were the main tool used by the Hub School programme to explore perceived barriers, motivations and enablers of activity while hands-up surveys were used to gather insight into participation in school and community clubs and identify activities students would like to try.

For example, the hands-up survey conducted at Highfields School revealed that while targeted students chose not to engage with the school sport offer, they participated regularly in a range of physical activities outside of school.

At Katherine Lady Berkeley’s, the hands-up survey identified that most targeted students did not take part in any extra-curricular school or community activities, but were keen to try combat sports and cycling.
KEY MESSAGES
SUCCESSFUL EXTRA-CURRICULAR ACTIVITY DELIVERY

CUSTOMISE YOUR OFFER
Think about who you want to engage in your extra-curricular activity offer. Do you want to engage particular students or just engage more students? Would diversifying participants increase what they can learn from one another? Once you’ve decided, be open to customising and marketing your offer based on the needs and interests of your target group. You can gather this insight through your consultation with students.

CONSULT WITH YOUR STUDENTS
Finding out what activities students would like to try and their barriers, enablers and motivations for participation is key to a successful extra-curricular activity offer. Use multiple methods including focus groups, surveys and graffiti walls. You can also engage student leaders to help capture student voice. Gathering this insight and using it to inform your offer will help ensure it is relevant, appealing, accessible and developmental.

DEVELOP STUDENT LEADERS
The chance to engage in activities students have chosen and enjoy is prerequisite to leadership. While allowing activities to be student-led may be daunting and initially time consuming, giving them control can elevate their confidence and self-belief. Opening up leadership opportunities empowers students while creating role models for peers, maximising impact and sustainability.
EXPERIMENT WITH ACTIVITIES

Think about your school’s current extra-curricular offer. Could it be more innovative? Or more inclusive? If your student consultation identifies a need to refresh your provision, consider offering taster sessions. Taster sessions gives students a chance to try and feedback on new activities, enabling you to make informed decisions about activities that are worth resourcing and to spend wisely on activities students really want.

USE YOUR COMMUNITY

Extra-curricular activities students want are not always ones your school can provide. Use your links with other schools, settings and providers to support provision of a broad and relevant programme of activities. Utilise the expertise of community partners and share resources, training and activity opportunities. Utilising community partners means students know where to go to access the activities they enjoy, and feel confident and comfortable to do so.

ENGAGE ALL STAKEHOLDERS

Awareness and understanding of students’ needs and interests is central to informing your extra-curricular offer. However, effectively implementing this offer is contingent on support from key stakeholders. Engender the support of senior staff, community partners and parents by communicating the benefits and added value of an innovative offer. You can also extend training opportunities as appropriate to facilitate the delivery and sustainability of activities.
In a Hub School programme evaluation report 2018, young people were asked what would make them more active. The below infographic outlines the key themes in their answers for practitioners to consider when designing their intervention.

**FRIENDS**
- Boys and girls could play together
- I did it with other people instead of just myself
- I did it with someone else like my friends or family
- I was comfortable with the sport and people
- My friends did it with me
- I was part of a team

**TIME**
- I had more time
- I had less things to do at home
- I had more sports activities near me
- We had longer PE lessons
- I had less homework
- I had more variety of sport choices to do something different

**CHOICE**
- We had the option to do sports outside
- There were more sports clubs near me
- We had more options of other sports
- The weather was better to do more activities

**FUN**
- The sports were more fun
- We could do more fun activities
- We had friends who were fun and supportive
- It was more exciting and no more jogging
- More people I know do it with me, it would be more fun

**TECHNOLOGY**
- I did not like watching TV at home
- I did not play my PS4
- I didn’t have an Xbox
- We had more music (during PE lessons)

**COMPETITION**
- We played team games
- It was more competitive
- I had someone to be against me/had competition

**I WOULD BE MORE ACTIVE IF...**
IMPACT AND CASE STUDIES
Highfields School

CONTEXT AND REASONS FOR ENGAGEMENT
Located in Matlock, Highfields School is a split-site community school maintained by the Derbyshire local authority and part of the Rural Derbyshire School Sport Partnership. The school’s catchment area encompasses a large geographic location and comprises a mixed community where there is a pattern of low engagement in extra-curricular activities and sport.

Highfields is a Gold member of the YST and has been an established Combat Hub for four years. Valuing the strength and status of the club and external providers involved, Jayne Allen, Schools Sports Coordinator at Highfields, identified the Combat Hub as an opportunity to engage less active students, enhance PE provision and increase student wellbeing.

SNAP SHOT OF PROGRAMME AND ACTIVITIES
Highfields offered all students the opportunity to participate in six week ‘taster’ sessions in judo; fencing; taekwondo and wrestling. A ‘voice of sport’ group met once a month providing participating Year 7 girls a forum in which to articulate their experiences and choose their preferred sport; wrestling. Sessions took place within curriculum time over a 10-week period with the hope that students will transition to Middleton Wrestling Club.

Level 4 British Wrestling coach Trevor Hoskins was brought in by Rural Derbyshire SSP to coach the older students at Highfields Upper while PE Apprentice and Level 1 wrestling coach Chelsea Elliott delivered to the lower school. Chelsea delivered the session to 30 Year 7 girls alongside PE Teacher Jane Turner. The group was split into two groups; Chelsea worked with the girls on their wrestling technique while Jane helped the girls with skill development.

Some of the more active children have friends that are less active and those friends have asked if they can join in.

Jayne Allen
School Sports Coordinator

The other week we had a mock interview session, so I had the girls first and the boys second…when it was just the girls they were fantastic. They worked really, really hard because the boys weren’t judging them or watching them.

Jane Turner
PE Teacher

I like learning how to take people down!

Hub School Participant

It’s an activity that suits all, team players and individuals.

Jane
PE Teacher

It makes me feel good about myself.

Hub School Participant
IMPACT AND CASE STUDIES
Highfields School

CHALLENGES & SUCCESSES

ASPIRATIONAL ROLE MODELS

PE Apprentice and Level 1 wrestling coach Chelsea has represented Great Britain in wrestling. Staff have reported that Chelsea’s profile has provided a highly visible, aspirational role model for the female students involved in the programme. Chelsea’s link with Middleton Wrestling Club has helped Highfields establish a community link that provides a stepping stone into community sport for students.

GIRLS ONLY SESSIONS

Female exclusive sessions have been introduced within the lower school boxing sessions. PE teacher Jane Turner has found this has benefited the students greatly, giving the girls the chance to develop their skills without judgment from boys. Teachers noted that those who attended split sessions are more confident during mixed sessions within the upper school.

TOP TIPS

1 Build upon and extend links with partner schools, clubs and the wider community

Staff describe the importance of developing and building on existing links with partner schools, clubs, and the wider community. They emphasise that this benefits all partners and generates invaluable opportunities for sharing good practice.

2 Continue curriculum time activities and develop lunch club provision

Staff highlight the benefit of running activities during curriculum time to engage less active students who may not attend afterschool clubs. Staff identify the lunch clubs as a viable way to increase accessibility and engagement, and to serve as a stepping stone to participation in other extracurricular activity opportunities.

3 Start off small and build upon those foundations

Delivery of taster sessions in school to a select number of students has enabled Highfields to gather insight into the attitudes and preferences of targeted students. This has enabled the school to make informed decisions about activities worth resourcing, expanding and embedding.
Impact Case study 1

How Lucy became involved in the programme
Lucy is a student in year 10 at Bebington High Sports College in the Wirral. Lucy did not always find it easy to be involved in sport. When she was younger, a lack of confidence and difficulty with understanding the rules often left her disheartened, leading to a response of “forget it, I don’t get it, I don’t want to play”. She did manage to overcome these barriers herself, eventually becoming a member of the school football team which motivated her to try to give other students the same experience. Lucy got an initial taste of leading sessions through helping out with half-term sports camps, volunteering when the coaches would ask for assistance with session delivery. She demonstrated a natural affinity and passion for leading PE sessions, reporting that she would regularly ask teachers whether she could stay behind to help out.

After being selected as a Healthy Lifestyle Champion, Lucy received training from YST ambassador Jenna Downing who gave a half-day practical session on how to deliver information, structure a session, and interact with a range of kids; furthermore, Bebington High run a weekly leadership club after school to help the Healthy Lifestyle Champions develop their skills. As well as gaining skills and experience around leadership, Lucy has also developed her knowledge of physical activity through participating in the programme, reporting that she now has a more thorough understanding of the importance of meeting exercise guidelines.

Lucy’s motivations for being involved
Following their leadership training, the Healthy Lifestyle Champions were given the opportunity to deliver exercise sessions to groups of Year 7 and 8 students at Barnstondale Activity Centre. Barnstondale is an inclusive adventure centre, providing the leaders with opportunities to deliver sessions in climbing, archery, boccia, and more. Lucy was tremendously encouraged by her participants’ enjoyment of the sessions, helping them to overcome their own barriers to trying new activities. The enjoyment and development of her participants has continued to be a key motivating factor for Lucy, reporting that:

“I love seeing the way that people change; seeing how nervous they are when they are first getting into new sports and then seeing how happy they are once they have done it and how much they have enjoyed it really makes you feel happy”.

Lucy, Healthy Lifestyle Champion

Lucy is highly motivated to build on her experience as a coach, with plans already in place to take time out of her own school holiday to deliver sessions during a transition camp for new Year 7s joining the school. She is also planning to return to the summer sports festival, eager to put her skills in to practice.

How becoming a Healthy Lifestyle Champion has benefitted Lucy
When asked about the skills that she had developed from the programme, Lucy reported that her communication skills had seen the biggest change, refining her ability to communicate information to a range of individuals. This sentiment was reflected by her PE teacher Liam, reporting:

“At the start of the programme you would think of Lucy as a pretty quiet girl and quite shy, but now when we have any type of leadership or sports event Lucy is always the first one in there giving the kids instructions and helping out. So the programme has drastically improved her confidence and communication skills”.

Liam, PE teacher at Bebington High Sports College
This improvement in confidence has directly affected other aspects of Lucy’s life as she now finds it much easier to speak to new people and plans to audition for the school play, something which she had always wanted to do but was too anxious about in the past. Lucy genuinely enjoyed and appreciated the programme, whilst her passion for coaching has now inspired her to pursue a career as a PE teacher:

“I and the other leaders have all changed so much because of this and we really haven’t had a single negative experience”.
Lucy, Healthy Lifestyle Champion

The programme has not only benefited the Healthy Lifestyle Champions, but also the younger participants. PE teacher Liam explained that they deliberately chose participants who were lower on confidence and usually had reservations about participating in sport. However, following the activity sessions at Barnstondale, Liam reported that:

“Some of those kids in normal PE lessons might turn up without kit or pretend to have injuries because they weren’t confident in playing in front of other people, but now they want to get involved and are turning up to extra-curricular clubs”.

Liam, PE teacher at Bebington High Sports College

Liam reports that the Active in Health programme has been beneficial to sports participation throughout the school and he hopes to continue this work in the future.

Impact Case study 2

Hannah’s previous background

Hannah Walker is a 15-year-old student, currently in Year 10 at Ribston Hall High School, a girl’s grammar school in Gloucester. Hannah is highly active, playing for a hockey club outside of school and getting involved in a range of extra-curricular activities. She has also been an elected ‘adiStar’ for the last two years, a role similar to that of a sports leader. Hannah had her first taste of leadership through completing her Duke of Edinburgh bronze award, but she really wanted to build her experience of working with younger individuals.

Leadership training for the Healthy Lifestyle Champions was provided by former South African rugby player Thinus Delport, who met them at X-Jump Trampoline Park. Hannah thinks that the training really helped her to develop her communication and teamwork skills, using the example of Thinus to understand how to interact better with younger age groups. Thinus followed up this training by coming to the school to observe some of the student-led sessions, remarking that:

“I have never heard so much laughter in a session from non-sporty kids”.

Thinus Delport, former South African rugby player

How Hannah helped to implement the programme in school

Five Healthy Lifestyle Champions from Ribston Hall were teamed up with a sixth form student to collectively discuss strategies to identify and improve the physical activity levels of younger people who were not meeting current recommendations. This collaboration resulted in the decision to set up a weekly session for Year 7 students, seeking to deliver a range of activities which they would likely never have experience before. In doing so, the Healthy Lifestyle Champions hoped to encourage
more physical activity amongst inactive students whilst avoiding the reservations that they might have with traditional sports; a plan which proved to be hugely successful, with 20-25 students turning up on a weekly basis. One example of this is ‘boom-bat rounders’. Hannah reported:

“Rounders is a really popular sport at our school, so giving them the addition of a big boom-bat makes it easier for them to hit the ball and they can hit it much further, so it just gives a bit more excitement to the game”.
Hannah Walker, Healthy Lifestyle Champion

Cheryl Stennett, a School Games Organiser who delivers sessions at Ribston Hall, reported that keeping the sessions fun and light-hearted was essential to keeping the participants active:

“A lot of them were getting a bit put off by PE teachers keeping everything really structured. It was their peers who were leading the sessions and in the couple that I went to they were just laughing and fooling around but just active and getting engaged without anybody shouting or giving strict instructions”.
Cheryl Stennett, School Games Organiser

**How the programme has helped shape Hannah’s future**

Hannah has developed a real passion for coaching and hopes to start delivering sessions for some of the younger age groups in her hockey club:

“I feel now that coaching is part of my personality and something that I will always want to do. I feel like it is really nice helping people out and when you do support people to accomplish something it is nice to see that they have achieved something for themselves”.
Hannah Walker, Healthy Lifestyle Champion

A key feature of Hannah’s enjoyment of the programme was the opportunity to provide support to a wider range of individuals, reporting that:

“I am quite involved with sport in school so I know the sportier Year 7s, but this opened my eyes to people who aren’t as active as I am so that I am better able to consider other people’s experience within sport”.
Hannah Walker, Healthy Lifestyle Champion

Hannah also saw the benefits of the programme extending to other aspects of her life, recognising that future employers would see the skills of team work and leadership as a good head start in a work environment.

**Ensuring the programme becomes sustainable**

Cheryl Stennett was also extremely positive about ongoing involvement with the programme, already having signed up for next year and hoping to make this a sustainable feature of the school’s sports programme which can benefit students and staff alike. Her opinion was that:

“Because of the pressure that PE departments are under, both locally and nationally, they have less time on their hands. If they now potentially have a new workforce of young leaders that can be involved with delivering additional activities then it’s a win-win”.
Cheryl Stennett, School Games Organiser
Impact Case study 3

Multi-Academy Trust delivery of Active in Health

The Dean Trust Wigan, is part of the Dean Trust, a Multi Academy Trust comprising of six secondary schools, with one lead; Ashton on Mersey School. The MAT is a developing family of schools and academies, aiming to use a collaborative approach to create a culture of excellence across the organisation and provide outstanding opportunities for its pupils. This ethos is embedded into school sport and programmes such as Active in Health provide opportunities for the MAT to work together.

Delivery of the programme

During 2018, Dean Trust Wigan delivered the Active in Health Programme, learning lessons throughout the year as part of the delivery (what works and what doesn’t) with a view to rolling the programme out further from 2018 within the MAT. In anticipation of the roll-out, the Head of PE at Dean Trust Wigan has delivered training sessions to the other Heads of PE within the MAT on Active in Health, with an additional training day in September for each of the schools. Training will also be delivered to five sports leaders from each school that will then go back into their own schools to plan and deliver an event for the MAT. It is envisaged that one event would be delivered each half term, targeted at Year 7 pupils who are seen to be less active and not really participating in school sport. Each event will have a different focus/theme. Dean Trust Wigan will kick off the programme of events in September/October 2018 which will have a focus on team-building skills, delivered through a carousel of activities for the Year 7 pupils. The overarching aim is that the events will build confidence in the pupils and inspire them to increase their involvement in physical activity.

It is hoped that delivering the programme through the MAT, rather than delivering individually in each school, will allow good practice to be shared and the programme to grow and expand. Dean Trust Wigan will be able to act as a mentor to the other schools as they already have a year’s experience of delivery and it is hoped that this might just spark them to try something a bit more creative for their least active Year 7s.

Successes

The programme has been delivered at Dean Trust Wigan during PHSE time. The Year 7s who were identified through Active in Health were taken out of the PHSE timetable and were instead involved in a lesson on the Active in Health programme.

“Slowly their confidence grew, their self-esteem developed and they have gone on to join our extra-curricular programme in many different ways (i.e. sports teams, fitness suite activity) and some of the sports leaders involved have gone on to act as Health Champions”.

Cathy Robinson, Dean Trust Wigan

Challenges

A key challenge in the delivery of Active in Health through the MAT will be ensuring that all schools are at the same point in their development and see it as a worthwhile programme to buy into. Fortunately, the heads of department all work well together and are familiar with each other’s schools, so it is hoped that this will smooth out any potential challenges.

How has it been different to other programmes?

The targeted approach of the programme has really contributed to its success. Dean Trust Wigan looked at deprivation levels with their data managers and consequently pinpointed the students from the least affluent backgrounds. This was then compared with their activity levels and young people were targeted who were not engaging in sport in schools.

“When the first students came to the first sessions, it was more about breaking down the barriers to participation and getting to know and trust the staff; little things like not making them change into PE kit made a real difference. Week by week their confidence grew, and we saw them develop and flourish.”

Cathy Robinson, Dean Trust Wigan
Appendix 1
How to structure

Healthy Lifestyle Mentors support champions to inspire young people who are less active, to choose and enjoy new sporting activities and make healthy choices.

Each school will assign a healthy lifestyle mentor to work with the champions to help them increase the number of less active young people participating in school sport and to help schools to maximise their involvement in health-focused initiatives. The Healthy Lifestyle Mentors will also recruit and develop Champions to work alongside them in their school. The sport development emphasis will be on delivering health and wellbeing messages within sport and physical activity settings.
In order to make the biggest difference, we must first examine the key skills required to be an effective Healthy Lifestyle Coach. The self-assessment below will help us begin to consider what the key skills are and where you might need to improve.

- Problem solving
- Active listening
- Observation
- Effective communication
- Effective questioning skills
- Organising fun activities for young people
- Flexible approach
- Demonstrating empathy
- Ability to help young people reflect and learn
- Modelling healthy and active lifestyles

Consider...

- How does my self-assessment compare to other Healthy Lifestyle Champions?
- Which skills do I need to improve to be effective with less active young people?
- What can I do to improve key areas?
- What support do I need?
Appendix 3 - **Identifying and targeting inactive young people**

The aim of this section is to broaden our horizons as Healthy Lifestyle Mentors in our role with less active young people and to identify their barriers. Please read the following quotes and check what your own stereotypes may be about less active young people.

“I spend my pocket money in the tuck shop”

“Dad always treats me with sweets”

“I have music practice every night”

“I don’t like the way I look”

“Chocolate bars are my favourite”

“I’m always in trouble at school”

“I don’t have many friends”

“PE is ok, but it’s not my favourite”

“We are what we repeatedly do. Excellence, then, is not an act, but a habit. Aristotle”

Where else could you look to find your Champions?

How can these indicators help you identify and target young people to support?