



WSLA

Social Change

Harnessing Physical
Activity to Enhance the Wellbeing
of Adolescent Girls within
New Zealand Secondary Schools

Physical Activity - Wellbeing - Girls and Young Women - NZ Secondary Schools

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NZ Olympic Women's Sport Leadership Academy

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NZ Olympic Women's Sport Leadership Academy

The New Zealand Olympic Women's Sport Leadership Academy is designed to support NZ's female Olympians make a positive transition from sport performance to sport leadership and connect to an international network of women leaders in sport.

The 18 month programme provides a unique learning environment that supports the women to further develop their confidence and leadership competencies. One objective of the programme is to raise awareness of issues in women in sport, and this becomes the basis of the special projects. The WSLA participants work in small groups outside of the formal sessions to further enhance their leadership and learning, undertaking projects that are substantive and of direct relevance to the sector.

Find out more about the WSLA Special Projects including presentations of this report from the NZOC [website](http://www.olympic.org.nz/about-the-nzoc/programmes-and-funding/womens-sport-leadership-academy/)¹.

¹ <http://www.olympic.org.nz/about-the-nzoc/programmes-and-funding/womens-sport-leadership-academy/>



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EXECUTIVE SUMMARY

Currently, physical activity is not effectively nor consistently being harnessed, to enhance the wellbeing of adolescent (13-17 year old) girls within mainstream secondary school sites in New Zealand. The positive benefits that occur as a result of participating in physical activity is well known and very well documented. 'Be active' as one of the five important actions to be built into daily life to enhance the wellbeing of individuals, families, communities and organisations.

This Social Change research is based on an examination of case studies, initiatives and research around the concepts of physical activity young women, wellbeing and secondary schools featured across New Zealand and internationally. Interviews with New Zealand experts from education, physical education, young women's programmes and wellbeing initiatives formed a key part of understanding and insight around concepts pertaining to this social change project.

This project focused concepts of wellbeing that are appropriate to engage with for this population of young women, and explores how to create social change in contexts that are influential for this target group.

Recommendations

A multi-level approach to enhance wellbeing of adolescent girls through physical activity can encourage and contribute to powerful shifts in attitudes and behaviours of both individuals and with communities.

Individual Level: The Girls

- Increase individual access to opportunities to be active.
- Respond to the individual needs of students
- Enhance their self determination
- Support participation in physical activity and encourage wellbeing actions as a part of daily life.

Organisational Level: Secondary Schools

- Enhance the culture of schools to reflect the value placed on physical activity and the wellbeing of adolescent girls.
- Identify and engage with positions of influence.
- Activate resources.
- Ensure the school environment/setting supports daily physical activity.

Wider Societal and Political Level: Society & Policy



- Reprioritise physical activity as essential for the flourishing wellbeing of young women, communities and society.
- Shift beliefs, norms, attitudes and behaviours.
- Improve policies and structures.
- Develop relationships.

Conclusion

Secondary schools influence the behaviours, beliefs and attitudes of large populations and are key sites for creating impactful social change.

Girls and women are less likely to meet physical activity guidelines in New Zealand, despite their desire to participate and despite understanding the positive value in doing so. Providing opportunities for girls to be involved in physical activity is key for wider social change because participation can have a positive impact on an individual's wellbeing and has wider and long-term benefits that can occur as a result of being active.

Increasing the collective value placed on physical activity is identified as vital for improving the health and wellbeing of young women and of society as a whole.

This project encourages all people in positions of influence to urgently consider how the Recommended Actions can be implemented. The multi-leveled approach highlights the power that exists within every individual to influence impactful change and requires the support and leadership of schools and government.



PROBLEM

Currently, physical activity is not effectively nor consistently being harnessed, to enhance the wellbeing of adolescent (13-17 year old) girls within mainstream secondary school sites in New Zealand. The positive benefits that occur as a result of participating in physical activity is well known and very well documented (Dudfield & Dingwall-Smith, 2015; Mental Health Foundation New Zealand, 2019; Ministry of Health; Sport NZ, 2018). New Zealand's Mental Health Foundation (2019) promotes 'be active' as one of the five important actions to be built into daily life to enhance the wellbeing of individuals, families, communities and organisations.

Sport NZ's (2018) 'Women and Girls' document states: being active works to create healthier, happier people, connect communities and strengthen the country as a whole. While the benefits of participating in physical activity are argued to be significant, the opportunities to be active are not explicitly accessible nor prevalent. The same Sport NZ document states that the barriers to being active are significantly higher for girls and women. In particular, opportunities to be active and programmes that encourage the engagement in physical activity are not cohesively integrated into secondary schools nationwide, especially for young women. Sport NZ found that girls participate in physical activity a total of ninety minutes **less** than boys per week.

A national programme that encourages opportunities for young women to be active while at school does not currently exist, however, there are various positive examples of such programmes in action across the different regions. The Shift Foundation is one example of a programme that has made a real positive impact on young girls' wellbeing. It is a co-designed programme which reduces barriers to participation by providing fun, social, low cost physical activity and sport options. They increase awareness of wellbeing through education, role modeling and empowering young women by inspiring and growing leaders to create change in their own communities.

The relationship between wellbeing and being physically active is not currently prioritised nor positioned as vital to improving health and wellbeing outcomes for individuals and communities. This sits in contradiction to achievement objectives that make up the Health and Physical Education curriculum strand. Key learning outcomes within the current New Zealand Curriculum include developing positive contributors to the wellbeing of society as a whole (TKI, n.d). Outcomes which currently do not reflect the current state of health and wellbeing in New Zealand. In addition, a greater understanding of the positive individual and collective benefits is lacking, and limited value is currently placed on actually being active during school hours at the secondary school level. Sport NZ states that physical activity is integral to this country's culture and way of life. The issues surrounding the inadequate participation in physical activity is argued to need a population-based, multi-sector, multidisciplinary and culturally relevant approach.

Key areas explored within this project are very relevant to the Treasury's vision that New Zealand is prosperous with prosperity being sustainable and inclusive. The Treasury's Living Standards Framework (LSF) is a flexible policy tool supporting a broad perspective to all of Treasury's work. The Living Standards Framework (LSF) provides indicators of wellbeing across domains of current wellbeing and provides insight into wellbeing from the Treasury's perspective. The dimensions reflect a wellbeing approach around the capability of people to live lives that they have reason to value. While this framework is useful from a policy development level, it also allows for data to provide useful and relevant insight into the wellbeing of people. For example, data produced from the general social survey explain that people with low wellbeing for health are more likely to have low subjective wellbeing, compared with people who have medium or high wellbeing for health.

As yet there is not a common definition of well-being used either across disciplines or even within disciplines. Dodge, et al (2012) proposes a definition of wellbeing to be a state of equilibrium that is balancing the resources vs the challenges of the psychological, social and physical. The World Health Organisation's definition of mental health is 'a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community' (World Health Organizations, 2004). Martin Seligman, one of the founders of positive psychology developed the PERMA Model – a scientific theory of happiness that proposes the elements of positive emotions, engagement, relationships, meaning and achievement (Goodman et al., 2018). Te Whare Tapa Whā is a model developed by Mason Durie and is used to describe health and wellbeing using a Māori perspective. This model features four domains of wellbeing to include Taha tinana (physical), Taha whānau (social/family) and Taha wairua (spiritual), Taha hinengaro (mental and emotional) (Durie, 1984).



Image credit: Mental Health Foundation, NZ

The New Zealand Mental Health Foundation Model of wellbeing is based on the New Economics Foundation's Five Ways to Wellbeing; Connect (me whakawhanaunga), Give (tukua), Take notice (me aro tonu), Keep learning (me ako tonu) and Be active (me kori tonu) (MHFNZ, 2019). The model encourages adding actions into daily life within the five strands identified to contribute to the flourishing of wellbeing.

FIVE WAYS TO WELLBEING



INTRODUCE THESE FIVE SIMPLE STRATEGIES INTO YOUR LIFE AND YOU WILL FEEL THE BENEFITS.

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This wellbeing model is used as an overarching concept for this research. There is also a need to consider the refinement of a wellbeing concept designed for young women more specifically and in the context of the school environment to ensure any action has a transformational effect for young women and their communities. This can only be achieved by getting a true understanding of the totality of young women's experience, to understand the communities they live, play and learn in and to appreciate plurality and difference.

The Mental Health Foundation explicitly states that by introducing particular actions into daily life, the wellbeing benefits can be felt. The Five Ways to Wellbeing was introduced to enhance the understanding of wellbeing consistently across New Zealand.

The Importance of Young Women

Society needs to emphasise the importance of raising healthy young people in this modern world in which we exist and any changes across the health, sport and education sectors need to reflect such importance (Child and Youth Wellbeing Strategy, 2019).

Sport NZ also state a number of benefits that result from participation and engagement including:

- the development of essential life skills
- strengthening social networks
- building a sense of belonging
- the bringing together of communities
- development of individual and community identities
- opportunity to practice more positive behaviour.

The Youth2000 Survey Series clearly recognised that while aspects of secondary schooling have demonstrated improvements, many aspects surrounding the health and wellbeing of our youth still feature numerous areas of concern (Clark et al., 2013). The Ministry of Health also highlights the importance of considering the wellbeing of our adolescent, with value not only placed on the experience of teenage life but value is also placed on establishing healthy patterns and behaviours that will inform and shape their adult life. In addition, teenage girls are often positioned to become key players in shaping the patterns and the lifestyle choices of their future family life.

When the opportunity to engage or participate is not equal, the benefits are neither fair nor equitable.

Opportunities to be Active

Physical activity is one of the vehicles which encourages a holistic view to wellbeing and has a wide range of proven benefits for those that participate, for example, young women highlight benefits ranging from social connection to competition (Sport NZ, 2018). The World Health Organisation explains that regular and adequate levels of physical activity can reduce the risks of health conditions, improve health and is fundamental to the balance of the body. Clark et al (2013) stated that positive patterns in adulthood can result in good exercise habits during adolescence, these positive habits can also prevent chronic disease in later life. Young women in New Zealand are experiencing the negative effects of being less active than young men and there is a rising incidence of serious mental health issues.

In summary, girls and young women lack the opportunity to be physically active. As a result, New Zealand is falling short in enhancing the health and wellbeing of young women and their families, communities and wider society (SportNZ, 2018).

Supporting girls and young women to understand the value of being active within the scope of their holistic wellbeing can help more women to flourish (MHFNZ, 2019).

Secondary School as Site for Change

Our young people spend a large portion of their day in school, therefore, the education system and the school site is an opportunity to harness sport to enhance their wellbeing. The New Zealand Curriculum's vision starts with the development of lifelong learners, which is akin to the concept of

encouraging cyclic change, that is small changes in daily life to impact on greater structural social change. Schools are key sites when considering the wellbeing and health of youth. In particular, effective learning environments and meaningful participation in school life are identified as important aspects within the school setting in relation to ensuring the positive development of young people (Clark et al., 2013). Furthermore, schools are made up of different groups of young girls which is important as these different groups participate in different ways (Sport NZ, 2018).

Interestingly, female students are less physically active than male students and the level of this activity decreases with age (Clark et al, 2013; Sport NZ, 2018).

Some of the underlying motivations to participate in physical activity identified by Sport NZ's Girls and Young Women Profile (2018) include appearance, body confidence, fitness and health and for older adolescents' motivation to lose or maintain weight which is also significantly higher than the young males with the same motivators.

Motivations to participate in physical activity (2018)	8 – 11 yrs girls	15 – 17 yrs girls	15 – 17 yrs boys
Underlying motivations: appearance, body confidence, fitness and health	18%	57%	
Main reason: to lose or maintain weight	1%	22%	6%

This points to the need for the health, education and sport sectors to come together to address the complexities involved in the health and wellbeing of young women while at school. Providing opportunities for young women to not only be active, but also to better understand the positive impact that can occur by being active can in turn, result in young women developing the skills, knowledge and experiences to support change in others, developing lifelong change agents.

Schools as sites of change are positioned as integral to enhancing the wellbeing of young women, their families and communities.

SUMMARY OF CASE STUDIES TO SUPPORT OUR RECOMMENDATIONS

The need to better understand being active alongside the wellbeing of girls and young women is key in order for responsive action to take place. Research, information gathered and analysed was centered around the target audience – adolescent girls, secondary schools and wider society with a wellbeing lens. National and international evidence as well as case studies were used to help formulate our 'Recommended Actions'. Findings point to a diverse and fluid situation when considering physical activity and the wellbeing of girls and young women aged 10–18. While research depicts trends and differences in terms of what girls and young women want in relation to being active, a one-size-fits-all scenario is not recommended.



Educational Leadership

“Our Government is committed to championing equality for women and girls in Aotearoa New Zealand” (Women and Girls Sport and Active Recreation Strategy)

It is key to acknowledge behaviours, attitudes and actions that reflect the importance of wellbeing in relation to being physically active. This requires the systems change to be occurring across sectors and at the political level. Developing a culture of active and well living draws on the values, beliefs, behaviours and actions of those within a collective, or organisation. Leaders across some of the regional Ministry of Education offices highlight the positions of influence held by leaders within the school organisations. Currently, the National Educational Learning Priorities do not feature physical activity. They also bring attention to the level of ‘school-based power’ that is available to shape the daily structure within school and encourage this opportunity to be further explored. Furthermore, young people spend a large portion of their day in school, therefore, the education system and the school site is a powerful influence. Improving the health and wellbeing of young women and of society as a whole is reliant on having the capacity or power to effect change as well as opportunity to influence.

Sport NZ’s [Healthy Active Learning pilot](#) creates active school environments and cultures by working alongside school leaders, teachers and students to enhance the provision of play, sport and physical education, and to create better connections with physical activity providers of their community (Sport NZ, 2018).

Schools - Sites of Opportunity

Schools are positioned as an opportunity to embed wellbeing and physical activity within its culture. A recent collaboration has been modelled by the Ministry of Health, Ministry of Education and Sport New Zealand resulting in a joint initiative being rolled out. Together they will look to provide schools with various new resources through the Healthy Active Learning initiative. Developing active and healthy lifestyles would be prioritised alongside other key learning areas such as reading, writing and maths. The school as an organisation and its culture provides an opportunity for small changes in daily life that contribute towards a greater impact on individuals and on wider social change.

The [Healthy and Active Learning](#) pilot programme looks to create change across three components: new curriculum resources; a health promotion workforce and toolkit; and a physical activity workforce.

Community Engagement

Kiwi Sport in Gisborne ran a great initiative called [Wednesday Sport](#) which gave students the opportunity to try new Sports and Physical activity options. These were free and transport was made

available so there were no barriers. This programme was a great success and got young people active and trying new things.

Connecting schools with the wider community can contribute towards long term engagement in physical activity. Examples of programmes where this has worked well are Kiwi Sport, HERA Everyday Goddess and [The Shift Foundation](#)'s Just Shift It. The huge success of these programmes has been the way they have been co-designed with community engagement and driven by the actual participants themselves – the girls.

[HERA Everyday Goddess](#) initiative is a great example, celebrating young girls through being physically active and using a number of sports ambassadors.

Reprioritising Sport

“Research shows a direct correlation between participation in sport and greater achievement in higher education and employment.” Hon Eugenie Sage, Acting Minister for Women

Being active is proven to improve mental health and social connectedness (Sport NZ, 2019) and result in the wellbeing of all. It is important to raise the priority of physical activity in the daily life, of young people in secondary schools and to enhance the understanding of the positive value being active has in relation to wellbeing. Opportunities for change at an organisational-level are key.

Health and education messaging through sport as a platform can also reach people outside of the mainstream or traditional approaches. According to Dudfield and Dingwall-Smith (2015), physical activity is an impactful and cost-effective tool that can be used as preventative health policy and strategies.

Within the school are a breadth of perspective, experiences, skills and expertise that can enhance the participation of young women in sport.

Leadership is one of three areas of focus used within the case for change to address the clear inequalities for women and girls' participation, and their wider involvement and visibility within sport and active recreation in Aotearoa New Zealand.

Meaningful Participation and Wellbeing

“Women and girls are not being meaningfully engaged and, as a result, not being given equal opportunities.” (Women and Girls Government Strategy)

A key part of change is the value placed on being active and on activity in relation to flourishing wellbeing. Provide opportunities for young women to be active and better understand the positive impact that can occur by being active. The result is young women armed with the skills, knowledge and experiences to support change in others, developing lifelong change agents. Positive reinforcement as one tool that can be used more explicitly within schools.

The positive development of young people is strongly related to the learning environment and is affected by whether participation is meaningful, or not (Clark et al., 2013).

The Five Ways to Wellbeing is an evidence-based concept supported by guidelines and resources to support its delivery. This action-based model asserts that these Five Ways to Wellbeing can be suited to meet individual's needs and supports the holistic view of striving for a balance of activities, including 'be active'. Sport BOP have a 'get involved' directory that provides some excellent ideas for activities.

When looking at the strands 'connect' or 'take notice', schools can allocate areas of their grounds and buildings that encourage actions to be a part of daily life. Simply identifying a shaded area of the grounds and placing a sign up with a message such as- 'Take a minute to notice. What can you see, hear and feel?'. This would give permission and support students to build wellbeing actions into their school life.

Model of social change

Many social change models recognise that the levers for change occur at a number of levels. The following diagram show the individual, group and societal levels, and in the context of this work, the student, school and government policy.



Figure 1 Levels of Social Change

RECOMMENDATIONS

A multi-level approach to enhance wellbeing of adolescent girls through physical activity can encourage and contribute to powerful shifts in attitudes and behaviours of both individuals and with communities.

Individual Level: The Girls

Recommendations

- Increase individual access to opportunities to be active.
- Respond to the individual needs of students
- Enhance their self determination
- Support participation in physical activity and encourage wellbeing actions as a part of daily life.

Outcomes

- Active and engaged adolescent girls.
- Increased number and types of opportunities
- Increased participation in physical activity and in wellbeing-driven action.
- Individual growth and development.
- Enhanced understanding of the relationship between physical activity and wellbeing.



Recommended Action

1. Provide social physical activity options before school, during lunchtime and after school options accessing wider community resources. Offer non-traditional sport and physical activity options including informal, social, competitive sport and other physical activity, to broaden the offering and reduce the barriers to experience these. For example, a term trial or feature 'have a go' types of opportunities.
2. Create a programme, based on existing examples, within the secondary school curriculum for girls using physical activity which has a positive impact on wellbeing.
3. Create systems and resources that students can access with all the activity options available, within and external to the school. Connect with local RST's, clubs and organisations to leverage off existing information.
4. Provide FREE activity options where the students take control of the activities and rules in a safe space.
5. Connect with local after school activities, within walking distance from school so there are no barriers to travel.
6. Provide activity options more specific to teenagers, that are not structured sport but include things such as zumba, yoga, skateboarding, horse riding, surfing.

Organisational Level: Secondary Schools

Recommendations

- Enhance the culture of schools to reflect the value placed on physical activity and the wellbeing of adolescent girls.
- Identify and engage with positions of influence.
- Activate resources.
- Ensure the school environment/setting supports daily physical activity.

Outcomes

- Schools strategic direction prioritises wellbeing and engaging in physical activity.
- Improved academic outcomes.
- Enhanced school processes and effectiveness for sustainable positive impact.
- Active school campus/spaces and wellbeing-based action is supported.

Recommended Action

Enhance the culture

1. Expect all members of the school (as an organisation) to engage in regular physical activity and to build wellbeing actions into their daily life. Support staff in doing so and at the very least, start the conversation.
2. School Boards of Trustees take the lead in shifting towards a culture that normalises as well as encourages students to be active and for the wellbeing of students and staff to flourish. Ensure each school's strategic direction reflects the value placed on physical activity and wellbeing, and a consistent theme throughout a school's Charter and leadership direction.
3. Evaluate and engage with the opportunities and relationships available between a school and its community to assist in establishing sustainable physical and wellbeing-based activities.

Activate resources

1. Allocate necessary resources to support participation that support wellbeing on students and staff including: availability of sports equipment, uniforms, reduction in fees .
2. Distribute skills, time and people in a way that reflects a culture of being active and well, sharing the responsibility to be physically active between the organisation and the individual.
3. Put administrative processes and systems in place that work to recognise and celebrate participation in physical and wellbeing activity as key in developing wider life skills (and for life beyond school). This may be at assemblies, in house groups and/or participation/opportunities to be active as a part of weekly communications.

Positions of influence

1. Identify and activate people, moments and positions of influence in order to bring wellbeing and physical activity into the daily life of schools, for example staff may already be engaging with physical activity options or have capabilities to lead wellbeing-based conversations.
2. Allocate personnel and support to initiate and lead changes that encourage participation and enhance student and staff wellbeing (looking to people within school, external support and wider community involvement).
3. Consider opportunities within the daily school structure to be active and to develop understanding of the positive benefits that being active has on one's wellbeing. For example, home room/form class is non-teaching aspect of the school timetable that could be repurposed to explicitly address aspects of wellbeing and to encourage being active.

School setting

1. Ensure the school environment reflects the value of and encourages physical activity within the daily school with relevant messaging and visual aids/signs.
2. Enable access to formal and informal recreation more explicit. For example, labelling areas as an active campus or providing visual prompts to help identify the opportunity to be active (i.e, something like the wash hands prompts).
3. Identify priority spaces in the physical environment that provide quality and safe opportunities for girls to explore being active and support the enacting of wellbeing actions.
4. Construct/develop outdoor spaces in a more attractive way for the students so that they want to be active at school. This could be done by putting in a half pipe or some outdoor gym equipment.

Wider Societal and Political Level: Society & Policy

Recommendations

- Reprioritise physical activity as essential for the flourishing wellbeing of young women, communities and society.
- Shift beliefs, norms, attitudes and behaviours.
- Improve policies and structures.
- Develop relationships.

Outcomes

- Value placed on being physically active in relation to wellbeing.
- Improved health, social and educational outcomes for individuals, communities and wider society.
- Positive, life-long and wide-reaching change.

Recommended Action

Strategy and policy change

- 1. Ensure the prioritisation of physical activity in relation to wellbeing at a strategy level** Add an explicit indicator for physical activity/physical wellbeing as part of the outcome “Happy and Healthy” in the New Zealand Child and Youth Wellbeing Strategy in the same way mental wellbeing is currently explicitly stated. Currently most of the focus is on other aspects of wellbeing, like mental health; physical activity positively affects our mental health.
- 2. Amend Part 1AA - of the National Education and Learning Priorities (NELP) objectives**
 - 1A(3)** inclusion of specific reference to physical activity being a conduit for the objectives of NELP, to ensure physical activity is seen as an essential aspect of achieving these overall objectives in education and ensure it is a part of the normal educational experience through the ages.
 - 1A(4A)** The Minister must make reasonable efforts to consult with the Ministry of Health and the Sport Sector as vital partners to consult with so that there is unified approach to wellbeing with schools.



3. **Long term collaboration across sectors of government and political parties** - Ministries of Health, Education and Sport NZ. It is paramount we coordinate a long term (10 year) tripartite agreement across New Zealand political parties to ensure work done now is continued. Seeds planted now take years to grow and currently we are at the mercy of our political system as to if we will see these seeds grow and flourish. We will not see the fruits of our labour for years to come. Agreement is to continue to focus on the wellbeing in Education with physical activity being an essential aspect. It is essential for change that we enhance long term working agreements.
4. **Develop objective measures for each tier for wellbeing measures.** To take the Wellbeing in Schools toolkit a step further to impact at an individual level. Wellbeing needs to be an explicit learning area in schools. The learning and development of student's Wellbeing, with progression measured across the school levels.

Programme change

1. **Enhance the wider societal culture to encourage and support participation.** Encourage learning and understanding around how being active can benefit students and the wellbeing of staff. Ministry of Health to take the lead and target adolescent audiences using appropriate mediums to ensure effective communication. Intentionally implementation of the five strands of wellbeing.
2. **Co-design Physical activity, wellbeing and leadership half stream in secondary schools.** A bold move away from traditional PE in schools, where part of the curriculum for each student is not assessed for learning outcomes. This is not something you pass or fail. You participate in it and you feel the benefits. A programme for secondary schools that combines Healthy Active Learning and Wellbeing Promotion which is currently happening in primary and intermediate schools as part of the New Zealand Child and Youth Wellbeing Strategy. Physical activity and wellbeing actions within daily life



CONCLUSION

Secondary school provides a key opportunity to influence the behaviours, beliefs and attitudes of large populations and to create impactful social change. Girls and women are less likely to meet physical activity guidelines in New Zealand, despite their desire to participate and despite understanding the positive value in doing so (Ministry of Health, 2014; SportNZ, 2018). Developing values and knowledge that enables young people “to live full and satisfying lives” is one aspect of the vision of the NZ Curriculum (TKI, n.d).

Providing opportunities for girls to be involved in physical activity is key for wider social change because participation can have a positive impact on an individual’s wellbeing as well as create change that reaches families, communities and the wider society. Supporting young women to not only participate but to also better understand the wider and long term benefits that can occur as a result of being active, can position young women to share these learnings and maximise its positive effects. Increasing the collective value placed on physical activity is identified as vital for improving the health and wellbeing of young women and of society as a whole.

This project encourages all people in positions of influence to urgently consider how the Recommended Actions can be implemented. The multi-leveled approach highlights the power that exists within every individual to influence impactful change and requires the support and leadership of schools and government.



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