

# Bachelor of Recreation and Sport

Whakawatea:  
Industry Cooperative projects 2017





# Welcome to Whakawatea: Industry Cooperative

Whakawatea, which may refer to the closing song, is an apt title for the Industry Cooperative course in the Bachelor of Recreation and Sport programme. Completed by all students in the final year of the degree, this course gives students an opportunity to negotiate a 150-hour practicum experience aligned with the student's academic and professional interests within the sport, recreation and health industry. Each student initiates, negotiates, develops, refines, implements, and ultimately reports upon a comprehensive project of benefit to their host organisation. Therefore the 'co-op' becomes a three-way venture between the student, a sport, recreation or health organisation and an academic supervisor.

Each year the students become involved with numerous organisations, and the contribution to the community is a credit to the students, the hosting organisations and EIT.

This booklet is designed to present summaries of the Whakawatea, Industry Cooperative projects for 2017. We hope you find it informative, interesting and motivating, whether reading it as a potential student, an interested industry partner, stakeholder, or a current student looking for inspiration for your own industry cooperative project.

E te manu	The bird that flies
E rere atu ra	flies high
Ki te rangi, ki te rangi aue	flies in the sky, flies in the sky
Iti rearea	although small
Teitei kahikatea	it can reach the height of the kahikatea
Ka taea, Ka taea aue...	through striving, through striving...



Secondary School  
Teacher Training



Assistant Manager  
SNAP Fitness



Business Owner  
#IAMSHE



HB Community Fitness  
Centre Trust Trainer



Assistant Production Manager  
in a Horticultural Business



Building a Mountain  
Biking Park in Canada



Travel



Netball HB

## What are some of the 2016 Bachelor in Recreation and Sport (BRS) graduates doing now?



Rugby Coach  
HBHS



Art Technician  
London



Rugby Development  
Officer - HBRU



Chairperson of a  
Community Sport Club



Postgraduate Study



ESOL Teacher  
Shanghai



Police Recruit



# Connor Moroney

**Project:** Implementation of a traffic light nutritional information system

**Organisation:** Eastern Institute of Technology Student Association

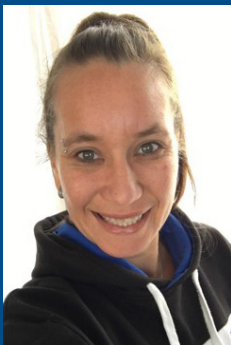
My practicum placement was focused around researching ways I could improve the nutrition choices of EIT students. A traffic light nutritional information system comprised of coloured stickers, red (limit), orange (sometimes), and green (everyday), being used. These indicated the healthiness of baked goods and some pre-packaged food items on sale throughout the main cafeteria of the EIT Hawke's Bay campus. This system was based on the State of Victoria's own traffic light nutrition classifications.

At the completion of this project, a survey was undertaken to see if the project had made a significant change to students food choices. The main achievement of the project was the impact of the stickers on the choices of the students when purchasing foods that were labelled. Of the individuals that noticed the stickers, 70% changed their purchase to a healthier option based on the colour of the labels. The student's adherence to the stickers was less effective as they would overlook the meaning of the stickers or continue pursuing the foods that would have been red. Feedback showed that there was overall support for the project and for the stickers to be on every food item in the cafeteria.

My experiences working with the EIT cafeteria to initiate the project, plus dealing with the management and organisation of the project, has opened my eyes to the complexities and professionalism needed to undergo any project management employment.

This project was initiated by the Eastern Institute of Technology Student Association (EITSA) as part of their healthy campus initiatives.





# Valeria Tokoar

**Project:** Meditation and exercise for recovery in mental health

**Organisation:** Whatever It Takes Trust (WIT)

WIT is an organisation formed to help people with mental illness and addictions.

The meditation and exercise programme is carried out at Manaia House and has been structured to help people that suffer from mental illness to live a healthier lifestyle. The methods and approaches were thoroughly thought out to accommodate the flexibility of the programme to suit the needs of the clients. WIT put together a group of seven to participate in the programme who would benefit the most.

Most of the clients in the group have been diagnosed with schizophrenia or posttraumatic stress, and have low motivation and self-esteem. The aim for this programme is to help them in the areas of fitness and health, and show how they can incorporate it into their life style. Practicing meditation helps the clients learn how to have more control over their thoughts and mind, as well as being able to learn how to change their thinking to have a positive outlook.

The clients were demotivated at the start of the programme, but with achieving life tools through this programme, like enhancing self-esteem, I was able to provide a lot more support to the clients. The clients have shown a large improvement in their concentration and fitness levels. It has been great watching them grow and become more trusting and open in group discussions. The clients now incorporate more physical activity in their lifestyle with less prompting from others, which is remarkable.





# Keegan Merwood

**Project:** Creating an injury prevention programme for pruners at T&G Global

**Organisation:** T&G Global

In conjunction with T&G Global, I took the opportunity to work alongside a group of apple tree pruners, to understand the nature of their work and how they were succumbing to injury.

The aim and purpose of my placement was to create an injury prevention programme that would cater for different cultures and reduce the number of injuries occurring in Hawke's Bay orchards. The majority of the injuries being sustained would be able to be prevented through simple exercises. Through unstructured interviews and a questionnaire, the pruners confirmed that they were often subject to repetitive strain injuries.

Through research and informal interviews, I was able to create a short and straightforward programme that consisted of a range of structured dynamic stretches and exercises. Additionally, I incorporated mindfulness exercises to allow the muscles and the brain to replenish and recover during a long strenuous day of work.

The barriers I faced were motivating the pruners to perform the programme daily, and convincing them it was to improve their overall health and to earn more money by having less days off work.

The programme delivery has also been presented in booklet format with images and descriptions that are easy to understand. It can be utilised at any time during the day and is designed to incorporate the equipment that the pruners use during the day. The programme is to be implemented in the next pruning season where the data can be compared to that of previous seasons to determine its effectiveness.





# Emily Roberts

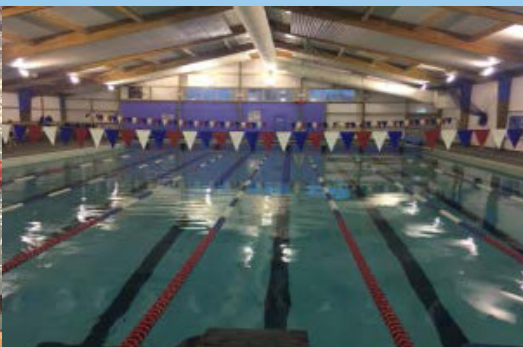
**Project:** Water safety education for children

**Organisation:** Trojans Swimming Club

Many New Zealand children don't have the basic skills or confidence that is required for safety while in the water. This is where my idea for this project formed, of helping improve the skills and confidence of children. The aim of this project is to teach the children involved water safety skills and to gain their confidence in the water.

I approached the Trojans Swim Club with this project and they thought it could be very beneficial to the young children. I worked alongside the coach with a group of children aged 7-12 with a range of abilities and skills. Once a week for 18 weeks I lead sessions that involved different water safety activities, and also skill work, to help the children gain more confidence in the water. From the beginning of the sessions to now, the children's skills and confidence has improved immensely. This was achieved by incorporating different skills that help them understand the importance of water safety.

At the start of the sessions, the main barrier was the children had not yet formed a high level of trust in me. After a few sessions they started to trust me more and became more engaged with the activities I was giving them. This was a great achievement because I could see them improving and understanding the ideas and skills I was teaching them, and as a result their confidence increased in the water and the project was a success.







# Alistair Withers

Certified NZBCA Level One Boxing Coach | Senior and Junior Boxing Coach Trainer

**Project:** Long Term Athlete Development programme(LTAD)

**Organisation:** Hastings Giants Boxing Academy

Hastings Giants Boxing Academy is a place where young men come to gain practical boxing skills, life coaching, positive role modelling, and leadership skills. These attributes align with what a LTAD programme is all about. Members of the Hastings Giants Boxing Academy not only become high-performance athletes in boxing, but our young boys grow into men with courage against all odds, a positive attitude towards others, high-achieving outside of boxing (such as school or work), and create better relationships with their whanau and the Hawke's Bay community.

With my passion for boxing and physical performance, the initiatives and goals of the academy really appealed to me. This led me to work alongside them throughout the year. The purpose of the project was to develop a simple writing rubric for coaches to follow to aid in high performance boxing development. The LTAD programme helps mould an athlete by using a seven stage physiological framework, with the purpose of managing focus, skills, fundamentals, training and personal development throughout childhood to adulthood.

Challenges I faced included the fact there was minimal research available on LTAD for boxers, and also making a simplified writing rubric that wasn't too complex for the average coach to follow. However, working alongside the academy and lecturers from EIT, has helped tremendously. This project has changed my perspective on LTAD from being more physical, to incorporating the other six dimensions of health. These are just as important to wellbeing and athlete lifestyle. I know the project has made me a better coach, and hopefully created better opportunities for these boxers.





# Abby Young

**Project:** Youth academy fitness programme

**Organisation:** Hastings Sports Centre

Fitness is a massive component in any sport and is essential for enhancing sports performance and development in young athletes. For my placement, I worked with the Hastings Sports Centre where I designed and implemented a ten week youth academy fitness programme for a group of year nine netballers from Karamu High School. The aims of this project were to improve the students overall fitness, by incorporating a variety of training methods and techniques to help them achieve their sporting goals.

With most sporting programmes primarily focussing on sport-specific skills, I created a programme specifically aimed at improving overall fitness within sport. Each week, students were introduced to a new component of fitness whilst also completing a variety of universal fitness tests designed to challenge their physical and mental capabilities. Additionally, students were taught how to correctly perform basic exercises using equipment and relevant training methods such as high-intensity interval training (HIIT).

Working alongside the Hastings Sports Centre was highly rewarding as I was able to create an entirely new programme dedicated to youth in the Hastings community. The programme broadened students understanding of 'fitness' by giving them the knowledge, skills, and confidence they need to continue maintaining a high level of fitness throughout their sporting lives. I am hoping that my programme will remain sustainable into the future and will become a framework that is easy for schools, sports teams and individual athletes to adopt into their existing training regime, and everyday life.





# Sam Smith

**Project:** Improving health and wellbeing through personal training and team sport

**Organisation:** Hawke's Bay School for Teenage Parents (TPU)

My placement was created from my passion in family health and wellbeing. As a former student of the TPU, I credit them for teaching me the importance of education. In my final year of my Bachelor of Recreation and Sport I felt that it was time to give back to where my journey began.

**Personal Training (PT):** Aiming to reduce barriers to exercise, increase physical activity and educate in health and fitness. Personal training (PT) sessions were designed to meet the individuals health goals. Sessions ran within school hours in the school gym whilst children attended day-care. Another aspect of the PT sessions was to

support and educate the girls in exercises and equipment use in their own gyms. A few girls had gym memberships but felt a lack of support. To build their confidence and knowledge I attended their personal gyms to help remove these barriers.

**Netball Training & Tournament:** I was given the opportunity to form and coach a TPU netball team with the aim of competing in the School for Teenage Parents competition in Rotorua. I built connections with the Colenso High School coaches who agreed to practice against us. This built confidence, formed connections and gave us court time to experience real game scenarios.

The tournament was a great success we were **UNDEFEATED!** Great feeling seeing the girls performing on court. Their passion and fight they put into each game. The way they backed not only themselves, but each other. They finally believed in their abilities! I am so proud of the girls, both the netball team and the girls who I personal trained. Being able to see their confidence, fitness and skills grow over this time has been very rewarding. My hope is that they continue to play netball within our community and that they feel able to keep being physically active.





# Aaron Hunt

**Project:** Secondary school outdoor education framework

**Organisation:** Hawke's Bay Community Fitness Centre Trust

Being less connected with nature has created a nature deficiency in many children as they spend more time connected to devices and less time outside. With a passion for outdoor recreation, I focused my practicum on creating a framework for an outdoor education programme that reflects upon the Maori health model "Te Whare Tapa Wha". Outdoor education is a medium that provides a wide variety of learning opportunities and tends to emphasise the effects of the natural environment on mental, physical, spiritual and family health

The framework was developed on placement with Hawke's Bay Community Fitness Centre Trust. Embracing the centre's desire to improve the health and wellbeing of people through community focused activities and healthy lifestyle programmes, the project initially focuses on four disciplines (rock climbing, hiking, orienteering and bushcraft). It is directed towards secondary school students and is to be run from the Health and Sport Institute at the Hawke's Bay Regional Sports Park.

The placement involved creating relationships by meeting with conservation groups, tangata whenua, outdoor educators and national sporting organisations. I was required to analyse documents surrounding the "Te Whare Tapa Wha" health model, educational matrixes and health and safety legislation.

Successes in this placement include learning my heritage and creating professional relationships, but mostly learning to turn a passion into an educational possibility. Making the framework operational is the desired result. What has been achieved is the beginning of a thoughtful programme that can be adaptable and safely rolled out into a secondary school's curriculum.





# Carrie Gupwell

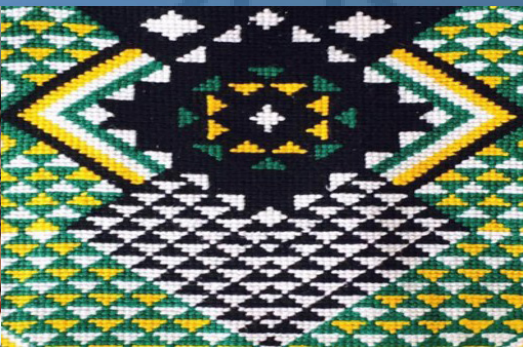
**Project:** Promoting HakaFit by using social media and technology

**Organisation:** Sport Hawke's Bay

My Industry Co-operative placement gave me the opportunity to work alongside Sport Hawke's Bay and two kapa haka teams within the Hawke's Bay region. HakaFit was designed to support haka teams in preparation for the Te Matatini event. Te Matatini is a biennial event held over a full week at a chosen venue in New Zealand. The HakaFit programme consists of three components - health awareness, physical activity and nutrition. By educating teams of the importance of each component, it created a pathway for individuals to keep motivated towards being aware of their own health, keeping fit and having more knowledge about what foods they are consuming.

This project not only enabled me to be actively involved and a part of this community, but also allowed me to encourage, motivate and promote the three components through social media. This was done by finding or creating short videos, motivational quotes and photos which were then posted online. The idea of promoting through social media, specifically Facebook, was to make it easier for participants and whanau to be able to access all the information at any stage. This was the main aim of the project.

Overall, the project achievements were met. Participants became closer and grew as a Māori community who are passionate in strengthening themselves through a positive environment. This is important in the Māori culture. It also allowed participants to access resources for ongoing growth as more teams joined the HakaFit programme.





# Anthony Smith-Holley

Project: Physical literacy programme in Wairoa College

Organisation: Hawke's Bay Community Fitness Centre Trust

The Hawke's Bay Community Fitness Centre Trust is an organisation focusing on improving the health and wellbeing of the Hawke's Bay population through a range of community activities. The Trust promotes physical activity, healthy lifestyles, nutritional betterment and physical literacy education programmes. This year I worked alongside the Trust, developing and implementing a physical literacy programme to a select group of secondary students within Wairoa College.

Within Wairoa, there is a strong gang presence that has resulted in many students exhibiting negative behaviour. Students are often locked within this environment and struggle to find a better path for themselves. Therefore, I designed and implemented a physical literacy programme to develop students' physical capabilities in a wide range of areas, alongside the aim to aid in the behavioural betterment of the students. The focus was on fundamental movement patterns while incorporating balance, strength, power, speed, flexibility and agility through various strength and conditioning methods. This programme meant students have been exposed to life and sporting opportunities outside of Wairoa, while both physically and intellectually achieving well beyond my expectations. Some show immense athletic potential. This programme has supported a strong physical foundation for all students, leading towards high performance development.

Wairoa often receives a negative view in the public eye, but my experience has seen a different view. Wairoa is a beautiful place with vast opportunities and talent. The students have great potential, but they need the help of the surrounding communities to open their eyes to the ever-growing opportunities New Zealand has on offer.



**HAWKE'S BAY**  
COMMUNITY FITNESS  
CENTRE TRUST





# Samantha Harper

**Project:** Social media education for high school girls

**Organisation:** Hastings Girls' High School

Social media and technology is at the centre of today's society and showing no signs of slowing down. As wonderful and all-embracing as social media has become, it has also unfortunately, opened gateways to many negative outlets for youth such as bullying, safety, self-comparison, and online verses real life communication just to name a few.

I chose to expose these areas and convey alternative ways to combat these issues as well as promoting positive sensible use of social media. This was delivered within 6 lessons to the year nine health class at Hastings Girls' High School. The intent of these lessons was to educate and reveal these issues surrounding social media, therefore create awareness, and ultimately, enable the students to gain control over these issues.

One of the barriers I had was three of the girls did not involve themselves in social media due to their parent's restrictions. Even so, it was still worthwhile educating them before involving themselves in social media. My key finding was the students' profound lack of knowledge towards self-esteem, self-worth and mental health. Yet, they made promising sense of it and found it very relatable. Within just a few classes the girls began making changes, including putting their phone away earlier before bed, downloading apps to help blue light affect, reinforcing their privacy settings and ultimately showing many signs of a greater self-esteem. All in all, the girls responded fantastically to myself and this project. Possibly my youth and involvement in social media aided in connecting with them.



**HASTINGS GIRLS'  
HIGH SCHOOL**





# Dylan Thomas

**Project:** Implementation of an injury prevention programme for high school hockey athletes

**Organisation:** Hastings Boys' High School

Injuries can negatively impact an athlete's sporting career. Having the ability to access information and maintain a proactive approach to injury is critical to minimising the risks of acute and chronic injuries. My project aim was to create a personalised injury prevention warm-up programme for Hastings Boys' High School 1st XI Hockey Team.

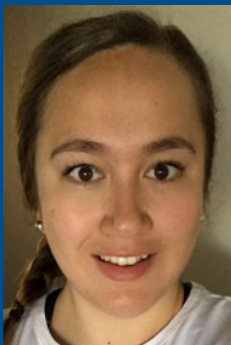
The programme consisted of personalised exercises to be added to the usual warm-ups before training and matches over an 8-week period. Results from a functional movement screen, which assessed players physiological weaknesses, showed all players had tightness in the hamstrings and hip flexors, and a weak core. These are all common to hockey players. These results enabled me to identify personalised exercises which were introduced to their warm-up to reduce the potential for injuries relating to their personal needs.

While implementing this programme I came across some barriers. Changing a well-rehearsed historical warm-up with additional exercises affected the routine the players were accustomed to. Changing the team's perspective as to why they were doing this programme required new information, demonstrations, and explanations to help illustrate the importance of why this programme has been implemented, and its potential benefits.

This intervention showed the players the benefits of an injury prevention programme. It also created mind-set that these specific exercises need to be implemented throughout their hockey career before an injury occurred, and not just for a specific amount of time. Understanding this will change the perspective surrounding injury prevention, and the benefits that these types of programmes can provide will become evident as the future of sport progresses.







# Raiha Falcon-Maxwell

**Project:** Netball development programme

**Organisation:** Flaxmere College

The opportunity to explore my interests, and share my passion for netball, led me to Flaxmere College. A core value of the College is whanaungatanga. Relationship building is an essential foundation for successful learning.

**'Tūngia te ururua kia tupu, whakaritorito te tupu o te harakeke'  
'Relinquish whatever hinders progress, to ensure success'**

A 20-week netball development programme was implemented to support students to achieve netball knowledge and capacity. The underpinning philosophy of the programme was to improve student well-being.

The target group for this project included years 9, 10 and 11 students of mixed gender. Netball New Zealand and Netball Smart guidelines were used to develop training sessions, plus test and improve participants' physical attributes. Building positive relationships was essential to ensuring success. Co-constructing team guidelines and expectations, and providing culturally responsive learning experiences helped to achieve this. Participants were also exposed to high performance understandings through Super 8 club trainings and games.

## Highlights

- Improved netball knowledge.
- Improved fitness and skills.
- 4th placing in the Hawke's Bay Netball mixed competition.
- 3rd placing in the HB College Day netball tournament.

With the support of HB Netball, and our commitment to inclusiveness and acceptance of diversity, we participated in the HB College day tournament. This was a first for any team of mixed gender.

Working with such delightful young people has been a rewarding experience.

**'Success is not measured by the end result, but by the journey itself'**



**If you've been inspired by the projects and want to get involved,  
please contact any of the following staff:**

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