

*healthy* **SCHOOLS**

2006

# Daily Physical Activity in Schools

*Guide for School Boards*





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Une publication équivalente est disponible en français sous le titre suivant : *Activité physique  
quotidienne dans les écoles – Guide du conseil scolaire.*

This publication is available on the Ministry of Education's website at <http://www.edu.gov.on.ca>.

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*Chapter 1*

# INTRODUCTION



The Ministry of Education supports and promotes the participation of students in daily physical activity, and is committed to supporting a healthy school environment.

This resource guide is intended to assist school boards<sup>1</sup> in implementing the policy on daily physical activity outlined in Policy/Program Memorandum No. 138, “Daily Physical Activity in Elementary Schools, Grades 1–8,” October 6, 2005. This policy requires that all students in Grades 1 to 8, including students with special needs, be provided with opportunities to participate in a minimum of twenty minutes of sustained moderate to vigorous physical activity each school day during instructional time. The goal of daily physical activity is to enable all elementary students to improve or maintain their physical fitness and their overall health and wellness, and to enhance their learning opportunities. The electronic versions of *The Ontario Curriculum, Grades 1–8: Health and Physical Education, 1998*, which are posted on the Ministry of Education website at <http://www.edu.gov.on.ca>, have been revised to reflect this requirement.

## Implementation of Daily Physical Activity in the Schools

It is important that all activities be conducted in accordance with school board policies and guidelines. School boards should make all board and school staff who are involved in the planning and implementing of daily physical activity aware of board policies, procedures, and guidelines regarding physical activity, including those related to safety.

The following excerpts from Policy/Program Memorandum No. 138 outline implementation policy:

Daily physical activity may be incorporated into the instructional day in a variety of ways. For instance, twenty minutes or more of physical activity during a scheduled health and physical education class would meet the daily physical activity requirement. Since physical activity is only one component of a complete health and physical education program, there will be days when a health and physical education class does not include physical activity. On these days and on days when no health and physical education class is scheduled, other opportunities for at least twenty minutes of physical activity during the instructional day will need to be provided. Integrating physical activity into other curriculum areas is one appropriate strategy.

All activities must be adapted, as appropriate, to ensure that students with special needs can participate in them. Such adaptations must be consistent with the accommodations and/or modifications that are typically found in a student’s Individual Education Plan.

Since individual classes may be at different stages of implementation, daily physical activity may initially occur in several short sessions (a minimum of ten minutes each) over the course of the school day. Elementary school principals will make their best effort to ensure that students are receiving at least twenty minutes of sustained moderate to vigorous daily physical activity during instructional time as soon as possible, and will meet this objective by the end of the 2005–06 school year.

1. The terms *school board* and *board* are used throughout this document to refer to district school boards and school authorities.

### Connection to Canada's Physical Activity Guides

Leading experts in health have concluded that schools are critically important to increasing physical activity among Canada's youth. School boards and principals play a vital role in implementation of daily physical activity in schools and can ensure that high-quality physical activity opportunities are provided for every student. Canada's Physical Activity Guide for Children and Canada's Physical Activity Guide for Youth state that making physical activity a part of the day is fun and healthy. Encouraging youth to build physical activity into their daily routine helps to create a pattern that may stay with them for the rest of their lives. To access these guides, visit <http://www.paguide.com>.

## Benefits of Daily Physical Activity

It is widely acknowledged that physical activity is essential to children's growth and development. Regular physical activity can have a positive impact on students' physical, mental, and social well-being.

Physical activity is also likely to have a positive impact on students' achievement and readiness to learn. Research shows that students who do regular physical activity demonstrate improved academic achievement and increased productivity, and are able to devote attention to tasks for longer periods of time. There is also evidence that students show improved behaviour and self-esteem, and are able to engage in positive social interaction. Establishing healthy habits and routines in a supportive environment can also enable students to develop an improved sense of belonging and connectedness to the school environment.

Positive experiences with physical activity at a young age also help lay the foundation for healthy, productive lives. Research indicates that today's children are in danger of developing serious diseases, owing to the effects of obesity, which is one result of a lack of physical activity. Regular physical activity can promote the growth of strong bones and muscles, help to develop good posture and balance, strengthen the heart and lungs, and generally help to improve and maintain fitness. With improved fitness, there is less likelihood of developing chronic disease. Improved health and fitness can also result in improved self-esteem and self-confidence.

The following are some examples taken from the research:

- "Studies demonstrate the positive effects daily physical activity has on student performance and academic achievement in terms of memory, observation, problem-solving and decision-making, as well as significant improvements in attitudes, discipline, behaviours and creativity."
  - J. J. Keays and K. R. Allison, "The Effects of Regular Moderate to Vigorous Physical Activity on Student Outcomes: A Review", *Canadian Journal of Public Health* 86, no. 1, (January/February 1995), p. 64.
- "Between 1981 and 1996, the number of obese children in Canada between the ages of seven and 13 tripled. This is contributing to a dramatic rise in illnesses such as type 2 diabetes, heart disease, stroke, hypertension and some cancers. . . . many young people do not have the opportunity to be physically active every day. . . ."
  - 2004 Ontario Chief Medical Officer of Health Report: *Healthy Weights, Healthy Lives* (Toronto: Ministry of Health and Long-Term Care, Ontario, 2004), p. 2.
- "School-based healthy eating and physical activity programs provide a great opportunity to enhance the future health and well-being of children because they can reach almost all children and may (1) enhance learning and provide social benefits, (2) enhance health during critical periods of growth and maturation, (3) lower the risk for chronic diseases in adulthood, and (4) help to establish healthy behaviors at an early age that will lead to lifelong healthy habits."
  - Paul J. Veugelers and Angela L. Fitzgerald, "Effectiveness of School Programs in Preventing Childhood Obesity: A Multilevel Comparison", *American Journal of Public Health* 95, no. 3 (March 2005), p. 434.
- "Analysis of data from the CCHS [Canadian Community Health Survey], the CFLRI [Canadian Fitness and Lifestyle Research Institute's] Physical Activity Monitor, and the HBSC [Health Behaviour in School-Aged Children] survey indicates that less than half of Canadian children and youth are physically active on a daily basis to a degree of energy expenditure that meets the guidelines for healthy growth and development."
  - Active Healthy Kids Canada, *Dropping the Ball: Canada's Report Card on Physical Activity for Children and Youth, 2005* (Toronto, 2005), p. 7.



- "...studies generally support the suggestion from cross-sectional data that academic performance is maintained or even enhanced by an increase in a student's level of habitual physical activity, despite a reduction in curricular or free time for the study of academic material."
- Roy J. Shephard, "Curricular Physical Activity and Academic Performance", *Pediatric Exercise Science* 9 (1997), p. 119.

## The Role of the School Board

Daily physical activity requires a strong commitment and ongoing support from the school board to help principals and teachers to successfully implement the policy on daily physical activity. School boards need make school staff, students, and parents aware of their commitment to both the academic achievement and the physical development of the students in their schools. They need to establish daily physical activity as a priority so that students can benefit from regular physical activity during the years they spend at school. One way to establish this commitment is to make the focus on healthy schools and daily physical activity part of existing plans for improvement in all their schools. It is recommended that school boards select one or more individuals to lead the implementation of daily physical activity and to encourage open communication between the school board and principals, teachers, and community partners (e.g., public health services, parks and recreation departments).

Boards should identify staff who can coordinate the provision of support during implementation to ensure that all students have the opportunity to participate in daily physical activity. The following are some examples:

- Curriculum staff, including health and physical education consultants and/or coordinators, can determine how best to include daily physical activity in various curriculum areas. Time allocation guidelines for schools can be developed to give teachers direction on the amount of time to be spent on daily physical activity and on other subject areas, and on ways of integrating daily physical activity with other curriculum areas.
- Special education staff can provide recommendations (e.g., on resources, equipment, teacher training) so that students who have special needs can be included in all activities.
- Literacy and numeracy staff can provide direction on ways of effectively integrating daily physical activity with literacy and numeracy instruction.
- Facility staff can provide direction on ways of modifying existing facilities so that they are more appropriate for daily physical activity.

## WORKING TOGETHER FOR IMPLEMENTATION

So that the implementation of daily physical activity is effective and sustainable, all partners and stakeholders need to share in the responsibility of supporting student participation. The commitment from each partner and the coordination of supports provide a strong foundation for an implementation plan in which all partners share the responsibility.

### Classroom Teacher

- Commit to implementing DPA.
- Monitor DPA implementation and provide ongoing input to the school DPA implementation committee.
- Create a positive and supportive environment for students.
- Ensure that activities and facilities are appropriate for all students, including students with special needs.
- Implement a wide range of activities to keep students engaged.
- Give students opportunities for feedback and input.
- Give students opportunities for leadership.

### Special Education Staff

(e.g., special education teachers, educational assistants)

- Ensure that resources, equipment, and support are available for all students, including students with special needs.
- Ensure that all activities are inclusive.

### School Councils

- Be aware of the current status of DPA in the school.
- Identify areas of need for the school and possible solutions.
- Identify individuals and community partners that can support the implementation of DPA.
- Provide ongoing direction and support for DPA.

### School Board

- Provide leadership to oversee and monitor the implementation of DPA.
- Provide direction and ongoing support for DPA in all schools.
- Provide stakeholders with opportunities to provide input in the planning and implementation stages.
- Allocate necessary budget to support the ongoing implementation and sustainability of DPA.
- Develop partnerships that support the implementation of DPA.
- Provide principals and staff with the necessary support to implement DPA.
- Monitor implementation of DPA in schools across the board.

### Students

- Participate in DPA.
- Provide ongoing input and feedback on DPA implementation.
- Self-assess personal progress and monitor improvements.
- Participate in DPA leadership opportunities.

### Parents

- Understand the reasons for and be supportive of the implementation of DPA.
- Provide ongoing input and feedback as part of the school DPA implementation committee.
- Inform the school of any concerns about the participation of their children.
- Provide daily opportunities for children to be physically active at home.

### Principal

- Commit to implementing DPA.
- Lead by example to create a positive and supportive environment for DPA.
- Work with staff, the school board, and the school council to support the implementation of DPA.
- Provide ongoing input to the DPA implementation committee.
- Check each teacher's timetable to ensure that DPA is scheduled for all students in each school day.
- Ensure that support and equipment are available to assist teachers in providing DPA opportunities for all students, including students with special needs.
- Participate in and support school-wide DPA initiatives.
- Communicate information to staff, students, school councils, parents, and the community.
- Provide opportunities for staff, students, school councils, parents, and the community to provide feedback and input.
- Monitor DPA implementation.

### Community Partners

(e.g., public health, parks and recreation)

- Commit to supporting the implementation of DPA in the school.
- Provide input and feedback as part of the DPA implementation committee.
- Develop partnerships with the school board for the use of facilities and/or equipment.
- Provide support for training and resource development.
- Align existing initiatives to support school implementation of DPA.

## Responsibility for Increasing Students' Physical Activity

School-based programs, such as daily physical activity and the health and physical education program, have a positive impact on students. In addition, schools, parents, and the community should work together to encourage children and youth to be physically active not only at school but at home and in the community. It should be noted that Ontario's Chief Medical Officer of Health, Dr. Sheela Basrur, has called on "all levels of government, the health sector, the food industries, workplaces, schools, families and individuals to become part of a comprehensive province-wide effort to change all the factors that contribute to unhealthy weight. We must act now to create communities that promote healthy eating and regular physical activity."<sup>2</sup>

### School Boards

It is important that school boards make daily physical activity a priority. School boards provide the necessary direction and leadership to ensure that schools are provided with the staff, equipment, resources, facilities, and staff training to implement daily physical activity. School boards should develop tools to monitor the implementation of daily physical activity to ensure that every student benefits from opportunities to be physically active.

### Schools

Principals should ensure that their schools provide an environment in which every student is able to participate in safe, high-quality physical activities. All elementary schools provide health and physical education programs, and now also provide a minimum of twenty minutes of sustained moderate to vigorous physical activity during instructional time each day. Schools also are able to provide additional opportunities for students to be physically active through intramural and interschool programs outside instructional time.

### Students

In order for a daily physical activity program to be successful, students need to develop a commitment to building a more active school. They need to do more than simply participate in the activities: they also need to be involved in the process of planning and implementing daily physical activity. Students should develop the necessary knowledge and skills to assess their own level of fitness; create a plan to determine their short-term and long-term goals; and identify when they have achieved their goals. As students progress through the grades, they can become active role models in the school and active mentors for younger students.

### Parents

Parents have the primary responsibility in shaping their children's physical activity attitudes and behaviours. It is important for children to develop an interest in physical activity at a young age, since active children are more likely than inactive children to become active adults. Parents can model and encourage healthy behaviours at home by being positive role models, leading an active lifestyle themselves, and making physical activity an enjoyable part of the family's daily routine. Parents can encourage children to engage in physical activity by designating time for family walks, playing active games and participating in seasonal physical activities with their children (e.g., swimming, hiking, skating), or encouraging participation in community activities.

2. 2004 Ontario Chief Medical Officer of Health Report: *Healthy Weights, Healthy Lives* (Toronto: Ministry of Health and Long-Term Care, Ontario, 2004), p. 3.

### Community Partners

The community can provide much valuable support and input to assist schools and school boards in implementing daily physical activity and encouraging students to be healthy and more active. For example, public health services are a valuable resource and can provide support for the school as well as the school board. Guidelines for public health staff encourage them to work with schools and school boards to implement health-promotion programming in a variety of areas, including daily physical activity. It is also recommended that public health services work with school boards, school councils, principals, teachers, and parents to develop and implement guidelines that support healthy eating and regular physical activity for children.

## Overview of Daily Physical Activity Requirements

### Daily Physical Activity and Physical Education Classes

Daily physical activity is only one component of a school's health and physical education program. One of the learning expectations in the Active Participation strand of the health and physical education curriculum requires students to participate vigorously in a wide range of physical activities on a regular basis. Students are also required to participate in sustained moderate to vigorous physical activity for a minimum of twenty minutes each day (including warm-up and cool-down procedures) in order to improve or maintain their level of physical fitness. This requirement is included in a curriculum expectation for every grade in this strand (see *The Ontario Curriculum, Grades 1–8: Health and Physical Education, 1998*, page 30).

For example, the specific expectation for Grade 2 in Active Participation is as follows:

Students will:

- participate in sustained moderate to vigorous physical activity (e.g., an aerobics routine) for a minimum of twenty minutes each day, including appropriate warm-up and cool-down procedures.

### Requirements for Daily Physical Activity (DPA)

Daily physical activity must:

- consist of at least twenty minutes of sustained moderate to vigorous physical activity every school day;
- be scheduled during instructional time every school day (this can occur in a variety of locations, including the gymnasium, the outdoors, multipurpose rooms, and classrooms);
- be planned and adapted, as appropriate, to ensure that students with special needs can participate;
- include a warm-up and cool-down;
- be only one component of health and physical education, and must not replace the teaching of the health and physical education curriculum;
- be in place by the end of the 2005–06 school year.

### ***Moderate to Vigorous Physical Activity***

It is important to ensure that students participate in the activities in an appropriate manner, working towards increasing their ability to participate in at least twenty minutes of sustained moderate to vigorous physical activity each school day.

Moderate	Vigorous
<p>Moderate physical activity causes some increase in breathing and/or heart rate, but not enough to prevent an individual from carrying on a conversation comfortably during the activity. Examples of moderate physical activity are brisk walking and recreational dancing.</p>	<p>Vigorous physical activity is aerobic activity, which increases the breathing and heart rates enough for cardio-respiratory conditioning. This type of activity may, depending on fitness level, cause puffing, so that talking is possible but the ability to carry on a conversation is limited. The amount of time required for a vigorous activity is dependent on age and stage of development. Examples of vigorous physical activity are jogging and aerobic dancing.</p>

## Overview: School Board's Checklist

### Planning

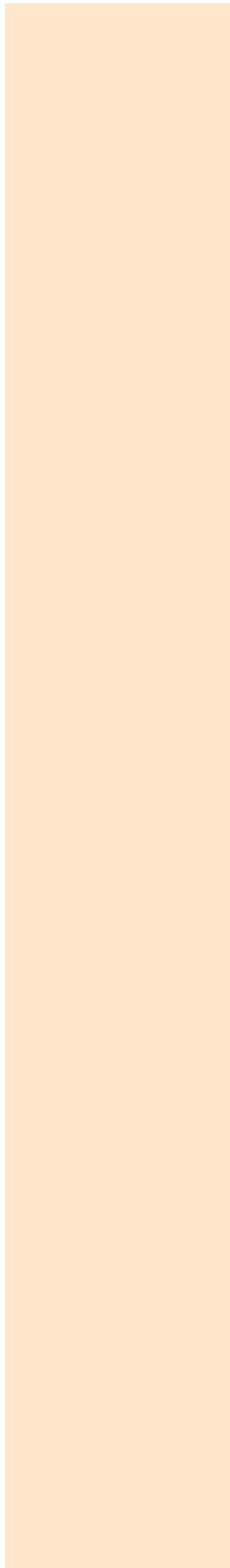
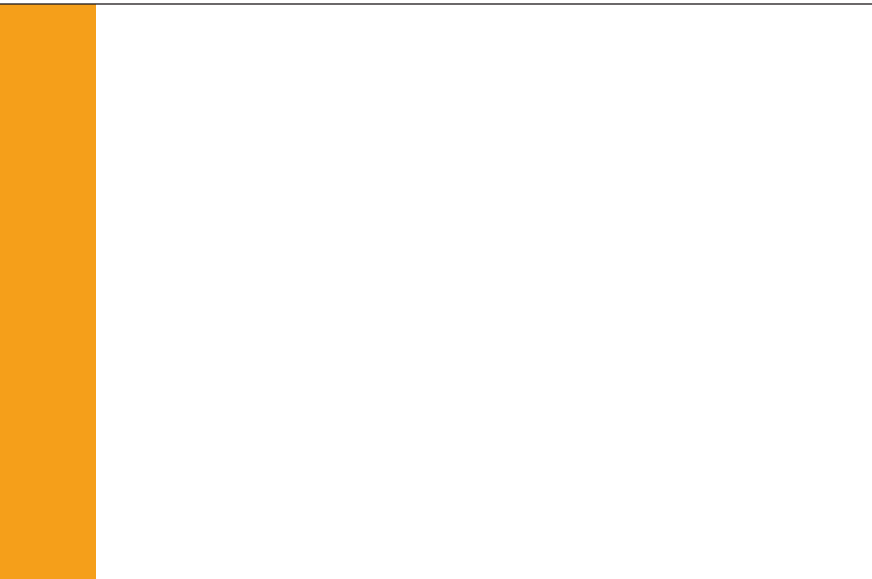
- Understand the Ministry of Education policy statement on daily physical activity (Policy/Program Memorandum No. 138), the changes to the health and physical education curriculum, board policies and expectations, and benefits associated with daily physical activity.
- Establish a daily physical activity implementation or steering committee.
- Determine the current status of daily physical activity in the schools.
- Develop the board implementation plan using stakeholder input (e.g., identify strengths and challenges and develop strategies to deal with the challenges).
- Plan for providing support to schools to ensure that the learning environment is safe and that every student is able to participate.
- Include plans for ongoing support of implementation (e.g., plans for staffing, training of staff, procuring of equipment and/or resources, scheduling/timetabling).

### Implementation

- Communicate school board plans to board staff, principals, school staff, students, parents, and community partners.
- Coordinate and provide in-service training for staff.
- Plan and coordinate board-wide daily physical activity events.
- Monitor implementation of daily physical activity in the schools.
- Promote and celebrate daily physical activity on a regular basis.

### Review

- Provide opportunities for feedback and input from principals, staff, and students.
- Annually review and revise implementation plans.



*Chapter 2*

# PLANNING FOR DAILY PHYSICAL ACTIVITY





## Use of a Board Implementation or Steering Committee

An implementation committee should be established at the board level. This committee will allow all stakeholders – including principals, teachers, school councils, and community partners – to provide ideas, identify successful practices, communicate concerns, and provide ongoing feedback throughout the planning and implementation process.

The school board implementation committee can help a board to identify the necessary steps for successful implementation of daily physical activity and to coordinate the use of available resources. This committee can also identify the current level of implementation in each school and recommend ways of meeting the needs of the principal, staff, and students of each school. In addition, this committee can make recommendations for scheduling; can identify available facilities, expertise of board and school staff, and possible community partners; and can monitor implementation.

When setting up the board implementation committee, boards should:

- include the director of education, superintendent, or a designated representative from the board;
- select a leader to provide leadership and direction for the committee and to communicate information and recommendations to the board;
- build on existing structures that are already providing leadership and expertise in the area of physical education/activity (e.g., physical education committees, divisional teams, healthy schools committees, school improvement teams);
- include principals from schools that are at different stages of implementation, and school staff with a wide range of experience and expertise in physical education/activity (e.g., generalists, specialists);
- include student representatives to provide ongoing feedback;
- include a school council representative;
- include members of the community who are in a position to provide support to the schools (e.g., public health and/or parks and recreation staff);
- include representatives from teacher federations.

Boards should also:

- invite representatives from neighbouring school boards that have already established daily physical activity in their schools to provide input and support regarding current initiatives;
- invite local universities or colleges that have programs related to healthy schools and/or daily physical activity to assist in the monitoring and evaluation of the implementation.

For the leader of the board committee, a board should select an individual who:

- is a curriculum leader in the area of health and physical education;
- has dedicated time to organize and coordinate the implementation of daily physical activity for all schools in the board, and provide training opportunities for principals and teachers;
- attends training sessions and connects with community partners;
- is an advocate of healthy and active living for students;
- has demonstrated leadership abilities in other initiatives that encourage all students to be physically active.

Boards should also encourage principals to establish an implementation committee at each of their schools and ensure that each principal has adequate support from the board regarding the committee.

For more details on the types of support available, see Appendix 1: Groups That Can Support Implementation of Daily Physical Activity.

## Determining the Current Status of Daily Physical Activity

Daily physical activity is one component of a health and physical education program, as well as one aspect of schools in which students are encouraged to be physically active. Boards will ensure that school board and school priorities and goals are aligned with the policies stated in Policy/Program Memorandum No. 138, “Daily Physical Activity in Ontario Elementary Schools, Grades 1–8”, October 6, 2005.

Before establishing an implementation plan for daily physical activity, boards need to determine the current status of daily physical activity in their schools and the specific needs of their staff and students. Board staff should conduct:

- a “gap analysis” in implementation at the board level. Appendix 2: School Board Implementation Continuum for Daily Physical Activity may be used to determine the extent to which various aspects of the daily physical activity initiative have been implemented (e.g., overall vision, establishing of leaders and plans, clarifying of roles, training of staff, availability of resources and equipment, use of community partners);
- a survey of implementation at the school level. Boards may use Appendix 3: Sample School Survey to collect information on the current level of implementation of daily physical activity in their schools. Principals, in consultation with their implementation teams, can provide information on the barriers to and opportunities for implementing daily physical activity. This survey will also provide information on principals and teachers who have experience or special expertise that they are willing to share to support the initiative;
- an analysis of possible activity areas. The information on activity areas provided in Appendix 4: Use of Facilities will help boards identify those areas that are available for daily physical activity, as well as any challenges to using them and possible solutions to those challenges;
- an inventory of available equipment. The information provided in Appendix 5: Equipment for Daily Physical Activities will help boards take an inventory of the equipment available in their schools, as well as the equipment that is needed in each division to implement the daily physical activities in the teacher resource guides;
- an inventory of available resources. The information provided in Appendix 6: Resources for Daily Physical Activity will help boards take an inventory of the resources available in their schools, as well as the resources that are needed in each school to support the implementation of daily physical activity.

## Development of a Board Implementation Plan

Boards should establish an implementation plan that takes into consideration the different stages of implementation at individual schools. They should collect information on the strengths and needs of each of their schools, examine the current level of implementation, and determine which facilities, resources, and equipment are available for the implementation of daily physical activity in each school. Using information from stakeholders, they should identify specific areas of emphasis, the strategies needed to make improvements in these areas, the timelines, and the types of support needed, and they should allocate appropriate funding to support the plan. The plan should take into consideration the types of support already established in the board. (See Appendix 7: Action Plan Template for School Board Implementation of Daily Physical Activity).

Boards should:

- align and coordinate daily physical activity with board priorities and with improvement plans and other initiatives;
- review and analyse the information and data collected on the current status of daily physical activity (e.g., current opportunities for students to be physically active during the instructional day) in the schools of the board;
- present information collected to the implementation committee members, and seek their advice on strategies and support necessary for successful implementation of daily physical activity;
- encourage each school to develop its own implementation plan;
- provide direction and support to principals of schools while allowing the schools to determine the most appropriate methods of implementation;
- communicate plans to stakeholders for input and support.

## Organizing Daily Physical Activity Time

There are many different frameworks for planning and organizing daily physical activity time within a school and a class. When planning daily physical activity time, it is important to remember that daily physical activity must be provided during instructional time.

On days when the gymnasium, multipurpose room, and outdoor spaces are not available, a minimum of twenty minutes of physical activity time can be scheduled in an alternative location, such as a classroom. Each session should include moderate to vigorous physical activity that raises the heart rate and maintains this increase for a sustained period of time.

In all daily physical activity sessions, there must be a warm-up and a cool-down. It is important to warm up to increase the blood flow to the major muscle groups and to prevent major muscle injuries. After moderate to vigorous activities, the cool-down activities serve to bring the heart rate down to a resting rate. The activities themselves focus on developing overall fitness of the heart and lungs and, in some cases, on developing muscular strength and endurance.

Allocating time for daily physical activity takes creative planning and coordination at the classroom, school, and board levels. It will often be possible to integrate the twenty minutes of sustained physical activity into physical education classes. On days when this is possible, additional physical activity is not required. On days when it is not possible, or when there are no physical education classes, the twenty minutes of

physical activity needs to be incorporated into regular instructional time. This can be done by taking an equal amount of time from each of the periods during the day – if there are seven scheduled periods in a day, decrease each period by three minutes to allow for the necessary twenty minutes in total. Or schools may schedule daily physical activity at different times each day – during period 1 on Monday, period 2 on Tuesday, period 3 on Wednesday, and so on. In this case, daily physical activity time will affect any given period only once in each cycle. (See Appendix 8: Sample Timetables.)

The following are some examples of ways of implementing daily physical activity time.

### **Daily Physical Activity During Physical Education Classes**

Daily physical activity may be incorporated into a physical education class only when there is sufficient time for students to sustain moderate to vigorous activity for a minimum of twenty minutes. The length of physical education classes will vary depending on the grade level of the students, the availability of facilities, and the activity. The skill application/physical activity component of a physical education lesson provides the opportunity for a minimum of twenty minutes of sustained physical activity. It is important that physical education classes contain a warm-up, skill development, skill application, and cool-down component to ensure that students have the opportunity to learn, practise, and demonstrate the necessary skills and strategies associated with the health and physical education curriculum.

#### **SAMPLE PHYSICAL EDUCATION CLASS**

**Warm-up:** 3–5 minutes

**Skill development:** 10–20 minutes

**Skill application/  
physical activity:** 15–30 minutes

**Cool-down:** 3–5 minutes

An opportunity for 20 minutes of sustained physical activity may be available during the **skill application/physical activity** component.

### **Daily Physical Activity Outside Physical Education Classes**

There are many opportunities to incorporate daily physical activity into an existing schedule. A teacher can use a variety of strategies, such as:

- incorporating physical activity to help reinforce literacy and numeracy skills. This strategy provides students with active, hands-on opportunities to develop a deeper understanding of the concepts and strategies taught in the literacy and numeracy programs;
- incorporating material from other subject areas into daily physical activity. This strategy provides students with opportunities to learn through physical activity some of the concepts taught in other areas of the curriculum;
- integrating curriculum expectations from the health and physical education curriculum with those from one or more other subject areas. This strategy provides students with an opportunity to participate in physical activities within an integrated unit or lesson and to have achievement of expectations from both subject areas assessed;
- dedicating time for daily physical activity as a separate activity. This strategy may provide the classroom teacher with greater flexibility to provide the required daily physical activity.

**SAMPLE DPA SESSION****20-minute Session****Warm-up:** 2–3 minutes**Moderate to vigorous activity:** 15–16 minutes**Cool-down:** 2–3 minutes**School-Wide Daily Physical Activity**

Daily physical activity can be incorporated into the schedule of the whole school in a variety of ways, such as the following:

- It can take place in all classrooms after morning or afternoon announcements.
- It can take place with the entire school together, outdoors or in the gymnasium, as appropriate, at regularly scheduled times.
- It can be set up in a rotating schedule so that the same subject is not always affected.
- It can be made a part of special events taking place during the school day (e.g., seasonal celebrations, school spirit days, community events).

**Safety**

Safety considerations are integral to the planning and implementation of daily physical activity for students. The primary responsibility for the care and safety of students rests with each school board and its employees. Reasonably foreseeable risks must be identified, and procedures must be developed to help prevent or minimize the risk of accidents or injuries.

School boards should ensure that all staff are aware of all policies, procedures, and guidelines related to safety. Principals and teachers have a responsibility to be aware of up-to-date information on safety, and to act with common sense and foresight. (See Appendix 9: Safety Guidelines.)

Boards should ensure that:

- safety guidelines for daily physical activity are communicated to principals and teachers;
- safe practices are incorporated in all aspects of in-service training for teachers;
- regular safety inspections of school activity areas and equipment are completed;
- principals and teachers have access to safety information, as well as support, when they have specific concerns;
- in-service training on safety is provided for all staff involved in leading daily physical activity.

## Inclusion of All Students in Daily Physical Activity

Daily physical activities can offer students of all abilities an opportunity to participate in developmentally appropriate, enjoyable activities with their peers. Some students, including those with an Individual Education Plan (IEP), may require additional support and/or assistance to participate in the activities.<sup>3</sup> However, through ongoing participation, all students will have an opportunity to receive the associated health, academic, and social benefits.

Effective leadership and planning by the board helps to ensure that all students have opportunities to participate in a safe and supportive environment. School boards should provide the necessary support to ensure that all staff members provide daily physical activities according to the principles of Universal Design for Learning (UDL).<sup>4</sup> These principles are based on the concept that assistance targeted to one specific group can help everyone. Instruction that is based on UDL principles can meet the special needs of a variety of students. Such instruction is flexible, supportive, and adjustable, and increases the possibility that all students achieve success. All daily physical activities should be designed to ensure that students with varying physical abilities can participate and can experience success. (See Appendix 10: Inclusion of All Students in Daily Physical Activity.)

It is the responsibility of boards to ensure that:

- inclusive practices are incorporated in all aspects of in-service training for teachers;
- appropriate resources are identified that meet the specific needs of the students;
- support and direction are provided for principals and teachers;
- access to necessary equipment and materials is provided;
- principals and teachers have access to information on inclusive practices, as well as support, when they have specific questions and concerns.

## In-service Training of Staff

Boards should encourage principals to designate school staff members to provide the necessary leadership and support for daily physical activity. These individuals can take on the responsibility of coordinating, organizing, and planning daily physical activity with the school implementation committee. These individuals can also provide ongoing support to school staff throughout the implementation process.

Boards should ensure that both board and school staff are provided with the necessary training for daily physical activity. Confident leaders who have experience in implementing daily physical activity and/or physical education can be valuable resources to support implementation in the school board. Training should provide principals and teachers with clear direction on the expectations for implementation, and provide new ideas, identify areas of need, and address concerns and challenges on an ongoing basis.

Boards should ensure that:

- ongoing in-service training for principals is provided by board staff (e.g., curriculum consultant, coordinator);
- information is communicated on an ongoing basis to school board leaders (e.g., trustees, senior board administrators);

3. For information on IEPs, see the ministry's documents entitled *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000*, and *The Individual Education Plan (IEP): A Resource Guide, 2004*. All collection, use, and disclosure of personal information must be consistent with the Municipal Freedom of Information and Protection of Privacy Act and with policies outlined in *The Ontario Student Record (OSR) Guideline, 2000*.

4. More information on the Universal Design for Learning (UDL) can be found in the Ministry of Education resource document entitled *Education for All (2005)*.

- input and support for in-service training for school staff is provided by board staff who have expertise in the area of physical education/activity;
- all new teachers are informed of the requirements of daily physical activity and are provided with the necessary training and support to implement daily physical activity;
- ongoing in-service opportunities are provided for principals and teachers to help them implement daily physical activity;
- opportunities are provided for the less confident teachers to partner with other, more confident teachers in the implementation of daily physical activity;
- staff are encouraged to attend conferences, in-service sessions, and other types of professional development;
- staff are encouraged to include physical activity on their individual learning plans.

Boards should ensure that they offer in-service training on such topics as the following:

- daily physical activity policy and curriculum connections
- board implementation strategies
- enjoyable physical activities to motivate students to participate
- facilities and equipment appropriate for daily physical activity
- resources and support available
- appropriate strategies for scheduling daily physical activity
- integration of daily physical activity with other subject areas
- safety considerations
- strategies for including all students in daily physical activity
- future plans and necessary support

## Activity Areas

School boards should determine what facilities are available in schools for physical activity, and should ensure that these facilities are safe and regularly checked. The Ontario health and physical education curriculum emphasizes daily participation in physical activities that do not necessarily require the use of a gymnasium. School boards should encourage principals to identify various activity areas at the school, as well as facilities in the community, that are available for daily physical activity, and to make staff aware of these (e.g., gymnasiums, multipurpose rooms, outdoor areas, classrooms, arenas). Boards should identify acceptable ways to use existing space for physical activity, and develop plans to enhance existing space in schools. Boards should also ensure that there is an appropriate level of supervision in any activity area that is being used. (See Appendix 4: Use of Facilities.)

Boards should ensure that:

- all activity areas are accessible to every student;
- activity areas are regularly checked;
- outdoor activity areas used for daily physical activity are properly maintained;
- agreements are in place to allow the schools to use activity areas that are close to them (e.g., arenas, swimming pools, parks).

## Equipment

School boards should establish a process to ensure that all physical activity equipment is regularly checked and that it is safe and in good working order. Resources provided or recommended for schools should specify the amount and kind of equipment required for activities. There are many resources that contain physical activities that can be done with little or no equipment, and in many activities, a variety of readily available items can be used instead of the suggested equipment. Boards should develop short- and long-term plans for purchasing and repairing equipment to ensure that all students have a variety of appropriate equipment to use. Boards should communicate to principals any established contracts for purchasing equipment. Boards may wish to purchase equipment, store it in a central location, and allow their schools to borrow it on a monthly or weekly basis or to share it for a term. (See Appendix 5: Equipment for Daily Physical Activities.)

Boards should ensure that:

- schools take an inventory of equipment to be used for physical activity in the school;
- there is adequate appropriate equipment for the activities in resources being used;
- equipment purchased is age-appropriate for students;
- equipment is regularly checked and repaired or replaced as necessary;
- plans are in place at the board level for coordinating the use of equipment and other supplies among the board's schools;
- equipment that is required by students with special needs is identified and purchased;
- more expensive equipment is shared among schools and is accessible to each of them.

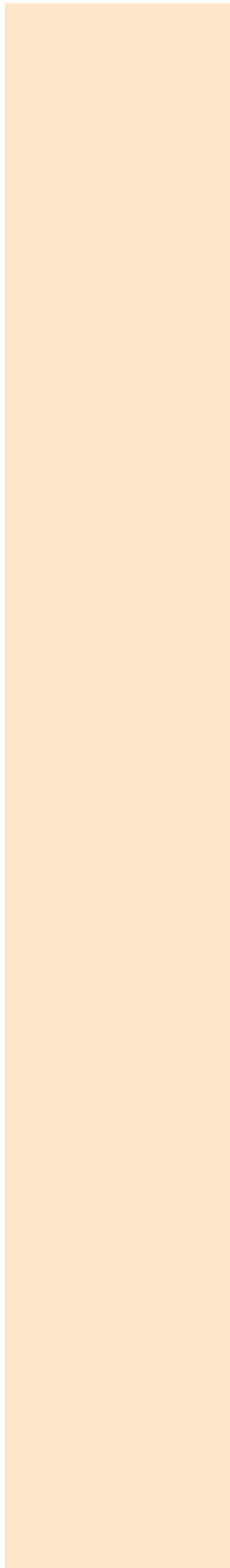
## Resources

School boards should ensure that all of their schools have access to the necessary resources for implementing daily physical activity. All schools should have access to the Ministry of Education resource documents for daily physical activity for Grades 1 to 8. These are the three guides for teachers (for Grades 1 to 3, Grades 4 to 6, and Grades 7 and 8), the guide for principals, and the guide for school boards. Boards should also ensure that staff members have access to the appropriate board policies and guidelines related to physical activity, safety, and inclusion of all students. (See Appendix 6: Resources for Daily Physical Activity.)

Boards should ensure that:

- content is aligned with the ministry's daily physical activity policy and the Ontario health and physical education curriculum;
- the focus is on goal setting and the personal success of students;
- safety practices are consistent with board policies;
- activities provide opportunities for students of all ability levels to participate;
- equipment and facilities suggested are accessible and appropriate for the age and ability of the students;
- activities are engaging and fun for students.





*Chapter 3*

# IMPLEMENTATION AND REVIEW



## Communication of Board Plans

Before developing their implementation plans, school boards should outline the benefits of physical activity to all board partners and stakeholders, and should affirm their commitment to students' participation in physical activities every school day. Boards should also provide a short overview outlining details of the requirements of daily physical activity and providing information on board implementation leader(s), training opportunities, available support, and next steps. This may also be a good opportunity to recruit members to sit on the board implementation committee.

After the implementation plan is developed, boards should outline to each of their schools the framework and direction that have been established for the implementation of daily physical activity. Boards should also provide the available support and make clear the timelines associated with the plan. Boards could also identify lead schools that could function as demonstration sites to provide training and support to other schools. Ongoing communication throughout the implementation process is important so that all stakeholders have up-to-date direction regarding next steps, as well as information on success stories.

At the end of each year, boards should gather feedback and determine the status of implementation. Boards should then provide information on the implementation level in their schools to stakeholders and partners, including information on successes. Providing an opportunity for stakeholders to offer input and feedback can increase the effectiveness of the implementation plan each year, since the plan will be modified to continue to address the needs of the individual schools and therefore to benefit the students. (See Appendix 11: Board Communication Plan.)

## Planning of Board-Wide Events

Board-wide events that promote daily physical activity can motivate students to participate in physical activities, and can reaffirm board commitment to the health and wellness of students. These events can occur throughout the year. Linking these events to existing events and activities can be an effective way to reinforce the message to principals, teachers, and students that daily physical activity is important. Boards may also wish to invite students to participate in the creation of activities for these events.

Some possible events are briefly described in the following chart. (See also Appendix 12: Samples of Days and Events Related to Daily Physical Activity.)

**SAMPLE BOARD-WIDE EVENTS**

Sample Event	Format	Description
DPA Day	Activities for the whole school	<ul style="list-style-type: none"> <li>All students in each school of the board do the same physical activity for 20 minutes at the same time on the same day.</li> </ul>
DPA Challenge	Challenge at the classroom level in each school	<ul style="list-style-type: none"> <li>Students keep track of all their physical activity to meet a particular goal (e.g., students use pedometers to determine the total number of steps they take during daily physical activity in a month).</li> </ul>
Celebration Events ("September Kick-Off", mid-year, and end-of-year events)	Events to motivate principals, teachers, and students	<ul style="list-style-type: none"> <li>Each school sends the school implementation committee members to an event organized by the board. Events are intended to build enthusiasm, and to provide opportunities to share successes and discuss implementation.</li> </ul>
Board-Wide Training Day	Professional development for all teachers	<ul style="list-style-type: none"> <li>Boards can provide a training day for all teachers in the board who are implementing daily physical activity. There would be opportunities for teachers and principals to have specific needs addressed and questions answered.</li> </ul>

**Strategies for Sustaining Daily Physical Activity**

Boards should make use of implementation teams and committees of key stakeholders in the development of implementation plans. Boards should:

- ensure that there is a supportive environment for implementation that includes support that is necessary to address concerns and answer questions;
- ensure that the implementation plan is sequential and is continually reviewed, and that it provides for adequate support for schools that are at different levels of implementation;
- establish partnerships that support the implementation of daily physical activity (e.g., with parents, public health staff, parks and recreation departments);
- keep minutes of the meetings of the daily physical activity implementation committee for reference;
- ensure that all partners are provided with updates on an ongoing basis;
- allocate annual funding to support board implementation of daily physical activity;
- promote events and celebrate ongoing successes through the board website and newsletters.

## Board Promotion of Daily Physical Activity

Boards should explore ways to promote and share their daily physical activity action plan(s) with stakeholders. It is important to provide frequent opportunities for schools to be recognized for their accomplishments in the implementation of daily physical activity. Boards should:

- include in their communications to schools information and updates on best practices in daily physical activity, success stories, new resources, professional development opportunities, safety reminders, and examples of successful scheduling;
- share information on daily physical activity with the community through the board website and/or newsletters;
- provide local media with ongoing opportunities to highlight the implementation of daily physical activity in the local schools;
- coordinate or host an in-service training session for staff from a variety of schools so that they can discuss successes and challenges and share existing resources;
- have special ribbons, stickers, and/or clothing designed to promote daily physical activity in their schools;
- create a daily physical activity calendar to assist with coordinating events and activities within their schools. The calendar can be shared with parents and the community to promote the physical activities being done in the schools;
- encourage their schools to write up their innovative ideas for sharing with other schools.

## Ongoing Monitoring of Implementation

A board's implementation team and leader(s) should monitor the successes and challenges associated with implementation in order to continually improve the daily physical activity program. Schools require ongoing support, as well as opportunities to establish daily physical activity frameworks, to experiment with different models of implementation, and to discuss the benefits and challenges associated with implementation. School boards should establish and communicate to schools the criteria associated with effective implementation, and should determine how to recognize these in schools. (See Appendix 13: School Implementation Continuum for Daily Physical Activity and Appendix 14: Sample School Implementation Profile.)

Throughout the year, boards should provide opportunities for review for all stakeholders. Using the feedback from all those involved, each board's implementation committee will be able to continually modify and improve the board plan(s) as the year unfolds.

In the checklist on the next page, some sample indicators of successful implementation are provided.

### INDICATORS OF SUCCESSFUL IMPLEMENTATION

- Daily physical activity is occurring in all schools in the school board. Yes  No
- Schools have adequate resources to support the implementation of daily physical activity. Yes  No
- School principals and key teachers have been trained to implement daily physical activity. Yes  No
- All teachers in schools have had an opportunity to attend training. Yes  No
- There is a process in place to allow principals to address implementation concerns. Yes  No
- The board implementation committee is made up of a wide range of stakeholders. Yes  No
- School facilities are being used and renewed to ensure that adequate space is available for safe participation. Yes  No
- The board coordinates purchases of equipment. Yes  No
- Principals are provided with safety resources to support daily physical activity. Yes  No
- The necessary support and equipment have been provided for students with special needs to enable them to participate fully in daily physical activity. Yes  No
- The board has an action plan that identifies short- and long-term goals. Yes  No

### Annual Review of Board Plans and the Implementation Committee

At the end of each school year, school boards should gather information from stakeholders in order to determine the effectiveness of implementation and to make any necessary changes to the board implementation plan. For example, the board implementation committee may ask principals to develop and submit a school profile at the end of the year to provide an overview of the models used at the school, the members of the school implementation team, community partners involved, the types of support available for daily physical activity, and successes and future plans. These profiles can be combined to identify school success and areas that require additional support. (See Appendix 14: Sample School Implementation Profile.)

School boards should explore various ways of making changes to daily physical activity (e.g., changes to accommodate the arrival or departure of teaching staff or administrators; changes in program content from term to term or from year to year). Boards can complete a school board profile for daily physical activity to monitor the implementation status from year to year. (See Appendix 15: Sample School Board Implementation Profile.)

Boards should review their goals and the indicators of success established at the beginning of the implementation process in order to identify successful practices, as well as areas that may need to be realigned or coordinated with other board priorities. The implementation committee may wish to send out the sample school survey again so that principals of schools can update their implementation status and identify their areas of need for the next school year. (See Appendix 3: Sample School Survey.)

It is also important that boards review the membership of the implementation committee to identify any gaps or areas of need.

Boards should:

- determine the current status of implementation of daily physical activity in the school board;
- identify and celebrate implementation successes;
- communicate implementation results to the stakeholders;
- identify aspects of the board plan that have not been fully implemented, and determine the next steps;
- identify longer-term goals;
- develop a process to revise and renew the current plan;
- provide an opportunity for implementation committee members to communicate their experiences as members of the committee to the board leaders or committee chair;
- determine whether implementation committee members wish to remain on the committee;
- identify new members to replace outgoing members or to fill a gap identified during the implementation process.

# Appendix 1

## GROUPS THAT CAN SUPPORT IMPLEMENTATION OF DAILY PHYSICAL ACTIVITY

Group	Possible Members	Possible Support Provided
School Board Daily Physical Activity Committee	Senior board administration, trustees, school council representatives, principals, teachers, students, school board consultant or coordinator (e.g., health and physical education, special education), teacher federation representatives, community partners (e.g., staff of parks and recreation, public health), representatives from nearby universities or colleges	<ul style="list-style-type: none"> <li>● Gather information related to daily physical activity from all schools.</li> <li>● Establish an implementation plan that identifies long-term and short-term plans and the resources, equipment, funding, and other support required.</li> <li>● Coordinate the purchase of resources and equipment.</li> <li>● Coordinate professional development opportunities for school board and school staff.</li> <li>● Provide ongoing support for schools throughout implementation.</li> <li>● Provide opportunities for schools to identify and share successes and challenges in implementation.</li> <li>● Provide ongoing updates to the entire school board on the status of implementation, best practices, and next steps.</li> <li>● Coordinate partnerships at the school board level.</li> </ul>
School Daily Physical Activity Implementation Committee	Principal, classroom teachers, physical education teachers, special education staff, staffing/timetable committee members, school council representatives, parents, students, community partners (e.g., parks and recreation staff, public health staff)	<ul style="list-style-type: none"> <li>● Gather school information related to daily physical activity.</li> <li>● Establish an implementation plan that identifies long-term and short-term plans and the resources, equipment, funding, and other support required.</li> <li>● Coordinate the purchase of resources and equipment.</li> <li>● Provide professional development for school staff.</li> <li>● Provide timetable recommendations for staff.</li> <li>● Provide ongoing updates to the school board on the status of implementation.</li> <li>● Communicate with other schools and the school board to share successes and discuss ways of overcoming challenges.</li> <li>● Communicate with the school community (including parents, community partners, and community organizations) about the daily physical activity initiative.</li> </ul>



Group	Possible Members	Possible Support Provided
<p>School Daily Physical Activity Leaders</p>	<p>Principal, classroom teachers, physical education teachers, special education staff, student leaders (e.g., student council representatives, physical activity/athletic council members), co-op students, teacher candidates</p>	<ul style="list-style-type: none"> <li>● Participate in daily physical activity demonstration teams to motivate and lead the school.</li> <li>● Lead daily physical activities in classrooms and the entire school.</li> <li>● Train students to lead daily physical activities under teacher supervision.</li> <li>● Plan and lead events related to daily physical activity.</li> <li>● Work with other schools to develop common events and share resources.</li> <li>● Lead school announcements about daily physical activities and upcoming events.</li> <li>● Create and maintain an inventory of daily physical activity equipment that all classes can use.</li> </ul>
<p>Classroom Daily Physical Activity Leaders</p>	<p>Classroom teacher, educational assistants, teacher candidates, members of school daily physical activity committee, rotating student leader</p>	<ul style="list-style-type: none"> <li>● Lead the class in daily physical activities each day. (When students are leading, teachers must ensure that there is appropriate supervision.)</li> <li>● Ensure that equipment and materials are ready for daily physical activity time.</li> <li>● Provide input and feedback on the daily physical activities on behalf of the class.</li> <li>● Train other students to be classroom leaders.</li> </ul>
<p>Community Support</p>	<p>Parents, public health departments, universities and colleges, parks and recreation departments, recreation facilities, sports organizations, interested community members</p>	<ul style="list-style-type: none"> <li>● Provide training and expert support.</li> <li>● Provide resources and equipment.</li> <li>● Allow students to use facilities for daily physical activity, where necessary.</li> <li>● Coordinate existing resources and programs offered with the daily physical activity initiative.</li> </ul>

# Appendix 2

## SCHOOL BOARD IMPLEMENTATION CONTINUUM FOR DAILY PHYSICAL ACTIVITY

	Stage 1	Stage 2	Stage 3
Vision and Integration	<ul style="list-style-type: none"> <li>The school board has not established a vision for the board-wide implementation of daily physical activity.</li> <li>The daily physical activity initiative is not recognized as a board priority, and it is not linked to or included in other board initiatives, goals, and objectives.</li> </ul>	<ul style="list-style-type: none"> <li>The school board has a vision for the implementation of daily physical activity, but the vision is not communicated to staff or other stakeholders.</li> <li>The daily physical activity initiative is considered a priority, but it is not integrated with other board initiatives, goals, and objectives.</li> </ul>	<ul style="list-style-type: none"> <li>The school board has a vision for the implementation of daily physical activity, and this vision is communicated to all stakeholders.</li> <li>School board initiatives, goals, and objectives are aligned to include the daily physical activity initiative.</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>No school board leader has been designated, and implementation is not coordinated centrally.</li> <li>The board does not have an action plan for implementing daily physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>The school board has identified one leader to be in charge of board-wide implementation.</li> <li>A board action plan has been established, and it includes short-term goals.</li> </ul>	<ul style="list-style-type: none"> <li>The school board has identified a leader(s) to implement daily physical activity, and has established a school board committee to oversee the board-wide implementation.</li> <li>A board action plan has been established, and it includes both long-term and short-term goals.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>The school board provides principals with the requirements for daily physical activity.</li> <li>The school board has communicated the responsibilities for daily physical activity to each principal.</li> </ul>	<ul style="list-style-type: none"> <li>The school board regularly provides information to principals on daily physical activity.</li> <li>The school board is aware of each school's level of implementation of daily physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>The school board plans and organizes opportunities for principals to discuss and communicate information on daily physical activity.</li> <li>The school board is aware of each school's level of implementation, and develops plans and support based on this information.</li> </ul>

	Stage 1	Stage 2	Stage 3
Training, Resources, and Other Assistance	<ul style="list-style-type: none"> <li>● No board-wide training opportunities are provided.</li> <li>● Individual schools use existing resources with no access to additional resources.</li> </ul>	<ul style="list-style-type: none"> <li>● The school board has conducted a one-time training session targeting one key individual in each school.</li> <li>● Individual schools purchase resources and equipment in isolation from each other.</li> </ul>	<ul style="list-style-type: none"> <li>● The school board is conducting ongoing training sessions geared to the needs of the schools, and these sessions build on prior learning.</li> <li>● The school board has established and coordinated assistance for schools to purchase and share resources and equipment.</li> </ul>
Program Monitoring	<ul style="list-style-type: none"> <li>● Current approaches to implementation are not monitored or reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>● Current practices for implementation of daily physical activity are monitored annually, and new approaches are encouraged.</li> </ul>	<ul style="list-style-type: none"> <li>● The school board conducts an ongoing review of daily physical activity practices, identifies successful practices, and communicates them to other schools and school boards.</li> </ul>
Partnerships	<ul style="list-style-type: none"> <li>● Community partners have not been identified, and implementation of daily physical activity is done without stakeholder input.</li> <li>● Community resources to support daily physical activity are distributed independently of the school board.</li> </ul>	<ul style="list-style-type: none"> <li>● Community partners are identified and included on the school board committee for implementation of daily physical activity.</li> <li>● Community resources and support are identified but not necessarily connected to the daily physical activity initiative.</li> </ul>	<ul style="list-style-type: none"> <li>● Community partners are identified and engaged at all levels of planning and implementation.</li> <li>● Community resources and support are coordinated and are consistent with the direction of the daily physical activity and healthy schools initiative.</li> </ul>

# Appendix 3

## SAMPLE SCHOOL SURVEY

1. School name: \_\_\_\_\_ Date: \_\_\_\_\_

2. Daily physical activity contact: \_\_\_\_\_

Contact information: \_\_\_\_\_

3. Does your school have a daily physical activity implementation committee in place?  Yes  No

4. How will daily physical activity be scheduled – during physical education classes, outside physical education classes, as a school-wide activity?

	Grades 1–3 (Primary)	Grades 4–6 (Junior)	Grades 7 and 8 (Intermediate)
Length of week/cycle for school schedules (e.g., 5 days, 6 days)			
Number of physical education classes per week/cycle			
Length of physical education classes (in minutes)			
Number of days per week/cycle that daily physical activity is scheduled <b>during physical education classes</b>			
Number of days per week/cycle that daily physical activity is scheduled by the classroom teacher <b>outside physical education classes</b>			
Length of daily physical activity time <b>outside physical education classes</b> (in minutes)			
Number of days per week/cycle that daily physical activity is scheduled <b>school-wide</b>			
Length of <b>school-wide</b> daily physical activity time (in minutes)			

5. How useful do you think the following types of training and other resources would be for implementing daily physical activity in your school?

	Not useful	Useful	Very useful
Principal training			
Training for key teachers			
Training for all teachers			
Purchase of new equipment			
More resources			

Please list any additional types of support you would like.

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6. Do you have any community partnerships established to help implement daily physical activity?  Yes  No

If yes, please list:

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7. Has information regarding daily physical activity been communicated to:

- Staff?  Yes  No
- Students?  Yes  No
- Parents?  Yes  No

8. Does your school have a goal in your school improvement plan to focus on healthy schools and daily physical activity?  Yes  No

9. On the basis of the information given in the "Sample Implementation Continuum for Daily Physical Activity" in the principal's guide, at what level would you consider your school to be in the implementation of daily physical activity?

- Stage 1
- Stage 2
- Stage 3

# Appendix 4

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## USE OF FACILITIES

Daily physical activity can occur in a variety of locations. The following pages include suggested ways of making the best use of facilities, as well as the kinds of locations to consider and benefits, class management tips, and strategies for dealing with challenges associated with each type of location. For safety guidelines, see Appendix 9.

### Classrooms

#### *Benefits*

- It is not necessary to move the class to another location for physical activities.
- Physical activity can take place any time, without the need to book a facility.
- Use of the classroom allows for spontaneous physical activity time.
- There is no conflict with other classes that may wish to use a facility.

#### *Class Management Tips*

- Establish clear expectations for participating in physical activity in the classroom before the activity begins.
- Establish a process to ensure that the classroom is safe for physical activity (e.g., check that floors are clean before the class starts; have students check that there are no small objects on the floor before starting the activity).
- Develop start and stop signals, and familiarize all students with them.
- Provide students with instructions while they are still at their desks and before you hand out equipment.

### Challenges and Possible Solutions

Challenges	Possible Solutions
<ul style="list-style-type: none"> <li>● Too much furniture (desks, chairs)</li> <li>● Classroom too small</li> <li>● Too many students</li> </ul>	<ul style="list-style-type: none"> <li>● Have students participate in activities on the spot.</li> <li>● Design a seating plan that allows desks to be easily pushed to the sides of the room or grouped to create an open space.</li> <li>● Allocate specific areas in which students can be active.</li> </ul>
Floor surface a problem (e.g., slippery, tiled)	<ul style="list-style-type: none"> <li>● Use small, non-slip carpets or other non-slip surfaces for activities.</li> <li>● Ensure that floors are swept on a regular basis and are kept clean.</li> </ul>
Possibility of damage to lights, windows, computers	<ul style="list-style-type: none"> <li>● Use appropriate equipment (e.g., indoor flying discs, foam balls, paper).</li> <li>● Have students participate only in activities that are appropriate for the classroom.</li> </ul>
No appropriate equipment in the room	<ul style="list-style-type: none"> <li>● Plan activities that require no or minimal equipment.</li> <li>● Use other appropriate equipment that may be available for use in the classroom (e.g., rotating cart, bin, equipment shared by a group of classrooms).</li> <li>● Make a list of equipment that can be stored nearby so that classes can access it quickly.</li> </ul>
Too noisy	<ul style="list-style-type: none"> <li>● Play music to help students focus on the activity.</li> <li>● If other classes may be affected by the noise that may result from daily physical activity, inform teachers of those classes when your daily physical activity is scheduled.</li> </ul>
Poor air circulation	<ul style="list-style-type: none"> <li>● Plan activities to take place before lunch or at the end of the day so that the classroom can be aired before being used again.</li> <li>● Keep fans on and windows open if the school is not air-conditioned.</li> </ul>

## Multipurpose Areas

Multipurpose areas include activity rooms, hallways, empty classrooms, open spaces, the library, forums, and auditoriums.

### Benefits

- These areas provide alternative facilities for physical activity when the gymnasium is in use or when weather conditions are not conducive to outdoor activities.
- The use of these areas promotes the idea that physical activity can take place anywhere and at any time.
- Not all schools have gymnasiums, and in these cases multipurpose facilities are vital to the implementation of physical education and physical activity.

### Class Management Tips

- Inform students that they need to be careful to avoid disrupting other classes, by using appropriate voice and noise levels when participating.
- Instruct students about acceptable behaviour in the activity area.
- Establish a signal to get students' attention, and communicate this to students before going to the activity area.

### Challenges and Possible Solutions

Challenges	Possible Solutions
Small area and/or low ceiling	<ul style="list-style-type: none"> <li>● Plan activities that are appropriate for limited spaces.</li> <li>● Use activities that require minimal or no equipment.</li> </ul>
Materials stored in the room	<ul style="list-style-type: none"> <li>● Have the materials in the room moved outside or placed to the side (or, if appropriate, the middle) during daily physical activity time.</li> <li>● Use barriers or markers to establish boundaries away from walls and obstacles.</li> </ul>
Traffic in area (e.g., in a hallway)	<ul style="list-style-type: none"> <li>● Develop a procedure to notify other classes when hallways and general-use areas will be used for physical activity.</li> <li>● Post signs at the edges of the area asking others to use an alternative route if possible.</li> </ul>



## Gymnasium

### Benefits

- The gymnasium is a large, open space, an ideal setting for physical activity in the school.
- It is easy to determine when the gymnasium is scheduled for use by physical education classes.
- Students are already familiar with the routines established in the gymnasium for physical activity.
- Equipment is readily available.
- The gymnasium is often available when other classes choose to use the outdoors for physical education classes.

### Class Management Tips

- Establish simple daily routines for entering and exiting the gymnasium, starting and stopping activities, and handing out equipment that are consistent and school-wide.
- Establish groups in advance for quick organization.
- Have an emergency plan in place for accidents and ensure that a first-aid kit is accessible.
- Have expectations of student behaviour and consequences of specified behaviours clearly posted.
- Establish routines that ensure that students arrive in the gymnasium prepared to participate (e.g., wearing suitable clothing and shoes).

### Challenges and Possible Solutions

Challenges	Possible Solutions
Gymnasium often in use by other classes	<ul style="list-style-type: none"> <li>● Divide gymnasium into smaller sections (where possible) so that more classes can schedule time.</li> <li>● Combine classes to participate in activities that are safe for a larger number of students (e.g., fitness routine).</li> </ul>
Gymnasium booked for assemblies or concerts	<ul style="list-style-type: none"> <li>● Establish an efficient routine for setting up and taking down equipment so that the gymnasium is not out of use for extended periods of time.</li> <li>● Make alternative arrangements in advance on days when the gymnasium is not available.</li> <li>● Free up the gymnasium by using other rooms for smaller presentations.</li> <li>● Vary the period and day when assemblies are booked.</li> </ul>
Equipment not available when needed Quantities of equipment not adequate	<ul style="list-style-type: none"> <li>● Provide time to ensure that equipment is organized and managed effectively.</li> <li>● Draw up a list of the class equipment needs for daily physical activity.</li> </ul>
Teachers teach physical education classes outdoors or in alternative facilities and others are not aware the gymnasium is free.	<ul style="list-style-type: none"> <li>● Establish a communication system to inform other teachers when the gymnasium is not going to be used so that other classes can use it.</li> </ul>

## Outdoor Areas

Use any space available on school property, including fields, blacktop, and any other safe spaces.

### Benefits

- Outdoor space allows for a greater variety of physical activity opportunities.
- Daily physical activity outdoors gives students an opportunity to be active outside. The activities in which students participate during daily physical activity time can motivate them to be more active during recess and lunch and after school.

### Class Management Tips

- Ensure that students are taught the rules and procedures associated with being physically active outdoors before leaving the building. Provide as much instruction and direction as possible while indoors, as voices do not carry as well outdoors.
- When it is necessary to give instructions outdoors, have students stand as close to you as possible, and direct your voice towards the students at the back of the group.
- Ensure that students stand with their backs to the sun, and have them face away from any other distractions that may prevent them from being able to concentrate on the instructions.
- Be aware that it may not be appropriate for students to be seated for instructions (e.g., the grass may be wet). Students can stand or rest on one knee.
- Devise safe ways to transport equipment (e.g., assign student helpers, use bins).

### Challenges and Possible Solutions

Challenges	Possible Solutions
Variable weather conditions	<ul style="list-style-type: none"> <li>● Be prepared to adapt the lesson to weather conditions (e.g., windy, hot, cold, wet).</li> <li>● Be aware of appropriate weather conditions for physical activity – it may be too hot or too cold for outdoor activities.</li> <li>● Teach students to dress for the weather. Collect a supply of additional clothing to use if necessary.</li> </ul>
Difficulty of getting student attention in a large, outdoor space	<ul style="list-style-type: none"> <li>● Teach signals before going outdoors (e.g., stop/start signals, emergency).</li> </ul>
Difficulty of accounting for all students in a large, open outdoor space	<ul style="list-style-type: none"> <li>● Define and mark boundaries.</li> <li>● Assign buddies before going outdoors.</li> <li>● Establish clear expectations and signals for gathering students together.</li> </ul>
Student injury	<ul style="list-style-type: none"> <li>● Establish a procedure for identifying and communicating an injury to the office while outdoors.</li> <li>● Ensure that a first aid kit is readily accessible.</li> </ul>

## Appendix 5

### EQUIPMENT FOR DAILY PHYSICAL ACTIVITIES

The chart below lists the minimum amount of equipment needed for activities in the ministry's resource guides for teachers entitled *Daily Physical Activity in Schools, 2005* for Grades 1 to 3, Grades 4 to 6, and Grades 7 and 8. This is not a complete list of all the materials needed to implement daily physical activity, but is provided as a guide. Many requirements for equipment will be determined by the actual activities being done and the ages and abilities of the students.

Equipment	Variations	Grades 1 to 3	Grades 4 to 6	Grades 7 and 8
Audio equipment	CD player, cassette player, record player	1	1	1
Beanbags	small balls	20–30	20–50	30–50
Benches	boxes	4	4	4
Blank cards		class set	class set	class set
Clothes pegs		–	50–75	–
Dice		–	–	30
Discs		–	6	15
Fitness bands (optional)		–	12	15
Hoops		6	4	5
Mats		–	–	4
Paper plates		class set	–	–
Pinnies	markers (e.g., coloured paper)	class set	4	16
Playing cards		–	5 decks	2 decks
Pylons		12	12	12
Rubber chickens		6	–	5–6
Skipping ropes		class set	class set	class set
Soccer balls		–	6	4
Soft-skin balls	a variety of balls	class set	12	–
Targets		–	–	9–18
Tennis balls		–	12	–

# Appendix 6

## RESOURCES FOR DAILY PHYSICAL ACTIVITY

The following resources describe various kinds of activities that may be suitable for daily physical activity, such as fitness games, tag games, dances, and aerobic routines. For further information about any of these resources, school boards should consult the websites identified for them under “Ordering Information”.

The inclusion of this resource list does not imply endorsement of the resources by the Ministry of Education.

Title	Author/ Organization	English/ French	Grade Level	Ordering Information
<b><i>H&amp;PE Curriculum Support Documents</i></b>	Ophea	English	Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8	Ophea Tel: (416) 426-7120 Fax: (416) 426-7373 E-mail: info@ophea.net Website: www.ophea.net
<b><i>Ontario Safety Guidelines for Physical Education, Elementary Curricular</i></b>	Ophea	English	Elementary	Ophea Tel: (416) 426-7120 Fax: (416) 426-7373 E-mail: info@ophea.net Website: www.ophea.net
<b><i>activ8</i></b>	Active Healthy Kids Canada	English and French	Kindergarten Grades 1–3 Grades 4–6 Grades 7–8	Ophea Tel: (416) 426-7120 Fax: (416) 426-7373 E-mail: info@ophea.net Website: www.ophea.net
<b><i>Active Playgrounds</i></b>	Author: Pat Doyle, 2005 CIRA Ontario	English and French		CIRA Ontario Tel: (905) 575-2083 Fax: (905) 575-2264 Website: <a href="http://www.ciraontario.com">http://www.ciraontario.com</a>
<b><i>Bang for Your Buck</i></b>	CIRA Ontario	English	Grades K–8	CIRA Ontario Tel: (905) 575-2083 Fax: (905) 575-2264 Website: <a href="http://www.ciraontario.com">http://www.ciraontario.com</a>

Title	Author/ Organization	English/ French	Grade Level	Ordering Information
<b>Canada Games Day</b>	Author: Canada Games 2004	English and French	Grades K–8	CAHPERD Tel: (613) 523-1348 Fax: (613) 523-1206 Website: <a href="http://www.excelway.ca">www.excelway.ca</a>
<b>Dances Even I Would Do!</b>	Authors: Pat Doyle and Les Potapczyk CIRA Ontario	English	Grades 1–8	CIRA Ontario Tel: (905) 575-2083 Fax: (905) 575-2264 Website: <a href="http://www.ciraontario.com">http://www.ciraontario.com</a>
<b>Everybody Move! Daily Vigorous Physical Activity</b>	CIRA Ontario	English	Elementary	CIRA Ontario Tel: (905) 575-2083 Fax: (905) 575-2264 Website: <a href="http://www.ciraontario.com">http://www.ciraontario.com</a>
<b>50 Games with 50 Tennis Balls</b>	CIRA Ontario	English	Grades K–12	CIRA Ontario Tel: (905) 575-2083 Fax: (905) 575-2264 Website: <a href="http://www.ciraontario.com">http://www.ciraontario.com</a>
<b>Games for the Whole Child</b>	Author: Brian Barrett, 2005	English	Grades K–8	CAHPERD Tel: (613) 523-1348 Fax: (613) 523-1206 Website: <a href="http://www.excelway.ca">www.excelway.ca</a>
<b>Great Gator Games</b>	CIRA Ontario	English	Elementary	CIRA Ontario Tel: (905) 575-2083 Fax: (905) 575-2264 Website: <a href="http://www.ciraontario.com">http://www.ciraontario.com</a>
<b>Heart Healthy Kids: Daily In-Class Physical Activities for Grades K–6</b>	Heart and Stroke Foundation	English	Grades K–6	Download resource at <a href="http://www.heartandstroke.ca">www.heartandstroke.ca</a>
<b>JUMP2BFIT</b>	Author: Atec Marketing, 2002	English and French	Grades K–9	CAHPERD Tel: (613) 523-1348 Fax: (613) 523-1206 Website: <a href="http://www.excelway.ca">www.excelway.ca</a>
<b>Jumping into the Curriculum™</b>	Heart and Stroke Foundation	English	Grades K–3 Grades 4–6	Download resources at <a href="http://www.heartandstroke.ca">www.heartandstroke.ca</a>
<b>Junkyard Sports</b>	Author: Bernie DeKoven, 2005	English	Grades K–12	CAHPERD Tel: (613) 523-1348 Fax: (613) 523-1206 Website: <a href="http://www.excelway.ca">www.excelway.ca</a>
<b>Kids on the Ball</b>	Authors: Anne Spalding, Linda Kelly, Janet Santopietro, Joanne Posner- Mayer, 1999	English	Grades 4–8	CAHPERD Tel: (613) 523-1348 Fax: (613) 523-1206 Website: <a href="http://www.excelway.ca">www.excelway.ca</a>
<b>Mix, Match, and Motivate: 107 Activities for Skills and Fitness</b>	Author: Jeff Carpenter, 2004	English	Grades K–6	CAHPERD Tel: (613) 523-1348 Fax: (613) 523-1206 Website: <a href="http://www.excelway.ca">www.excelway.ca</a>

Title	Author/ Organization	English/ French	Grade Level	Ordering Information
<b><i>Moving to Inclusion</i></b>	Active Living Alliance for Canadians with a Disability	English and French	Elementary	Active Living Alliance for Canadians with a Disability Tel: 1-800-331-9565 Website: <a href="http://www.ala.on.ca">www.ala.on.ca</a>
<b><i>Oodles of Noodles</i></b>	CIRA Ontario	English	Grades 1–8	CIRA Ontario Tel: (905) 575-2083 Fax: (905) 575-2264 Website: <a href="http://www.ciraontario.com">http://www.ciraontario.com</a>
<b><i>PlaySport</i></b>	Ophea	English	Grades 1–8	Download resource at <a href="http://www.playsport.net">www.playsport.net</a>
<b><i>6 Fit Kids' Workouts</i></b> (DVD)	Author: Judy Howard	English	Junior/ Intermediate	CAHPERD Tel: (613) 523-1348 Fax: (613) 523-1206 Website: <a href="http://www.excelway.ca">www.excelway.ca</a>
<b><i>65 Energy Blasts</i></b> (DVD)	Author: Judy Howard	English	Primary/Junior	CAHPERD Tel: (613) 523-1348 Fax: (613) 523-1206 Website: <a href="http://www.excelway.ca">www.excelway.ca</a>
<b><i>You're "It"! Tag, Tag . . . and More Tag: Games for All Ages</i></b>	Author: Pat Doyle CIRA Ontario	English	Grades 1–8	CIRA Ontario Tel: (905) 575-2083 Fax: (905) 575-2264 Website: <a href="http://www.ciraontario.com">http://www.ciraontario.com</a>
<b><i>Zany Activities with Rubber Chickens</i></b>	Author: CIRA, 1997 CAHPERD	English	Grades K–8	CAHPERD Tel: (613) 523-1348 Fax: (613) 523-1206 Website: <a href="http://www.excelway.ca">www.excelway.ca</a>

# Appendix 7

## ACTION PLAN TEMPLATE FOR SCHOOL BOARD IMPLEMENTATION OF DAILY PHYSICAL ACTIVITY

Goal(s) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Indicators of Success	
Strategies	
Timelines	
Responsibilities	
Resources	
Professional Development	
Budget	
Progress Notes	

# *Appendix 8*

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## **SAMPLE TIMETABLES**

The following sample timetables illustrate three ways in which daily physical activity can be incorporated into the 300-minute instructional day: on a school-wide basis; as a combination of school-wide planned activity and activity planned by individual classroom teachers; and as activity planned entirely by the classroom teacher. School boards, principals, and teachers are encouraged to explore a variety of ways in which the required twenty minutes of sustained moderate to vigorous daily physical activity can be scheduled at their schools, in order to determine the most effective option.

It is important to remember that daily physical activity does not have to take place in the gymnasium. All of the physical activity areas that are safe and appropriate for student participation, including the classroom, should be considered for purposes of scheduling. As noted in this guide, the classroom is an acceptable space for daily physical activity as long as the activity planned is safe for students to perform in a limited space.

Many schools, especially in their primary and junior classrooms, practise block timetabling. In such cases, timetables would not involve the subject-by-subject breakdown shown in the samples. Instead, individual teachers would determine how to integrate daily physical activity time into the blocks of time they have available for instruction in the various subject areas.



## Grades 1 to 3 Sample Timetable 1\* Daily Physical Activity Planned on a School-Wide Basis

Period	Day 1	Day 2	Day 3	Day 4	Day 5
First 20 minutes of the day	Daily physical activity	Daily physical activity	Daily physical activity	Daily physical activity	Daily physical activity
1	Language	Language	Language	Language	Language
2	Language	Language	Language	Language	Language
<b>Recess</b>					
3	The arts	The arts	Religion	The arts	Language
4	Religion	The arts	Mathematics	Religion	Religion
<b>Lunch</b>					
5	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
6	Health and physical education	Social studies	Health and physical education	Health and physical education	Mathematics
<b>Recess</b>					
7	Science & technology	Science & technology	Social studies	Science & technology	Science & technology

\* This sample reflects programming in a school in a Roman Catholic district school board.

In this example, the entire student population participates in daily physical activity at the same time, in the classroom, the gymnasium, or out of doors, if weather permits. Music could be supplied over the PA system. Each grade could be responsible for organizing and leading the school in the activities on an eight-day cycle. The activities could be organized as circuits, aerobic routines, games, and so on.

## Grades 1 to 3

### Sample Timetable 2

#### Combination of School-Wide Activity and Activity Planned by Individual Classroom Teachers

Period	Monday		Tuesday		Wednesday		Thursday		Friday	
1	Whole-school daily physical activity*	Language	Language	Whole-school daily physical activity*	Language	Language	Language	Language	Whole-school daily physical activity*	Language
	Language	Language			Language					
2	Language	Language	Language	Language	Language	Language	Language	Language	Language	Language
<b>Recess</b>										
3	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
4	Health and physical education	Mathematics	Mathematics	Health and physical education	Health and physical education	Health and physical education	Health and physical education, including daily physical activity	Health and physical education, including daily physical activity	Mathematics	Mathematics
<b>Lunch</b>										
5	Science & technology	Science & technology	Science & technology	Science & technology	Science & technology	Science & technology	The arts	The arts	Science & technology	Science & technology
6	The arts	The arts	Daily physical activity led by classroom teacher	Mathematics	Mathematics	Mathematics	The arts	The arts	The arts	The arts
		Mathematics								
<b>Recess</b>										
7	Language	Social studies	Language	Language	Language	Language	Social studies	Social studies	Social studies	Social studies

**\*School-wide activity occurs on a rotating schedule. For example:**

Week 1 – Period 1 on Monday, Wednesday, and Friday

Week 2 – Period 2 on Tuesday and Thursday

Week 3 – Period 3 on Monday, Wednesday, and Friday

Week 4 – Period 4 on Tuesday and Thursday

Individual classroom teachers schedule and lead daily physical activity with their classes on the days when school-wide activity is not planned. In this example, daily physical activity is incorporated as one component of a health and physical education class on one such day.

## Grades 1 to 3 Sample Timetable 3 Daily Physical Activity Planned by the Classroom Teacher

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Language	Language	Language	Language	Language
	Daily physical activity				
2	Language	Language	Language	Language	Language
<b>Recess</b>					
3	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
		Daily physical activity			
4	Mathematics	Mathematics	Health and physical education, including daily physical activity	Mathematics	Health and physical education
<b>Lunch</b>					
5	Health and physical education	The arts	The arts	The arts	The arts
				Daily physical activity	
6	Science & technology	Science & technology	Science & technology	Social studies	The arts
<b>Recess</b>					
7	Social studies	Social studies	Mathematics	Science & technology	Science & technology
					Daily physical activity

In this example, the classroom teacher, or the physical education teacher, incorporates daily physical activity as a component of the health and physical education program on one day of the week. On other days, the classroom teacher schedules daily physical activity at different times, to avoid having it affect instruction in the same subject every day. The teacher determines when daily physical activity can be integrated into content area instruction, and when it is best conducted independent of instruction in any other subject.

## Grades 4 to 6

### Sample Timetable 1

#### Daily Physical Activity Planned on a School-Wide Basis

Period	Day 1	Day 2	Day 3	Day 4	Day 5
1	Language	Language	Language	Language	Language
2	Language	Language	Language	Language	Language
<b>Recess</b>					
3	The arts	The arts	Science & technology	The arts	The arts
4	French	French	French	French	French
20 minutes before lunch	Daily physical activity	Daily physical activity	Daily physical activity	Daily physical activity	Daily physical activity
<b>Lunch</b>					
5	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
6	Health and physical education	Mathematics	Health and physical education	Health and physical education	Mathematics
<b>Recess</b>					
7	Science & technology	Science & technology	Social studies	Science & technology	Science & technology

In this example, the entire student population participates in daily physical activity at the same time, in the classroom, the gymnasium, or out of doors, if weather permits. Music could be supplied over the PA system. Each grade could be responsible for organizing and leading the school in the activities on an eight-day cycle. The activities could be organized as circuits, aerobic routines, games, and so on.

## Grades 4 to 6 Sample Timetable 2\* Daily Physical Activity Incorporated into Daily Health and Physical Education Classes

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Language	Language	Language	Language	Language
2	Language	Mathematics	Language	Language	Mathematics
<b>Recess</b>					
3	Mathematics	Religion	Mathematics	Mathematics	The arts
4	Health and physical education, including daily physical activity	Health and physical education, including daily physical activity	Health and physical education, including daily physical activity	Health and physical education, including daily physical activity	Health and physical education, including daily physical activity
<b>Lunch</b>					
5	French	French	French	French	French
6	The arts	Science & technology/ Social studies	Science & technology/ Social studies	Science & technology/ Social studies	Science & technology/ Social studies
<b>Recess</b>					
7	The arts	Religion	The arts	Religion	Religion

\* This sample reflects programming in a school in a Roman Catholic district school board.

In this example, individual classroom teachers, or the physical education teacher, incorporate daily physical activity as a component of daily health and physical education classes.

## Grades 4 to 6

### Sample Timetable 3

#### Daily Physical Activity Planned by the Classroom Teacher

Period	Monday		Tuesday	Wednesday	Thursday	Friday
1	Language	Daily physical activity	Language	Language	Language	Language
2	Language	Language	Language	Language	Language	Language
<b>Recess</b>						
3	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
4	Mathematics	Mathematics	Mathematics	Health and physical education, including daily physical activity	Mathematics	Health and physical education
<b>Lunch</b>						
5	Health and physical education	Science & technology/ Social studies	Science & technology/ Social studies	Science & technology/ Social studies	Science & technology/ Social studies	The arts
6	Science & technology/ Social studies	The arts	The arts	The arts	Science & technology/ Social studies	The arts
<b>Recess</b>						
7	French	French	French	French	French	French
						Daily physical activity

In this example, the classroom teacher, or the physical education teacher, incorporates daily physical activity as a component of the health and physical education program on one day of the week. On other days, the classroom teacher schedules daily physical activity at different times, to avoid having it affect instruction in the same subject every day. The teacher determines when daily physical activity can be integrated into content area instruction, and when it is best conducted independent of instruction in any other subject.

## Grades 7 and 8

### Sample Timetable 1\*

#### Daily Physical Activity Planned on a Division-Wide Basis

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Mathematics	Mathematics	Mathematics	French	History / Geography
2	Science	Science	History / Geography	Science	Science
<b>Recess</b>					
3	French	Religion	The arts	Religion	French
4	Language	History / Geography	The arts	Mathematics	Mathematics
<b>Lunch</b>					
5	Language	Language	French	Language	Language
6	Religion	French	Language	Language	Religion
<b>Recess</b>					
7	Health and physical education	The arts	Health and physical education	Health and physical education	The arts
Last 20 minutes of the day	Daily physical activity	Daily physical activity	Daily physical activity	Daily physical activity	Daily physical activity

\* This sample reflects programming in a school in a Roman Catholic district school board.

In this example, all students in the intermediate division participate together in daily physical activity at the end of the school day, in the classroom, the gymnasium, or out of doors, if weather permits. The Grade 7 and 8 classes each take responsibility for planning and leading daily physical activity for a month.

## Grades 7 and 8

### Sample Timetable 2

#### Combination of School-Wide Activity and Activity Planned by Individual Classroom Teachers

Period	Monday		Tuesday		Wednesday		Thursday		Friday	
1	Whole-school daily physical activity*	Language	Language	Whole-school daily physical activity*	Language	Language	Language		Whole-school daily physical activity*	
	Language	Language	Language	Language	Language	Language	Language		Language	
2	Language	Language	Language	Language	Language	Language	Language		Language	
<b>Recess</b>										
3	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics		Mathematics	
4	Health and physical education	Mathematics	Mathematics	Health and physical education	Health and physical education	Health and physical education	Health and physical education, including daily physical activity		Mathematics	
<b>Lunch</b>										
5	The arts	Social studies	Social studies	Social studies	Social studies	Social studies	The arts		The arts	
6	Science & technology	Science & technology	Science & technology	Science & technology	Science & technology	Science & technology	Science & technology		Science & technology	
		Daily physical activity led by classroom teacher								
<b>Recess</b>										
7	French	French	French	French	French	French	French		French	

**\*School-wide activity occurs on a rotating schedule. For example:**

Week 1 – Period 1 on Monday, Wednesday, and Friday

Week 2 – Period 2 on Tuesday and Thursday

Week 3 – Period 3 on Monday, Wednesday, and Friday

Week 4 – Period 4 on Tuesday and Thursday

Individual classroom teachers schedule and lead daily physical activity with their classes on the days when school-wide activity is not planned. In this example, daily physical activity is incorporated as one component of a health and physical education class on one such day.



## Grades 7 and 8

### Sample Timetable 3

#### Daily Physical Activity Planned by the Classroom Teacher

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Language	Language Daily physical activity	Language	Language	Language
2	Language	Language	Language	Language	Language
<b>Recess</b>					
3	Mathematics	Mathematics	Mathematics	Mathematics Daily physical activity	Mathematics
4	French	French	French	French	French
<b>Lunch</b>					
5	Health and physical education, including daily physical activity	Mathematics	Health and physical education, including daily physical activity	Mathematics	The arts
6		The arts		Science & technology	The arts Daily physical activity
<b>Recess</b>					
7	History / Geography	The arts	History / Geography	Science & technology	Science & technology

In this example, the classroom teacher, or the physical education teacher, incorporates daily physical activity as a component of the health and physical education program on two days of the week. On the other days, the classroom teacher schedules daily physical activity at different times, to avoid having it affect instruction in the same subject every day. The teacher determines when daily physical activity can be integrated into content area instruction, and when it is best conducted independent of instruction in any other subject. In this example, the scheduling of daily physical activity time may change every week or month.

# Appendix 9

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## SAFETY GUIDELINES

School boards should ensure that principals and school staff are aware of the general safety guidelines provided in this appendix, and that these guidelines are implemented in daily physical activity programs.

The responsibility for ensuring a safe learning/activity environment rests with the school board and its staff. (The ministry does not endorse or prescribe any particular individual safety guidelines.) Most school boards have their own safety guidelines and policies to which their staff members must adhere. However, the following material, which has been adapted from Ophea's *Ontario Safety Guidelines for Physical Education, Elementary Curricular*, updated in 2005, may serve as a useful guide to teachers and other school staff working with students.

Daily physical activities may take place in a variety of locations, such as gymnasiums, the outdoors, classrooms, and multipurpose areas. However, there are many common guidelines for safety that apply to all of these locations, and they are outlined in this appendix.

### General Tips for Ensuring Safe Physical Activity

To ensure that activities are safe, school boards should:

- ensure that principals plan for safety;
- ensure that principals have access to the safety resources necessary for implementing daily physical activity;
- ensure that principals are aware of safe practices related to equipment, clothing and footwear, facilities, special rules, instruction, and supervision;
- help teachers to identify safe practices related to equipment, clothing and footwear, facilities, special rules, instruction, and supervision;
- provide leadership to ensure that each school's facilities are safe and that all equipment used is in good working order;
- communicate with principals on a regular basis, and encourage principals to identify and communicate best practices, as well as concerns related to safety.

## Medical Information

- Be aware of any physical limitations that students may have that would prevent full participation in daily physical activities.
- Be well prepared to respond to emergency situations that might arise from such conditions as asthma, diabetes, and life-threatening allergies.
- Follow board policies regarding the collection and storage of student information.

## First Aid

- Be aware of the school's first-aid emergency action plan, the identity of the first-aid providers, and the location of the first-aid or health room and first-aid kit(s).
- When conducting off-site activities, plan how to access emergency medical aid.
- Follow board policies prescribed for Universal Precautions for Blood and Bodily Fluids.

## Activity Risks

Before engaging in physical activities, inform students of the following:

- possible risks associated with the activity
- ways of minimizing the risks
- procedures and guidelines for safe participation

## Emergency Situations

Inform students of the locations of fire alarms, fire exits, assembly areas, and protocols for emergency situations for every location where daily physical activity takes place.

## Off-site Activities

When activities are taking place off the school site, refer to school board policies, protocols, and forms.

## Change Rooms and Travelling

At the beginning of the school year, and throughout the year, inform and remind students of appropriate change-room behaviours and safe procedures for going from the classroom to the activity area and back.

## Equipment

- Items of equipment must be appropriate for the facility or location used (e.g., classroom, outdoors).
- Items of equipment must be checked regularly to ensure that they are in good working order.
- Balls must be properly and fully inflated.
- Mats must be placed directly below high apparatus (e.g., chin-up bar, peg board).
- Encourage students to report equipment problems to the teacher.

## Clothing and Footwear

Appropriate footwear is a minimum requirement. Remind students to tie shoelaces securely. Shorts, sweat pants, T-shirts, and sweatshirts are examples of appropriate clothing. Hanging jewellery must not be worn. Jewellery that cannot be removed and that presents a safety concern (e.g., medical alert identification) must be taped.

## Facilities

- Visually check the activity area before the activity to ensure that hazards are identified and removed.
- Remove excess equipment and furniture from the perimeter of the activity area (e.g., tables, chairs).
- Bring potentially dangerous and immovable objects (e.g., goalposts, protruding stage) to the attention of students. Create a “safety zone” of at least one metre around the perimeter of the activity area. Mark out areas, where possible, with pylons.
- The activity surface, whether indoors or outdoors, must provide good traction.
- Make students aware of the boundaries of the activity area.
- Encourage students to report safety concerns regarding the facility to the teacher.

## Physical Activities: Special Rules and Instructions

- Activities must be appropriate for the age and ability levels of the students and the facility where the activity is taking place.
- Games and activities must be based on skills that have been taught earlier.
- Instruct students regarding the proper use of equipment before allowing them to use it.
- Emphasize that students are responsible for keeping a safe distance from one another and for ensuring that they move safely.
- Clearly outline all rules to students. Rules must be strictly enforced and modified to suit the age and ability of the participants.
- Make clear to the students that body-on-body contact and equipment-on-body contact are prohibited.
- Ensure that daily physical activities consist of appropriate warm-ups, moderate to vigorous physical activities, and cool-downs.
- Encourage each student to work at a level of intensity that is appropriate for him or her.
- Ensure that the temperature and/or weather conditions are appropriate for participation in moderate to vigorous activity both indoors and outdoors. For example, it should not be extremely hot, cold, or humid; and outdoor activity should be avoided on rainy or smoggy days, or on days when there is lightning.

## Supervision

- Ensure that supervision of daily physical activity is in accordance with all board policies and protocols.
- Be present at, in control of, and fully attentive to the activity area at all times while students are physically active.
- Inform and periodically remind students that use of equipment and of the gymnasium and multipurpose rooms is prohibited without teacher supervision. Deterrents must be in place (e.g., announcements, signs on doors, locked doors).
- Establish routines, rules of acceptable behaviour, and appropriate duties for students at the beginning of the year, reinforce these throughout the year, and ensure that students adhere to them.
- Be vigilant to prevent one student from pressuring another into trying activities for which he or she is not ready.
- When a student displays hesitation verbally or non-verbally during an activity, discuss the reason(s) for the hesitancy and, if appropriate, provide the student with a different activity.

In the following chart, safety guidelines are provided for activities conducted in a classroom, in a multipurpose area, in a gymnasium, outdoors, and/or in a community facility. In cases where sport-specific activities are being done (e.g., soccer), refer to school board policies and protocols. Ophea's *Ontario Safety Guidelines for Physical Education, Elementary Curricular* provides activity-specific safety guidelines for a full range of activities.

	Equipment	Clothing & Footwear	Facilities	Special Rules & Instructions	Supervision
<b>Classroom</b>	<ul style="list-style-type: none"> <li>● Equipment must be appropriate for age and ability of students and size of classroom.</li> <li>● First-aid kit must be accessible.</li> <li>● Items should be safely stored.</li> </ul>	<ul style="list-style-type: none"> <li>● Running shoes must be worn.</li> </ul>	<ul style="list-style-type: none"> <li>● Visually inspect and check for hazards specific to classrooms (e.g., ensure that floor surface is not slippery and is free from all obstacles, such as books, backpacks, and extension cords).</li> <li>● Ensure that carpets do not present a tripping hazard.</li> </ul>	<ul style="list-style-type: none"> <li>● Plan for activities that have a controlled amount of movement (e.g., running on the spot, chair exercises).</li> </ul>	<ul style="list-style-type: none"> <li>● On-site supervision</li> </ul>
<b>Multi-purpose Area</b>	<ul style="list-style-type: none"> <li>● Equipment must be appropriate for age and ability of students and size of facility.</li> <li>● All equipment used in fitness activities must be in good repair.</li> <li>● First-aid kit must be accessible.</li> <li>● Items should be safely stored.</li> </ul>	<ul style="list-style-type: none"> <li>● Running shoes must be worn.</li> </ul>	<ul style="list-style-type: none"> <li>● Visually inspect and check for hazards specific to the location (e.g., proximity of drinking fountains and trophy cases to the activity).</li> <li>● Walls must not be used for turning points or finish lines. A line or pylon should be used instead.</li> </ul>	<ul style="list-style-type: none"> <li>● Plan for activities that have a controlled amount of movement, based on the size of the area (e.g., aerobics, mat work, fitness stations, skipping, dance).</li> <li>● Students must be instructed in the proper use of equipment before using it.</li> <li>● If the activity area is a common open area (e.g., an atrium, a forum, a library), students who are not involved in the daily physical activity should walk around the outside of the area or should be redirected to take another route.</li> <li>● Take precautions to guard against doors opening into the activity area.</li> </ul>	<ul style="list-style-type: none"> <li>● On-site supervision</li> </ul>
<b>Gymnasium</b>	<ul style="list-style-type: none"> <li>● Equipment must be checked regularly and repaired as needed.</li> <li>● First-aid kit must be accessible.</li> <li>● Equipment must be appropriate for age and ability of students.</li> <li>● Items should be stored safely.</li> </ul>	<ul style="list-style-type: none"> <li>● Running shoes must be worn.</li> </ul>	<ul style="list-style-type: none"> <li>● Visually inspect for hazards specific to the location.</li> <li>● Walls and stages must not be used for turning points or finish lines. A line or pylon should be used instead.</li> <li>● Floor plugs must be used to cover the holes in which poles for nets are usually placed.</li> </ul>	<ul style="list-style-type: none"> <li>● Students must be instructed in the proper use of equipment before using it.</li> </ul>	<ul style="list-style-type: none"> <li>● On-site supervision</li> </ul>

	Equipment	Clothing & Footwear	Facilities	Special Rules & Instructions	Supervision
<b>Outdoors</b>	<ul style="list-style-type: none"> <li>● Equipment must be appropriate for age and ability of students.</li> <li>● Equipment must be safely transported to the outdoor location.</li> <li>● First-aid kit must be accessible.</li> <li>● When using playgrounds, teachers must follow board policies.</li> </ul>	<ul style="list-style-type: none"> <li>● Footwear must be appropriate for the requirements of the activity (e.g., running shoes, snowshoes).</li> <li>● Clothing must be appropriate for the activity and weather conditions (e.g., hats, sunscreen).</li> </ul>	<ul style="list-style-type: none"> <li>● Visually inspect outdoor area for potential hazards (e.g., holes, glass, rocks).</li> <li>● Immovable obstacles, such as trees and goalposts, must be identified to students.</li> <li>● Severely uneven surfaces must not be used. There must be sufficient turf for proper traction and impact absorption.</li> <li>● Warn students to be careful on wet grass.</li> </ul>	<ul style="list-style-type: none"> <li>● Take into consideration the outside weather conditions (e.g., heat, cold, smog, rain, lightning) when planning activities.</li> <li>● Attention must be given to temperature, length of time students have been outside, and intensity of activity.</li> <li>● Inform parents and students of the importance of sun protection (e.g., sunscreen, hats) and insect repellent.</li> <li>● Remind students of the importance of hydration.</li> <li>● Let the school office know whenever a class will be held outdoors and ensure that an appropriate means of communication is available (e.g., student runner, walkie-talkies).</li> <li>● Ensure that there is easy access into the school building from the location.</li> <li>● Students must stay in pairs or groups (the buddy system) if they are going to be out of the teacher's sight for any reason.</li> <li>● For winter activities, discuss with students how to prevent, recognize, and treat frostbite.</li> </ul>	<ul style="list-style-type: none"> <li>● On-site supervision</li> </ul>
<b>Community Facility</b>	<ul style="list-style-type: none"> <li>● Use equipment appropriate to the size and condition of the facility.</li> <li>● Equipment must be safely transported to the community facility.</li> <li>● First-aid kit must be accessible.</li> <li>● When using playgrounds, teachers must follow board policies.</li> </ul>	<ul style="list-style-type: none"> <li>● Clothing and footwear must be appropriate for the activity (e.g., running shoes, ice skates).</li> </ul>	<ul style="list-style-type: none"> <li>● Visually inspect community facility for hazardous conditions.</li> </ul>	<ul style="list-style-type: none"> <li>● Follow rules and etiquette as outlined by the facility.</li> <li>● Be familiar with the emergency safety procedures of the facility.</li> <li>● Ensure that there is a suitable means of communication with the school in case of an emergency</li> </ul>	<ul style="list-style-type: none"> <li>● On-site supervision</li> </ul>

# Appendix 10

## INCLUSION OF ALL STUDENTS IN DAILY PHYSICAL ACTIVITY

This appendix contains information about inclusion of all students that teachers should know and follow. It is the responsibility of principals to ensure that teachers in their schools are aware of this information and are able to apply it when leading daily physical activities.

It is important to remember that adaptations may not always be necessary. When adaptations have to be made, it is important to ensure that the integrity of the activity is retained for all students as much as possible. There is a continuum of adaptations, from minimal to considerable. Adaptations that increase the likelihood of success for the student with special needs but do not affect the program for others are the most desirable. To adapt an activity, teachers should take into consideration the abilities and the past experiences of all students. In planning activities, teachers first need to consider possible changes to the activity that will allow all students to participate. In some cases, the teacher may need to make adaptations for an individual student. On very rare occasions, the student may need to participate in a parallel activity. The following summarizes the ways in which students with special needs can participate in various class activities:

- **Class activity with no adaptations needed.** A student with a physical disability may need no adaptations to be able to participate in a specific class activity.
- **Class activity with adaptations involving all students.** A game of soccer may be played on a smaller field so that a student with mobility difficulties can play with the rest of the class.
- **Class activity with adaptations for an individual student.** A student with a disability may be able to participate in a class activity in which adaptations have been made to equipment, rules, and/or skill complexity.
- **Parallel activity within a regular class activity.** A student with special needs can participate with the class, but will engage in a similar activity at his or her own skill level with appropriate equipment and resources.

### Specific Adaptations for Students with Special Needs<sup>5</sup>

Note that a student with special needs may not always require the same adaptations. The type of adaptations needed will vary from lesson to lesson and unit to unit, depending on the activity and on the student's abilities and past experience.

#### Time

- Allow for frequent breaks.
- Permit students to hold onto an object, such as a ball, for longer periods of time.

5. Ideas outlined in this section are adapted from *Moving to Inclusion: Active Living through Physical Education*, published by the Active Living Alliance for Canadians with a Disability ([www.ala.ca](http://www.ala.ca)), and from workshop presentations by the Active Living Resource Centre for Ontarians with a Disability ([www.ala.on.ca](http://www.ala.on.ca)).



- Allow students extra hits and/or bounces (e.g., in volleyball).
- Decrease the length of the game.
- Allow a student to start ahead of the other group members.

### **Equipment**

- Use larger, lighter, softer balls to slow the speed of an activity and to allow students more time to react (e.g., use balloons or beach balls instead of soccer balls).
- Use smaller, lighter, softer balls to allow students to catch and hold them better.
- Use shorter, lighter striking implements (e.g., foam bats) to give students greater control.
- Use markers or pylons that are flat to the ground to allow students to manoeuvre wheelchairs or walkers more easily.
- Use throwing equipment that is easy to hold (e.g., beanbags, foam balls, rings).
- Conduct activities on hard, flat, smooth surfaces, such as floors or blacktop, to allow unimpeded movement of wheelchairs, crutches, or walkers.
- Use visual cues to aid a student with a hearing impairment. Flags may be used with a whistle to indicate that an activity is to start or stop, that the participant's name or number is being called, or that the music has stopped.
- Extend a student's reach in tag-type activities (e.g., with a piece of foam).
- Have teammates wear pinnies for easy identification.
- If a student has a mobility impairment, place everyone on scooter boards or, if available, wheelchairs.

### **Area**

- Decrease the size of the playing area.
- Have a greater number of players on a team so that less movement is required for each student.
- Use barriers around a group to decrease the distance the ball may travel.
- In throwing or catching activities, position the student in front of a wall, if he or she frequently misses the ball.

### **Number of Students**

- For games involving running, have a buddy run part of the way and have the student run the rest of the way.
- For tag games, have the student and the buddy run separately. Both must be tagged before they are out.

### **Programming**

- Set up daily physical activities using stations, to make a variety of activities available.
- Offer a variety of activities for all skill levels.
- Pair or group students according to their abilities.
- Allow numerous attempts and opportunities for practice when students are performing skills.
- Focus on activities that do not require a great deal of specialized skill.

- Introduce preparatory games to develop skills and increase the student's opportunity for success.
- Allow the student to kick or throw a ball instead of hitting it.
- In games that involve passing a ball or other object, ensure that each student has a chance to complete a number of passes.
- For rhythmic activities, use sticks, balls, tambourines, ribbons, or scarves to help students express rhythmic movement.
- For a student with a visual impairment:
  - use bright or strongly contrasting colours to mark boundaries;
  - use equipment with strongly contrasting colours;
  - have teammates use sounds for identification (e.g., clapping, calling, wearing a wrist bell);
  - for running activities, have a guide runner assist the student, with each holding one end of a short rope as they run.

### **Instructions**

If a student has difficulty understanding what to do in an activity, try one or more of the following:

- Ensure that you have the student's undivided attention before instructions begin (e.g., establish eye contact).
- Ask the student to repeat the instruction back to ensure that he or she understands the rules and procedures.
- Send a description of the activity home with the student so that he or she may practise in private before having to participate in front of peers.
- Ensure that opportunities for review and repetition are provided.
- Demonstrate the skill.
- Keep instructions specific, precise, and brief.
- Use verbal prompts.
- Use cooperative games and games that require little organization to teach skills.
- Break an activity into a series of tasks to make the activity more manageable.

# Appendix 11

## BOARD COMMUNICATION PLAN

Target Audience	Recommended Lead	Possible Communication Tools	Information Provided
Senior administrative staff in the school board (including trustees)	Director/superintendent or designate	<ul style="list-style-type: none"> <li>● Board report</li> <li>● Meetings</li> <li>● Board meeting</li> <li>● Presentation</li> </ul>	<b>Stage 1</b> <ul style="list-style-type: none"> <li>● General introduction to daily physical activity</li> <li>● Ministry requirements</li> <li>● What the board currently has in place (e.g., board leader or contact)</li> <li>● Invitation to work on the implementation committee</li> <li>● Next steps</li> </ul>
Principals and vice-principals	Director/superintendent or designate	<ul style="list-style-type: none"> <li>● In-service session</li> <li>● Electronic newsletters</li> <li>● E-mail</li> <li>● Meetings with principals</li> <li>● Board Intranet site</li> <li>● PA days</li> </ul>	
School council chair(s)	Superintendent	<ul style="list-style-type: none"> <li>● Council meetings</li> <li>● Daily physical activity section on board website</li> <li>● List serve</li> <li>● E-mail</li> </ul>	<b>Stage 2</b> <ul style="list-style-type: none"> <li>● Board's implementation plan</li> <li>● Resources that are available</li> <li>● Timelines for implementation</li> <li>● Examples of schools that are currently successful in implementing daily physical activity</li> <li>● Where to look for more information on daily physical activity</li> <li>● Practical strategies for implementing daily physical activity</li> <li>● Safety</li> <li>● Supporting an inclusive environment</li> <li>● Use of a variety of activity areas</li> <li>● Integrating daily physical activity into other subject areas</li> <li>● Benefits of physical activity</li> <li>● Implementation committee members</li> <li>● Next steps</li> </ul>
Special Education Advisory Committee (SEAC)	Superintendent	<ul style="list-style-type: none"> <li>● SEAC meeting</li> <li>● Board website/newsletters</li> <li>● Meeting with principals</li> <li>● School council meetings</li> </ul>	
Teachers	Principals School board leaders	<ul style="list-style-type: none"> <li>● In-service sessions</li> <li>● Conferences</li> <li>● Training sessions for key teachers</li> <li>● General teacher-training sessions</li> <li>● Training sessions for new teachers</li> <li>● Board Intranet</li> <li>● PA days</li> <li>● Staff meetings</li> <li>● School newsletters</li> <li>● Divisional meetings</li> </ul>	<b>Stage 3</b> <ul style="list-style-type: none"> <li>● Summary of successes and challenges during implementation</li> <li>● Review and update on the status of the implementation plan</li> <li>● Next steps</li> </ul>
Parents	Principal Implementation committee Teachers	<ul style="list-style-type: none"> <li>● School newsletter</li> <li>● School council meetings</li> <li>● School activity days</li> <li>● School health fairs</li> </ul>	
Students	Principal Classroom teacher	<ul style="list-style-type: none"> <li>● Assemblies</li> <li>● Classroom discussions</li> <li>● School-wide daily physical activity events</li> </ul>	
Community partners (e.g., physical activity promoters)	School board representative	<ul style="list-style-type: none"> <li>● Board website</li> <li>● School council meetings</li> </ul>	

# Appendix 12

## SAMPLES OF DAYS AND EVENTS RELATED TO DAILY PHYSICAL ACTIVITY

Celebration or Event	Date (Dates may be subject to change)	Organization	Website
<b>FALL</b>			
Terry Fox Run	Mid-September	The Terry Fox Foundation	<a href="http://www.terryfoxrun.org">www.terryfoxrun.org</a>
International Walk to School Week	Beginning of October	Go For Green	<a href="http://www.goforgreen.ca">www.goforgreen.ca</a>
National Family Week	Beginning of October	Family Service Canada	<a href="http://www.familyservicecanada.org">www.familyservicecanada.org</a>
National School Safety Week	Mid-October	Canada Safety Council	<a href="http://www.safety-council.org">www.safety-council.org</a>
Healthy Workplace Week	Mid- to late October	Canadian Centre for Occupational Health and Safety	<a href="http://www.healthworkplaceweek.ca">www.healthworkplaceweek.ca</a>
<b>WINTER</b>			
Diabetes Month	November	Canadian Diabetes Association	<a href="http://www.diabetes.ca">www.diabetes.ca</a>
World Diabetes Day	Mid-November	Canadian Diabetes Association	<a href="http://www.diabetes.ca">www.diabetes.ca</a>
Universal Children's Day/ National Child Day	Mid-November	United Nations Association in Canada	<a href="http://www.unac.org">www.unac.org</a>
Heart Health Month	February	Heart and Stroke Foundation	<a href="http://www.heartandstroke.ca">www.heartandstroke.ca</a>
<b>SPRING</b>			
World Health Day	Beginning of April	World Health Organization	<a href="http://www.who.int/world-health-day">www.who.int/world-health-day</a>
SummerActive Challenge	May to June	Active 2010	<a href="http://www.active2010.ca">www.active2010.ca</a>
National Summer Safety Week	Beginning of May	Canada Safety Council	<a href="http://www.safety-council.org">www.safety-council.org</a>
World Asthma Day	Beginning of May	The Lung Association	<a href="http://www.lung.ca">www.lung.ca</a>
WHO, Move for Health Day	Beginning of May	World Health Organization	<a href="http://www.who.int">www.who.int</a>
Active Healthy Kids Day	Late May	Active Healthy Kids Canada	<a href="http://www.activehealthykids.ca">www.activehealthykids.ca</a>
<b>SUMMER</b>			
Recreation Month	June	Parks and Recreation Ontario	<a href="http://www.recreationmonth.on.ca">www.recreationmonth.on.ca</a>
Canada's Parks Day	Mid-July	Canadian Parks Council	<a href="http://www.parksday.ca">www.parksday.ca</a>

## Appendix 13

### SCHOOL IMPLEMENTATION CONTINUUM FOR DAILY PHYSICAL ACTIVITY

	Stage 1	Stage 2	Stage 3
Leadership	<ul style="list-style-type: none"> <li>Classroom teachers are leading daily physical activities without any coordinated support or direction.</li> </ul>	<ul style="list-style-type: none"> <li>School leader works with the principal to create an implementation committee and a school-wide implementation plan.</li> </ul>	<ul style="list-style-type: none"> <li>School leader works with the principal and an established implementation committee towards the full implementation of daily physical activity in the school.</li> </ul>
Schedule	<ul style="list-style-type: none"> <li>Students are occasionally given opportunities to be physically active during the 300 minutes of instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>Students are often given opportunities to be physically active each day for 20 minutes during the 300 minutes of instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>Students are always given opportunities to be physically active each day for 20 minutes during the 300 minutes of instructional time.</li> </ul>
Student leadership	<ul style="list-style-type: none"> <li>Students are not involved in the planning or implementation of daily physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Students are represented on daily physical activity committees; however, their input and ideas have a limited impact on decisions and the direction of implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Students are well represented on daily physical activity committees, and students from all grade levels are active leaders in the planning and implementation of daily physical activity.</li> </ul>

	Stage 1	Stage 2	Stage 3
Quality of daily physical activities	<ul style="list-style-type: none"> <li>● Very few students are physically active for the full 20 minutes.</li> <li>● Activities offered are rarely inclusive, motivating, learner-centred, or success-oriented.</li> <li>● Tasks rarely result in an increase in breathing or heart rate.</li> <li>● Students rarely set their own goals and do not know how to monitor their own physical activity levels.</li> </ul>	<ul style="list-style-type: none"> <li>● Some students are physically active for the full 20 minutes.</li> <li>● Activities offered are often inclusive, motivating, learner-centred, and success-oriented.</li> <li>● Tasks occasionally result in an increase in breathing and heart rates.</li> <li>● Students occasionally set their own goals and monitor their own physical activity levels.</li> </ul>	<ul style="list-style-type: none"> <li>● All students are physically active for the full 20 minutes.</li> <li>● All activities offered are inclusive, motivating, learner-centred, and success-oriented.</li> <li>● Tasks always result in a significant increase in students' breathing and heart rates.</li> <li>● Students regularly set their own goals and monitor their own physical activity levels.</li> </ul>
Resources	<ul style="list-style-type: none"> <li>● Limited resources are available to assist staff.</li> <li>● No one on staff has been trained in the implementation of the daily physical activity initiative.</li> </ul>	<ul style="list-style-type: none"> <li>● Some resources are available to assist staff.</li> <li>● One lead teacher has attended training on the implementation of the daily physical activity initiative.</li> </ul>	<ul style="list-style-type: none"> <li>● A wide variety of resources is readily available to assist staff.</li> <li>● All staff have attended training on the implementation of the daily physical activity initiative.</li> </ul>
Partnership development (e.g., with public health, parks and recreation departments)	<ul style="list-style-type: none"> <li>● No community partners have been established to provide input and/or direction for daily physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>● Community partners have been established; however, they are providing a limited level of input and/or direction for daily physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>● Community partners have been established, and they provide valued input and/or direction for daily physical activity.</li> </ul>

# Appendix 14

## SAMPLE SCHOOL IMPLEMENTATION PROFILE

School (name)	School Board	School Leader of Daily Physical Activity																
Year Implementation Started	Grades in the School	Number of Students																
<b>Model(s) of Daily Physical Activity Used (check all that apply):</b> <input type="checkbox"/> School-wide activities led over the public address system <input type="checkbox"/> Teacher-led activities in the classroom <input type="checkbox"/> Division-wide activities led in a common area <input type="checkbox"/> Other (please specify): _____																		
<b>Make-up of School Implementation Committee (number and position of members, community partners represented)</b> _____																		
<b>School Guidelines and/or Improvement/Renewal Goals Supporting Daily Physical Activity</b> _____																		
<b>Daily Physical Activity Resources Used</b> _____																		
<b>Training Provided for Staff (current year)</b> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:25%;"><i>Date</i></th> <th style="width:25%;"><i>Number of Staff</i></th> <th style="width:25%;"><i>Training Focus</i></th> <th style="width:25%;"><i>Provider of the Training</i></th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>			<i>Date</i>	<i>Number of Staff</i>	<i>Training Focus</i>	<i>Provider of the Training</i>												
<i>Date</i>	<i>Number of Staff</i>	<i>Training Focus</i>	<i>Provider of the Training</i>															
<b>Community Partners</b> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:30%;"><i>Partner</i></th> <th style="width:40%;"><i>Resources and Other Assistance Provided</i></th> <th style="width:30%;"><i>Benefit</i></th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>			<i>Partner</i>	<i>Resources and Other Assistance Provided</i>	<i>Benefit</i>													
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<b>Successes</b> _____																		
<b>Future Plans</b> _____																		
<b>Other Information Related to Daily Physical Activity</b> _____																		

# Appendix 15

## SAMPLE SCHOOL BOARD IMPLEMENTATION PROFILE

School Board (name)	Implementation Committee Leader (name)	Leader's Contact Information	
Year Implementation Started	Number of Elementary Schools in Board		
<b>Status of Implementation of Daily Physical Activity</b> <input type="checkbox"/> Implementation of DPA just starting <input type="checkbox"/> DPA just implemented in all schools <input type="checkbox"/> DPA just implemented in most schools <input type="checkbox"/> DPA well-established in all schools			
<b>Make-up of School Board Implementation Committee (number and position of members)</b>  			
<b>Board Policies or Priority Statements Supporting Daily Physical Activity</b>  			
<b>Resources and Other Assistance Available (developed by school board)</b>  			
<b>Training Provided for Staff (current year)</b>			
<i>Date</i>	<i>Number of Staff</i>	<i>Training Focus</i>	<i>Provider of the Training</i>
<b>Community Partners</b>			
<i>Partner</i>	<i>Resources and Other Assistance Provided</i>		<i>Benefit</i>
<b>Successes</b>  			
<b>Future Plans</b>  			
<b>Other Information Related to Daily Physical Activity</b>  			



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