RESOURCE GUIDE

2006

healthy SCHOOLS

# Daily Physical Activity in Schools

## *Guide for School Principals*

Ontario

Ontario Education excellence for all

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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 elementary school principals 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 School

It is important that all activities be conducted in accordance with school board[1] policies and guidelines. Principals should make all school staff 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.

## 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.

### *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.*

- "... 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 Principal

The principal plays an essential leadership role in the planning, implementation, monitoring, and review of all programs. Therefore, it is important that the principal be actively engaged in and supportive of the daily physical activity initiative, with support and direction from the school board. The principal is ultimately responsible for ensuring that all students, including students with special needs, are able to participate in a safe manner. It is also important for the principal to verify that all teachers' timetables include time for daily physical activity and, similarly, that daily physical activity is scheduled for all students at some point during each instructional day.

Making daily physical activity a priority at the school requires not only strong leadership from the principal but also input and feedback from a wide range of stakeholders. A daily physical activity implementation committee can be established to provide valuable support and direction to assist the principal in the implementation process. Ongoing input from teachers, students, parents, and community partners will assist in the development of an implementation plan that is flexible and practical and that meets the needs of teachers and students in the school.

All staff members, including the principal and members of the implementation committee, should work together to establish a supportive environment for daily physical activity in the school. Principals could use the following suggestions to establish a supportive environment:

- Encourage staff to approach daily physical activity with a positive attitude.
- Ensure that teachers have access to the necessary equipment and resources to support the implementation of daily physical activity (e.g., guides for teachers, safety guidelines, other board and provincial resources).
- Consult with teachers to identify in advance any areas of concern related to the implementation of daily physical activity.
- Encourage teachers to provide input regarding the framework and the implementation plan.
- Provide flexibility in the framework for implementing daily physical activity.
- Provide in-service training for teachers prior to implementation.
- Look for opportunities for teachers to plan together to implement daily physical activity.
- Allow frequent opportunities for teachers to ask questions and to provide feedback.
- Consider providing opportunities for mentoring by teachers who are more comfortable with or experienced in doing physical activity with students.
- Encourage teachers to attend in-service training throughout implementation.

## 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.

### 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.*

### 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.*

### 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.*

### 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.*

### Students

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

### 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.*

### 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.*

### 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." [2]

### *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 work with their staff to ensure that their schools provide an environment in which every student has equal and equitable access to safe, high-quality physical activity opportunities. 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 |
|---|---|
| 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. | 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. |

## Overview: Principal'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 committee or team.
- ☐ Determine the current status of daily physical activity in the school.
- ☐ Develop a school implementation plan.
- ☐ Organize and coordinate the use of equipment and facilities.
- ☐ Identify support and resources for safety and the inclusion of all students.
- ☐ Identify and plan ongoing support in the area of scheduling/timetabling.

### IMPLEMENTATION

- ☐ Communicate school plans to the school board, school staff, students, parents, and community partners.
- ☐ Provide in-service training for staff.
- ☐ Plan school-wide daily physical activity events.
- ☐ Monitor the implementation of daily physical activity.
- ☐ Promote and celebrate daily physical activity on an ongoing basis.

### REVIEW

- ☐ Provide opportunities for regular review and input from staff and students.
- ☐ Annually review and revise implementation plans.

*Chapter 2*

# PLANNING FOR DAILY PHYSICAL ACTIVITY

## Use of a School Implementation Committee

An implementation committee can effectively support the organization, planning, implementation, and monitoring of daily physical activity at the school level. This committee will allow staff and students to provide ideas, communicate concerns, and provide ongoing feedback.

A school implementation committee can help the school establish an organizational structure that meets the needs of staff and students. In addition, this committee can make recommendations for scheduling and can identify available facilities, expertise of school staff, and possible community partners.

When setting up the school's implementation committee, the principal should:

- seek a staff member to provide leadership and direction for the committee and to communicate information and recommendations to the principal;
- 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).

The school implementation committee may include:

- school staff with a wide range of experience and expertise in physical education/activity (e.g., generalists, specialists);
- representatives from local universities or colleges that have programs related to healthy schools and/or daily physical activity to provide suggestions;
- student representatives to provide ongoing feedback on the planning and implementing of activities;
- a representative from the school council;
- members of the community who are in a position to provide support to the school (e.g., staff of public health and/or parks and recreation departments).

The leader of the committee should be an individual who:

- is a curriculum leader in the area of health and physical education;
- is willing to organize and coordinate training opportunities for 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.

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. The principal will ensure that 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 an implementation plan is established for daily physical activity, the current status of daily physical activity in the school needs to be determined, as well as the specific needs of staff and students. The principal should encourage the implementation committee to conduct:

- a "gap analysis". Appendix 2: School 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., establishing of a leader, setting up of activities and schedules, availability of resources and equipment, use of community partners);
- a survey of staff. Appendix 3: Sample Staff Survey may be used to collect information on staff who are currently involved in daily physical activity or who would like to be involved. Staff can provide information on successes and on barriers to and opportunities for implementing daily physical activity. This survey will also provide information on teachers who have experience or special expertise that they are willing to share to support the initiative;
- a survey of students. Appendix 4: Sample Student Survey may be used to collect information on students' attitudes to and experience of with daily physical activity. It will also provide an opportunity for students to communicate their interest level and concerns regarding participation in daily physical activities;
- a survey of parents. Appendix 5: Sample Parent Survey may be used to collect information on parents' attitudes to daily physical activity. It will also provide an opportunity for parents to determine whether they are interested in being involved in the planning and implementation of the daily physical activity initiative;
- an analysis of possible activity areas. The information on activity areas provided in Appendix 6: Use of Facilities will help in the identification of 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 7: Equipment for Daily Physical Activities will help the committee 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 8: Resources for Daily Physical Activity will help the committee take an inventory of the resources available in the school, as well as the resources that are needed to support the implementation of daily physical activity.

## Development of the School Implementation Plan

The implementation plan should identify the current successes and areas for improvement in daily physical activity, and should identify staff, facilities, resources, and equipment that are available. Using information gathered from staff, students, parents, and community partners, the committee should also identify specific areas of emphasis, the strategies needed to make improvements in these areas, the timelines, and the types of support needed. The plan should take into consideration the types of support that are already established and in use. (See Appendix 9: Gap Analysis Template and Appendix 10: Action Plan Template for Daily Physical Activity.)

Planning at the school level should ensure that:

- daily physical activity is aligned and coordinated with board priorities and with improvement plans and other initiatives;
- the information and data collected on the current status of daily physical activity is reviewed and analysed (e.g., current opportunities for students to be physically active during instructional time);
- an overview is completed of current strengths, weaknesses, opportunities, and challenges;
- staff are given the opportunity of provide input on strategies and types of required support;
- an appropriate framework for daily physical activity is developed for the school;
- information in the implementation plan on support, resources, and timelines is communicated to staff;
- action plans are communicated to the school council for input and support;
- action plans are communicated to the board superintendent or other appropriate board contact(s).

## Organizing Daily Physical Activity Time

There are many different frameworks for planning and organizing daily physical activity within a school and a class. When planning daily physical activity, 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.

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 11: Sample Timetables.)

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

## *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, practice, 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 may 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 implement the required daily physical activity.

### SAMPLE DPA SESSION

| 20-minute Session |
| --- |
| **Warm-up:** 2–3 minutes<br>**Moderate to vigorous activity:** 15–16 minutes<br>**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.

The principal should ensure that all teachers are aware of all policies, procedures, and guidelines related to safety that the school board and school may have, including safety guidelines for daily physical activities and specific activities/sports. Principals and teachers have a responsibility to be aware of up-to-date information on safety, and to act with common sense and foresight. All school board safety guidelines for physical education and daily physical activity should be made available to teachers before they begin activities with their students, including guidelines regarding equipment, clothing and footwear, use of facilities, special rules and instructions, and supervision of physical activities. In-service training on safety should also be provided for all staff involved in leading daily physical activity. (See Appendix 12: Safety Guidelines.)

The following procedures should also be in place:

- procedures for gathering appropriate and accurate medical information on students, in accordance with ministry and board policies[3]
- procedures for students who are ill, injured, or otherwise unable to participate in daily physical activities
- procedures for students who have been ill or injured, and who are resuming physical activity
- procedures to allow teachers to discuss concerns about their own participation in daily physical activity

3. 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.*

## 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.[4] However, through ongoing participation, all students will have an opportunity to receive the associated health, academic, and social benefits.

School principals should ensure that every student has the opportunity to participate in daily physical activities in a safe and supportive environment. The principal should provide staff responsible for planning and coordination with current information, as well as the necessary support, resources, facilities, and training. Daily physical activities should be organized and planned in accordance with the principles of Universal Design for Learning (UDL)[5]. 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. It 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.

For students with an IEP, communication with parents and with school staff is important to ensure that students participate in daily physical activities in appropriate ways. Ongoing communication is also helpful in making any necessary adaptations to physical activities and in evaluating a student's progress. (See Appendix 13: Inclusion of All Students in Daily Physical Activity.)

The principal should ensure that:

- daily physical activity is included as a component of a student's IEP;
- information from the student's IEP is updated regularly with input from the principal, teacher, special education staff, and parents, and is shared with appropriate staff;
- staff are provided with the necessary in-service training and support so that all students have the opportunity to participate in physical activities that are safe and appropriate for their age;
- students with special needs are provided with the equipment and support they need;
- physical activity areas are appropriate for students in the school who have special needs;
- activities and facilities are safe for all students;
- emergency plans are in place for students with special needs.

## In-service Training for Teachers

The school board and principal should encourage all teachers involved in daily physical activity to attend in-service training. Training should take place on an ongoing basis and provide staff with new ideas and approaches. Training should also give teachers opportunities to identify areas of need and address current concerns and challenges. Training plans should include time for staff members to meet to discuss daily physical activity and to coordinate classroom activities. Specialists and/or staff members who are confident and have experience in implementing daily physical activity and/or physical education programs can be valuable sources of support to other staff members.

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

The following are some suggestions for various types of in-service training:

- School staff and board staff (e.g., curriculum consultant, coordinator) who have expertise in the area of physical education/activity could provide input and support during in-service sessions.
- Board and school staff could provide in-service training on strategies to support students with special needs.
- Teachers could be provided with ongoing in-service opportunities to increase their comfort level in the implementation of daily physical activity.
- Teachers who are less confident could be given opportunities to partner with other teachers who are more confident.
- Staff could be encouraged to attend conferences and to participate in in-service training sessions and other types of professional development outside the school.
- Staff could be encouraged to include physical activity in their individual learning plans.
- Members of the community with specific expertise in physical activity could do a presentation at a staff or divisional meeting (e.g., staff of public health and recreation departments, parents, members of organizations that support students with special needs).

The principal should ensure that all staff members who are implementing daily physical activity are aware of the following:

- daily physical activity policy and curriculum connections
- board implementation strategies
- the school's 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 activities
- future plans and necessary support

## Activity Areas

The Ontario health and physical education curriculum emphasizes daily participation in physical activities that do not necessarily require the use of a gymnasium. Principals are encouraged 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). Principals also should ensure that there is an appropriate level of supervision in any activity area that is being used. (See Appendix 6: Use of Facilities.)

### *School Facilities*

To make the best use of school facilities, planning at the school level should ensure that:

- an inventory is taken of areas in and near the school that could be used for daily physical activities (e.g., the gymnasium, multipurpose rooms, hallways, the school foyer, the school library, outdoor hard-top areas, paths and parks very close to the school);
- physical education classes are scheduled in the gymnasium before any other activities;
- all available physical activity areas are identified to staff, as well as strategies for sharing these areas;
- the number of students that can safely participate in the activity area is determined;
- the activity area is safe, is inspected regularly, and is appropriate for the age of the students;
- larger areas (e.g., outdoors) are divided so that several classes can use them at the same time;
- equipment and activities are appropriate for the activity area;
- appropriate safety rules and precautions are outlined to students before they use any activity area.

### *Community Facilities*

To make the best use of facilities in the community, planning at the school level should ensure that:

- community facilities are considered when longer periods of time are available for daily physical activities (e.g., arenas, local high schools, baseball diamonds, tennis courts, swimming pools, sport centres);
- community partners are informed of the need for activity areas that are appropriate for elementary school students;
- board policies are followed regarding use of outside facilities (e.g., policy on service providers or contact names). The school board's excursion policy should be consulted for specific requirements;
- the necessary arrangements are made for access to neighbourhood facilities that are close to the school;
- the board is contacted for its approved service provider list and/or contact names.

## Equipment

It is essential to ensure that all physical activity equipment is regularly checked and that it is safe and in good working order. Planning at the school level should be resourceful to ensure that staff make the best use of existing equipment for daily physical activities, especially if the amount of equipment is limited. Note also that there are many examples of 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. Before ordering equipment, the principal should check whether the board has contracts available for purchasing equipment. (See Appendix 7: Equipment for Daily Physical Activities.)

Planning with regard to equipment should ensure that:

- an inventory is taken of all equipment to be used for physical activities in the school;
- the type and amount of equipment that is required for daily physical activity is determined;
- staff members are provided with training on how to use existing and/or new equipment;
- appropriate equipment is allocated for different facilities (e.g., outdoors, classroom/multipurpose room, gymnasium);
- there is an appropriate storage area for equipment so it is easily accessible to classrooms and can be shared by several classes;
- equipment is stored in appropriate ways (e.g., bins, mesh bags), and can be easily moved;
- a method is set up for accessing equipment (e.g., rotation schedule, sign-out schedule);
- a procedure is established for identifying equipment needing repair and replacement.

Various ways of accessing equipment should also be explored. The following are some possibilities:

- sharing equipment with other schools or local high schools
- borrowing equipment from other schools, board offices, or sport clubs
- adding some new equipment to the school's collection each month (e.g., September: beanbags; October: hula hoops)
- allocating money each year from the school budget to acquire necessary equipment

## Resources

The principal should ensure that teachers have access to the necessary resources for implementing daily physical activity. All teachers should have access to the appropriate board policies and guidelines related to physical activity, safety, and inclusion of all students. All teachers should also have access to the relevant Ministry of Education resource documents for daily physical activity for Grades 1 to 3, Grades 4 to 6, and Grades 7 and 8. (See Appendix 8: Resources for Daily Physical Activity.)

Planning with regard to selection of additional resources for daily physical activity should ensure that:

- the content of resources 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.

## Planning: Principal's Checklist

### IMPLEMENTATION COMMITTEE

- Does the school have a committee or team to lead the implementation of daily physical activity? Yes ☐ No ☐
- Is the implementation committee representative of the school and community partners? Yes ☐ No ☐
- Has the current status of daily physical activity in the school been identified? Yes ☐ No ☐
- Is there an implementation plan with both short- and long-term goals in place? Yes ☐ No ☐

### IMPLEMENTATION PLAN

- Does the plan take into consideration specific programs that are already in place? Yes ☐ No ☐
- Does the plan take into consideration all scheduling concerns? Yes ☐ No ☐
- Does the plan take into consideration the size of the school as well as the number of students? Yes ☐ No ☐
- Does the plan take all students into consideration, including students with special needs? Yes ☐ No ☐
- Does the plan explore ways to incorporate daily physical activity during the instructional day? Yes ☐ No ☐
- Has the best use been made of activity areas inside and outside the school? Yes ☐ No ☐
- Is appropriate support for staff provided for? Yes ☐ No ☐

### ACTIVITY AREAS

- Are alternative arrangements in place when activity areas are affected by the weather? Yes ☐ No ☐
- Is the activity area large enough so that the students can participate in the activities safely? Yes ☐ No ☐
- Does the activity area have a level surface with good traction? Yes ☐ No ☐
- Is the activity area accessible to all students? Yes ☐ No ☐
- Are immovable hazards on the activity area appropriately marked or declared out of bounds? Yes ☐ No ☐
- Are washroom facilities available and accessible to all students? Yes ☐ No ☐
- Is there access to a telephone for emergency use? Yes ☐ No ☐
- Does the activity area meet appropriate safety standards (e.g., school board safety guidelines)? Yes ☐ No ☐

*Continued on following page.*

## EQUIPMENT

- Is the amount of equipment adequate for the number of activity areas being used at the same time? Yes ☐ No ☐
- Is the equipment safe and in good repair? Yes ☐ No ☐
- Is the equipment appropriate for the age of the students? Yes ☐ No ☐
- Is the equipment appropriate for all students? Yes ☐ No ☐
- Is the equipment appropriate for the activity areas, and is it durable enough for daily use? Yes ☐ No ☐
- Is the equipment stored safely? Yes ☐ No ☐
- Is the equipment easily accessible? Yes ☐ No ☐

*Chapter 3*

# IMPLEMENTATION AND REVIEW

## Communication of School Plans

The principal should ensure that information on the daily physical activity initiative is communicated to all stakeholders (e.g., staff, students, parents, and community partners) at the beginning of the year. Information on the school's implementation plans should also be provided. Ongoing communication should occur throughout the planning, implementation, and review processes. Effective communication allows everyone involved to provide input, support, and feedback.

The following are some suggestions:

- Send an introductory letter to parents, outlining the initiative and the implementation plans (see Appendix 14: Sample Letter to Parents).
- Develop a list of key messages, share it with staff, and send it out to parents and other stakeholders in the community.
- Provide frequent updates on the implementation status of daily physical activity and upcoming activities.
- Offer evening information sessions for parents or incorporate such sessions into other school-wide events (e.g., open house, curriculum night).
- Involve student leadership groups (e.g., student councils) in the organization and promotion of daily physical activity.
- Provide updates at staff and divisional meetings.
- Give opportunities to staff members to provide input, feedback, and celebrate successes.
- Set up a "kick-off" assembly to which parents and community partners are invited.
- Set up school-wide challenges or contests.

Schools can use such ways as the following to communicate with students, staff, parents, and the community:

- school council meetings
- school newsletter(s)
- school web page
- daily announcements
- bulletin board displays posted throughout the school showing photographs of students, staff, and members of the community being physically active
- assemblies with guest speakers

## Implementation of Daily Physical Activities in the School

When beginning implementation, the principal may encourage teachers to do any of the following:

- share responsibility for leading activities with teachers in other divisions (i.e., primary, junior, and intermediate divisions) for a week or a month
- ask students to create and demonstrate physical activities
- have their classes demonstrate various activities at school gatherings (e.g., assemblies)
- focus activities on specific themes for a week or a month
- create a list of appropriate music for activities

All activities should include a warm-up, moderate to vigorous physical activity, and a cool-down. Many activities, such as the ones in the ministry's resource guides for teachers, can be used throughout the year. Repetition of a physical activity – five or six times during the course of a month, for example – allows students to become familiar with the activity, and reduces the time required for instruction in the activity. As a result, students have more time to be physically active. Students can also be encouraged to create their own variations on the activities.

### *Warm-up and Cool-down Activities*

It is important that students do a warm-up before starting daily physical activities. A proper warm-up sets the tone for the class and reduces the risk of injury during an activity. To warm up, students should participate in some low-intensity aerobic activity, such as brisk walking. Using the large muscles and gradually increasing speed and intensity in this type of activity gradually increases the heart rate and blood flow to the muscles. During the warm-up, it is important to follow up with stretches that move the joints through their full range of motion. Stretches such as arm circles and flexing and extending of the arms and legs are helpful.

After physical activity, a cool-down period involving a more gentle activity helps the heart and body to return to their normal state. Slow-moving activities and stretches also help normalize the blood flow to the muscles and improve flexibility. The cool-down activities concentrate on unhurried, slow stretching. Because the muscles are warm during stretches, the risk of injury is reduced. Stretches should include all the major muscle groups, starting with the largest muscles. Each stretch should be held without bouncing for fifteen to thirty seconds. Stretching should be imaginative and creative. Children can "reach for the sky", or pretend to be a tree that is growing, or stretch their arms out as "wide as a wall". The cool-down can also prepare children for the transition back to less-active activities.

### *School-Wide Activities*

School-wide events that promote daily physical activity can motivate students to participate in physical activities, and can reaffirm the school's 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 teachers and students that daily physical activity is important. Students may also be invited to participate in the creation of activities for these events.

Some possible events are briefly described in the following chart. See also Appendix 15: Samples of Days and Events Related to Daily Physical Activity for activities that the board may plan for all of its schools.

## SAMPLE SCHOOL-WIDE ACTIVITIES

| Sample DPA Activity | Format | Description |
|---|---|---|
| Health Hustle | Activity for the whole school | ● With the help of the teacher, students in each class in the school come up with a fitness/ aerobic routine for their class.<br>● Students do their routine in their own classroom, in the hallway, or in the gymnasium at the same time. Music can be played over the public address system.<br>● The routine can be led by the classroom teacher or a student. |
| Jump Rope | Outdoor activity for the whole school or a whole division | ● All students in the school or in a division (e.g., junior) go outdoors and skip rope.<br>● Students in each class are divided into groups and participate in an activity that is suitable for their grade.<br>● The activity can be led by a teacher or a student. |
| Fitness Circuit | Activity for groups of classes or a whole division | ● A set of circuit cards is put up on the wall of a large area, and is left up for the day or for a week.<br>● Classes in the group or division rotate through the circuit.<br>● The activity can be led by the classroom teacher or a student. |
| Walk Across Canada | Independent activity for all classes in the school | ● The aim of this activity is to see how long it would take to walk across Canada.<br>● The distance across Canada is determined in number of steps or in hours of brisk walking.<br>● Students track the number of steps taken (with a pedometer) or the amount of time spent in brisk walking.<br>● The distance travelled by the students as a class is recorded each day. The total distance travelled by the students in the class is determined each week or month, and added to the distance travelled by the other classes in the school. |

## Strategies for Sustaining Daily Physical Activity

It is important that the whole school be involved in the implementation of daily physical activity on a continuous basis. The following are some suggested strategies:

- Include implementation teams and key teachers in the planning process.
- Establish a supportive environment in the school to implement daily physical activity.
- Ensure that the implementation plan is sequential and continually reviewed, and that it provides for adequate support for teachers who have a variety of levels of expertise in physical activity.
- Establish partnerships that support the implementation of daily physical activity (e.g., with parents, public health staff, parks and recreation staff).
- Document the implementation plans for reference.
- Provide information and updates on an ongoing basis to students, parents, and stakeholders in the community.
- Provide opportunities for review and reflection throughout the year.
- Promote events, celebrate successes, and promote opportunities to become involved in daily physical activity through school newsletters and/or the school website.

## School Promotion of Daily Physical Activity

Ways to promote and share the school's daily physical activity action plan(s) should be explored with students, school and board staff, parents, and the community. The following are some examples:

- Make information on daily physical activities available to students in a regular bulletin or in daily or weekly announcements.
- Make information available to staff 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 stakeholders in the community through the school's newsletters and/or website.
- Provide articles and success stories to the school board to be included in publications highlighting school success stories.
- Provide local media (e.g., local newspapers) with ongoing opportunities to highlight daily physical activity in the school.
- Give students opportunities to write about their experiences in daily physical activities and to create new activities or variations on activities they are doing.
- Give teachers opportunities to communicate their successes (e.g., in staff meetings) and to submit new ideas for daily physical activity.
- Provide an in-service training session for staff from various schools so that they can discuss successes and challenges and share existing resources.
- Have special school ribbons, stickers, and/or clothing designed to promote daily physical activity.
- Create a daily physical activity calendar to assist with coordinating events and activities within the school. The calendar can be shared with parents and the community to promote the physical activities being done in the school.

## Ongoing Monitoring of Implementation

The principal should monitor the successes and challenges associated with implementation to ensure that the daily physical activity program will continually improve. Implementation is a process that needs to be supported, and staff require opportunities to experiment with different models of implementation, and to discuss the benefits and challenges associated with each model. The principal should become familiar with the criteria associated with effective implementation that are established by the board, and should determine whether the criteria are being met in the school. (See Appendix 16: Sample School Implementation Profile.)

Throughout the year, there should be opportunities for review for staff, students, and all other stakeholders. Using the feedback from all those involved, the school's implementation committee will be able to continually modify and improve the school's plan(s) as the year unfolds.

## Annual Review

At the end of each school year, the principal should ensure that information is gathered from stakeholders in order to determine the effectiveness of implementation and to make any necessary changes to the board implementation plan. For example, the school's implementation committee could repeat the surveys of staff, students, and parents to identify successes and concerns. The principal may also wish to develop a school profile at the end of the school year to provide an overview of the models that were used, the members of the implementation team, community partners involved, the types of support available for daily physical activity, and successes and future plans. These profiles can be compared each year in order to identify successes and areas that might require additional support. (See Appendix 16: Sample School Implementation Profile).

Various ways of making changes to daily physical activity should be explored (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).

# Implementation and Review: Principal's Checklist

## IMPLEMENTATION PLANS

- The school implementation plans are communicated to the school board, school staff, students, parents, and community partners. Yes ☐ No ☐
- The school implementation plans are reviewed and revised annually. Yes ☐ No ☐

## THE ACTIVITIES

- The students enjoy the activities. Yes ☐ No ☐
- Teachers and students have a good understanding of moderate to vigorous physical activity. Yes ☐ No ☐
- Daily physical activity time is not used as reward or punishment. Yes ☐ No ☐
- Daily physical activity is on the teacher's class schedule during instructional time. Yes ☐ No ☐
- Daily physical activity occurs every day for 20 minutes. Yes ☐ No ☐
- The activities allow students to sustain moderate to vigorous physical activity. Yes ☐ No ☐
- There is a logical sequence during daily physical activity instruction, and proper warm-up and cool-down activities are included. Yes ☐ No ☐
- Students are able to spend most of the 20 minutes doing the actual physical activities, since instructions are concise and effective. Yes ☐ No ☐
- The necessary support and equipment are available for students with special needs. Yes ☐ No ☐

## THE ACTIVITY ENVIRONMENT

- Maximum use is made of school facilities. Yes ☐ No ☐
- The facilities in which students participate in daily physical activities are regularly checked for safety. Yes ☐ No ☐
- Appropriate safe practices are followed. Yes ☐ No ☐
- The facilities chosen are appropriate for every student. Yes ☐ No ☐

## SUPPORT

- Time is dedicated to the development and review of a school implementation plan. Yes ☐ No ☐
- All staff members have opportunities to attend ongoing in-service training. Yes ☐ No ☐
- Appropriate resources and equipment are available for staff. Yes ☐ No ☐
- Various stakeholders are involved in the planning and implementing of daily physical activity (e.g., school staff, students, parents, public health staff, parks and recreation staff). Yes ☐ No ☐

# *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 | ● Gather information related to daily physical activity from all schools.<br>● Establish an implementation plan that identifies long-term and short-term plans and the resources, equipment, funding, and other support required.<br>● Coordinate the purchase of resources and equipment.<br>● Coordinate professional development opportunities for school board and school staff.<br>● Provide ongoing support for schools throughout implementation.<br>● Provide opportunities for schools to identify and share successes and challenges in implementation.<br>● Provide ongoing updates to the entire school board on the status of implementation, best practices, and next steps.<br>● Coordinate partnerships at the school board level. |
| 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) | ● Gather school information related to daily physical activity.<br>● Establish an implementation plan that identifies long-term and short-term plans and the resources, equipment, funding, and other support required.<br>● Coordinate the purchase of resources and equipment.<br>● Provide professional development for school staff.<br>● Provide timetable recommendations for staff.<br>● Provide ongoing updates to the school board on the status of implementation.<br>● Communicate with other schools and the school board to share successes and discuss ways of overcoming challenges.<br>● Communicate with the school community (including parents, community partners, and community organizations) about the daily physical activity initiative. |

| Group | Possible Members | Possible Support Provided |
|---|---|---|
| School Daily Physical Activity Leaders | 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 | ● Participate in daily physical activity demonstration teams to motivate and lead the school.<br>● Lead daily physical activities in classrooms and the entire school.<br>● Train students to lead daily physical activities under teacher supervision.<br>● Plan and lead events related to daily physical activity.<br>● Work with other schools to develop common events and share resources.<br>● Lead school announcements about daily physical activities and upcoming events.<br>● Create and maintain an inventory of daily physical activity equipment that all classes can use. |
| Classroom Daily Physical Activity Leaders | Classroom teacher, educational assistants, teacher candidates, members of school daily physical activity committee, rotating student leader | ● Lead the class in daily physical activities each day. (When students are leading, teachers must ensure that there is appropriate supervision.)<br>● Ensure that equipment and materials are ready for daily physical activity time.<br>● Provide input and feedback on the daily physical activities on behalf of the class.<br>● Train other students to be classroom leaders. |
| Community Support | Parents, public health departments, universities and colleges, parks and recreation departments, recreation facilities, sports organizations, interested community members | ● Provide training and expert support.<br>● Provide resources and equipment.<br>● Allow students to use facilities for daily physical activity, where necessary.<br>● Coordinate existing resources and programs offered with the daily physical activity initiative. |

# *Appendix 2*

## SCHOOL IMPLEMENTATION CONTINUUM FOR DAILY PHYSICAL ACTIVITY

| | Stage 1 | Stage 2 | Stage 3 |
|---|---|---|---|
| Leadership | ● Classroom teachers are leading daily physical activities without any coordinated support or direction. | ● School leader works with the principal to create an implementation committee and a school-wide implementation plan. | ● School leader works with the principal and an established implementation committee towards the full implementation of daily physical activity in the school. |
| Schedule | ● Students are occasionally given opportunities to be physically active during the 300 minutes of instructional time. | ● Students are often given opportunities to be physically active each day for 20 minutes during the 300 minutes of instructional time. | ● Students are always given opportunities to be physically active each day for 20 minutes during the 300 minutes of instructional time. |
| Student leadership | ● Students are not involved in the planning or implementation of daily physical activity. | ● Students are represented on daily physical activity committees; however, their input and ideas have a limited impact on decisions and the direction of implementation. | ● 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. |

| | Stage 1 | Stage 2 | Stage 3 |
|---|---|---|---|
| Quality of daily physical activities | ● Very few students are physically active for the full 20 minutes.<br>● Activities offered are rarely inclusive, motivating, learner-centred, or success-oriented.<br>● Tasks rarely result in an increase in breathing or heart rate.<br>● Students rarely set their own goals and do not know how to monitor their own physical activity levels. | ● Some students are physically active for the full 20 minutes.<br>● Activities offered are often inclusive, motivating, learner-centred, and success-oriented.<br>● Tasks occasionally result in an increase in breathing and heart rates.<br>● Students occasionally set their own goals and monitor their own physical activity levels. | ● All students are physically active for the full 20 minutes.<br>● All activities offered are inclusive, motivating, learner-centred, and success-oriented.<br>● Tasks always result in a significant increase in students' breathing and heart rates.<br>● Students regularly set their own goals and monitor their own physical activity levels. |
| Resources | ● Limited resources are available to assist staff.<br>● No one on staff has been trained in the implementation of the daily physical activity initiative. | ● Some resources are available to assist staff.<br>● One lead teacher has attended training on the implementation of the daily physical activity initiative. | ● A wide variety of rich resources is readily available to assist staff.<br>● All staff have attended training on the implementation of the daily physical activity initiative. |
| Partnership development (e.g., with public health, parks and recreation departments) | ● No community partners have been established to provide input and/or direction for daily physical activity. | ● Community partners have been established; however, they are providing a limited level of input and/or direction for daily physical activity. | ● Community partners have been established, and they provide valued input and/or direction for daily physical activity. |

# *Appendix 3*

## SAMPLE STAFF SURVEY

Name: _____ Current Grade/Position: _____

### 1. Indicate how you would prefer that daily physical activity be conducted for the upcoming school year.

(1 = first choice, 2 = second choice, and so on)

#### *a) Planning*

- ☐ 20 minutes done with the whole school
- ☐ 20 minutes done with other classes in the same grade
- ☐ 20 minutes done with other classes in the same division (Grades 1 to 3, 4 to 6, or 7 and 8)
- ☐ 20 minutes that I independently incorporate into my own timetable

Other _____

#### *b) Time*

- ☐ 20 minutes in the morning only
- ☐ 20 minutes in the afternoon only
- ☐ 20 minutes rotated through all periods
- ☐ 20 minutes independently scheduled in my own timetable

Other _____

### 2. Rate your comfort level on a scale of 1–4 with regard to the following implementation strategies.

(1 = very comfortable, 4 = very uncomfortable)

- ☐ Leading daily physical activities for my own class
- ☐ Leading daily physical activities for other students or classes
- ☐ Creating my own daily physical activities for use by students
- ☐ Sharing my own daily physical activities with colleagues so that they can use them with their students

## 3. Rate your comfort level on a scale of 1–4 with regard to leading daily physical activities in the following areas.

(1 = very comfortable, 2 = comfortable, 3 = not very comfortable, 4 = very uncomfortable)

- ☐ Classroom
- ☐ Multipurpose area
- ☐ Outdoors
- ☐ Gymnasium

## 4. What reservations or concerns do you have about implementing the daily physical activity initiative?

_____

_____

_____

_____

## 5. Rank the areas of training related to the daily physical activity initiative that you would find the most useful.

(1 = most useful, 4 = least useful)

- ☐ Daily physical activity requirements
- ☐ Leading activities
- ☐ Using equipment
- ☐ Safety
- ☐ Strategies for inclusive activities
- ☐ Resources available

Other (please list): _____

## 6. Would you be willing to join the school's daily physical activity implementation committee?

☐ Yes ☐ No

# *Appendix 4*

## SAMPLE STUDENT SURVEY

Name: _____ Grade: _____

### 1. How many days in a week are you physically active for at least twenty minutes?

At home: ☐ none ☐ 1–2 days ☐ 3–4 days ☐ 5–7 days

At school: ☐ none ☐ 1–2 days ☐ 3–4 days ☐ 5 days

### 2. What physical activities do you like to do at home and at school (choose 2 for each)?

At home: _____

At school: _____

### 3. How would you rate your ability to participate in moderate to vigorous physical activity that is sustained for twenty minutes?

☐ Very good ☐ Good ☐ Fair

### 4. How much do you like participating in the following activities?

***Physical education classes***

☐ Very much ☐ A little bit ☐ Not at all

***Daily physical activity***

☐ Very much ☐ A little bit ☐ Not at all

***Intramurals or clubs***

☐ Very much ☐ A little bit ☐ Not at all ☐ Never participated

***School teams***

☐ Very much ☐ A little bit ☐ Not at all ☐ Never participated

**5. With regard to daily physical activities, how important to you are the following?**

***Interacting with my classmates***

☐ Very important ☐ Important ☐ Not very important

***Feeling healthy***

☐ Very important ☐ Important ☐ Not very important

***Trying new activities***

☐ Very important ☐ Important ☐ Not very important

***Having fun***

☐ Very important ☐ Important ☐ Not very important

***Improving my health***

☐ Very important ☐ Important ☐ Not very important

**6. Do you think you learn better on days when you have been physically active?**

☐ Yes ☐ No

**7. Would you like to be a part of a group that helps to plan and lead daily physical activities at your school?**

☐ Yes ☐ No

**8. Do you have any comments and/or concerns about participating in daily physical activity at school? Please write them below.**

_____

_____

_____

_____

# *Appendix 5*

## SAMPLE PARENT SURVEY

Name of Child: _____ Grade: _____

### 1. How many days a week is your child physically active for at least twenty minutes?

At home: ☐ none ☐ 1–2 days ☐ 3–4 days ☐ 5–7 days

At school: ☐ none ☐ 1–2 days ☐ 3–4 days ☐ 5 days

### 2. Do you feel your child is getting enough physical activity at school?

☐ Yes ☐ No ☐ Not sure

### 3. How much does your child like participating in the following physical activities offered in the school?

***Physical education classes***

☐ Very much ☐ A little bit ☐ Not at all

***Daily physical activity programs***

☐ Very much ☐ A little bit ☐ Not at all

### 4. Does your child participate in any of the following activities offered by the school?

***Intramural programs***

☐ Very much ☐ A little bit ☐ Not at all ☐ Never participated

***School teams***

☐ Very much ☐ A little bit ☐ Not at all ☐ Never participated

**5. How would you rate your child's overall level of participation in physical activity?**

☐ Very good ☐ Good ☐ Fair

**6. Do you have any specific concerns regarding your child's participation in daily physical activity at school?**

☐ Yes ☐ No

If yes, please explain:

_____

_____

_____

**7. Do you know what the current plan is for implementing daily physical activity at your child's school?**

☐ Yes ☐ No

**8. Would you be willing to assist in planning and implementing the daily physical activity initiative at your child's school?**

☐ Yes ☐ No

If yes, in what area(s) would you like to participate?

[Note to school: Give parents options based on the school's needs.]

_____

Would you like the school to send you more information about the daily physical activity initiative?

☐ Yes ☐ No

# *Appendix 6*

## 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 their benefits, class management tips for teachers, and strategies for dealing with challenges associated with each type of location. For safety guidelines, see Appendix 12.

### General Tips on Making the Best Use of Physical Activity Facilities

- Work with teachers to maximize the number of scheduled physical education classes that are long enough to include twenty minutes of daily physical activity.
- Schedule daily physical activity time in alternative facilities that are appropriate for physical activity (e.g., outdoor facilities, multipurpose rooms, community facilities).
- Ensure that teachers plan and organize their classrooms in a way that is appropriate and safe for physical activity.
- Identify alternative facilities to use if the regular or preferred physical activity facility is unavailable, and determine availability in advance.
- Look at scheduling from a whole-school perspective. Ask teachers to communicate in advance the times when a class will be using a facility so that other classroom teachers can coordinate their schedules. Ask teachers to communicate any changes as well, so that others can take advantage of newly available facilities.
- Help teachers partner with another class or group of classes to share physical activity facilities appropriate for a larger number of students, rather than trying to find individual facilities for each class.

### 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 |
|---|---|
| • Too much furniture (desks, chairs)<br>• Classroom too small<br>• Too many students | • Have students participate in activities on the spot.<br>• Design a seating plan that allows desks to be easily pushed to the sides of the room or grouped to create an open space.<br>• Allocate specific areas in which students can be active. |
| Floor surface a problem (e.g., slippery, tiled) | • Use small, non-slip carpets or other non-slip surfaces for activities.<br>• Ensure that floors are swept on a regular basis and are kept clean. |
| Possibility of damage to lights, windows, computers | • Use appropriate equipment (e.g., indoor flying discs, foam balls, paper).<br>• Have students participate only in activities that are appropriate for the classroom. |
| No appropriate equipment in the room | • Plan activities that require no or minimal equipment.<br>• 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).<br>• Make a list of equipment that can be stored nearby so that classes can access it quickly. |
| Too noisy | • Play music to help students focus on the activity.<br>• 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. |
| Poor air circulation | • 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.<br>• Keep fans on and windows open if the school is not air-conditioned. |

## 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 | ● Plan activities that are appropriate for limited spaces.<br>● Use activities that require minimal or no equipment. |
| Materials stored in the room | ● Have the materials in the room moved outside or placed to the side (or, if appropriate, the middle) during daily physical activity time.<br>● Use barriers or markers to establish boundaries away from walls and obstacles. |
| Traffic in area (e.g., in a hallway) | ● Develop a procedure to notify other classes when hallways and general-use areas will be used for physical activity.<br>● Post signs at the edges of the area asking others to use an alternative route if possible. |

# 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 | ● Divide gymnasium into smaller sections (where possible) so that more classes can schedule time.<br>● Combine classes to participate in activities that are safe for a larger number of students (e.g., fitness routine). |
| Gymnasium booked for assemblies or concerts | ● 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.<br>● Make alternative arrangements in advance on days when the gymnasium is not available.<br>● Free up the gymnasium by using other rooms for smaller presentations.<br>● Vary the period and day when assemblies are booked. |
| Equipment not available when needed<br>Quantities of equipment not adequate | ● Provide time to ensure that equipment is organized and managed effectively.<br>● Draw up a list of the class equipment needs for daily physical activity. |
| Teachers teach physical education classes outdoors or in alternative facilities and others are not aware the gymnasium is free. | ● Establish a communication system to inform other teachers when the gymnasium is not going to be used so that other classes can use it. |

## 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 | ● Be prepared to adapt the lesson to weather conditions (e.g., windy, hot, cold, wet).<br>● Be aware of appropriate weather conditions for physical activity – it may be too hot or too cold for outdoor activities.<br>● Teach students to dress for the weather. Collect a supply of additional clothing to use if necessary. |
| Difficulty of getting student attention in a large, outdoor space | ● Teach signals before going outdoors (e.g., stop/start signals, emergency). |
| Difficulty of accounting for all students in a large, open outdoor space | ● Define and mark boundaries.<br>● Assign buddies before going outdoors.<br>● Establish clear expectations and signals for gathering students together. |
| Student injury | ● Establish a procedure for identifying and communicating an injury to the office while outdoors.<br>● Ensure that a first aid kit is readily accessible. |

# *Appendix 7*

## 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 8*

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

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

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

# *Appendix 9*

## GAP ANALYSIS TEMPLATE

### Implementation Components

| Components that are successfully being implemented according to the daily physical activity continuum | Components that need improvement according to the daily physical activity continuum |
|---|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |

## Gap Analysis of Resources for Daily Physical Activity

| | Current Assets | Needs and Associated Costs |
|---|---|---|
| People and Organizations | | |
| Facilities | | |
| Equipment | | |

| Notes: |
|---|
| |

# *Appendix 10*

## ACTION PLAN TEMPLATE FOR DAILY PHYSICAL ACTIVITY

**Goal(s)** _____
_____
_____

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

# *Appendix 11*

## 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 |
| **Recess** | | | | | |
| 3 | The arts | The arts | Religion | The arts | Language |
| 4 | Religion | The arts | Mathematics | Religion | Religion |
| **Lunch** | | | | | |
| 5 | Mathematics | Mathematics | Mathematics | Mathematics | Mathematics |
| 6 | Health and physical education | Social studies | Health and physical education | Health and physical education | Mathematics |
| **Recess** | | | | | |
| 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

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

***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<br>Daily physical activity | Language | Language | Language | Language |
| 2 | Language | Language | Language | Language | Language |
| **Recess** | | | | | |
| 3 | Mathematics | Mathematics<br>Daily physical activity | Mathematics | Mathematics | Mathematics |
| 4 | Mathematics | Mathematics | Health and physical education, including daily physical activity | Mathematics | Health and physical education |
| **Lunch** | | | | | |
| 5 | Health and physical education | The arts | The arts | The arts<br>Daily physical activity | The arts |
| 6 | Science & technology | Science & technology | Science & technology | Social studies | The arts |
| **Recess** | | | | | |
| 7 | Social studies | Social studies | Mathematics | Science & technology | Science & technology<br>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 |
| **Recess** | | | | | |
| 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 |
| **Lunch** | | | | | |
| 5 | Mathematics | Mathematics | Mathematics | Mathematics | Mathematics |
| 6 | Health and physical education | Mathematics | Health and physical education | Health and physical education | Mathematics |
| **Recess** | | | | | |
| 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 |
| **Recess** | | | | | |
| 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 |
| **Lunch** | | | | | |
| 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 |
| **Recess** | | | | | |
| 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<br>Daily physical activity | Language | Language | Language | Language |
| 2 | Language | Language | Language | Language | Language |
| **Recess** | | | | | |
| 3 | Mathematics | Mathematics<br>Daily physical activity | Mathematics | Mathematics | Mathematics |
| 4 | Mathematics | Mathematics | Health and physical education, including daily physical activity | Mathematics | Health and physical education |
| **Lunch** | | | | | |
| 5 | Health and physical education | Science & technology/ Social studies | Science & technology/ Social studies | Science & technology/ Social studies<br>Daily physical activity | The arts |
| 6 | Science & technology/ Social studies | The arts | The arts | Science & technology/ Social studies | The arts |
| **Recess** | | | | | |
| 7 | French | French | French | French | French<br>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 |
| **Recess** | | | | | |
| 3 | French | Religion | The arts | Religion | French |
| 4 | Language | History / Geography | The arts | Mathematics | Mathematics |
| **Lunch** | | | | | |
| 5 | Language | Language | French | Language | Language |
| 6 | Religion | French | Language | Language | Religion |
| **Recess** | | | | | |
| 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 | Whole-school daily physical activity* | Language | Whole-school daily physical activity* |
| | Language | | Language | | Language |
| 2 | Language | Language | Language | Language | Language |
| **Recess** | | | | | |
| 3 | Mathematics | Mathematics | Mathematics | Mathematics | Mathematics |
| 4 | Health and physical education | Mathematics | Health and physical education | Health and physical education, including daily physical activity | Mathematics |
| **Lunch** | | | | | |
| 5 | The arts | Social studies | Social studies | The arts | The arts |
| 6 | Science & technology | Science & technology | Science & technology | The arts | Science & technology |
| | | Daily physical activity led by classroom teacher | | | |
| **Recess** | | | | | |
| 7 | 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<br>Daily physical activity | Language | Language | Language |
| 2 | Language | Language | Language | Language | Language |
| **Recess** | | | | | |
| 3 | Mathematics | Mathematics | Mathematics | Mathematics<br>Daily physical activity | Mathematics |
| 4 | French | French | French | French | French |
| **Lunch** | | | | | |
| 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<br>Daily physical activity |
| **Recess** | | | | | |
| 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 12*

## SAFETY GUIDELINES

Principals should ensure that the general safety guidelines provided in this appendix are brought to the attention of all teachers in their school and that they are implemented.

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, principals should:

- work with teachers to ensure that they have the skills and confidence to lead daily physical activities in a variety of activity areas;
- ensure that teachers plan for safety;
- ensure that teachers have access to the safety resources necessary for implementing daily physical activity;
- help teachers to identify safe practices related to equipment, clothing and footwear, facilities, special rules, instruction, and supervision;
- provide leadership to ensure that the school facilities are safe and that all equipment used is in good working order;
- communicate with staff on a regular basis, and encourage staff 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 |
|---|---|---|---|---|---|
| **Classroom** | ● Equipment must be appropriate for age and ability of students and size of classroom.<br>● First-aid kit must be accessible.<br>● Items should be safely stored. | ● Running shoes must be worn. | ● 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).<br>● Ensure that carpets do not present a tripping hazard. | ● Plan for activities that have a controlled amount of movement (e.g., running on the spot, chair exercises). | ● On-site supervision |
| **Multi-purpose Area** | ● Equipment must be appropriate for age and ability of students and size of facility.<br>● All equipment used in fitness activities must be in good repair.<br>● First-aid kit must be accessible.<br>● Items should be safely stored. | ● Running shoes must be worn. | ● Visually inspect and check for hazards specific to the location (e.g., proximity of drinking fountains and trophy cases to the activity).<br>● Walls must not be used for turning points or finish lines. A line or pylon should be used instead. | ● 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).<br>● Students must be instructed in the proper use of equipment before using it.<br>● 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.<br>● Take precautions to guard against doors opening into the activity area. | ● On-site supervision |
| **Gymnasium** | ● Equipment must be checked regularly and repaired as needed.<br>● First-aid kit must be accessible.<br>● Equipment must be appropriate for age and ability of students.<br>● Items should be stored safely. | ● Running shoes must be worn. | ● Visually inspect for hazards specific to the location.<br>● Walls and stages must not be used for turning points or finish lines. A line or pylon should be used instead.<br>● Floor plugs must be used to cover the holes in which poles for nets are usually placed. | ● Students must be instructed in the proper use of equipment before using it. | ● On-site supervision |

| | Equipment | Clothing & Footwear | Facilities | Special Rules & Instructions | Supervision |
|---|---|---|---|---|---|
| **Outdoors** | ● Equipment must be appropriate for age and ability of students.<br>● Equipment must be safely transported to the outdoor location.<br>● First-aid kit must be accessible.<br>● When using playgrounds, teachers must follow board policies. | ● Footwear must be appropriate for the requirements of the activity (e.g., running shoes, snowshoes).<br>● Clothing must be appropriate for the activity and weather conditions (e.g., hats, sunscreen). | ● Visually inspect outdoor area for potential hazards (e.g., holes, glass, rocks).<br>● Immovable obstacles, such as trees and goalposts, must be identified to students.<br>● Severely uneven surfaces must not be used. There must be sufficient turf for proper traction and impact absorption.<br>● Warn students to be careful on wet grass. | ● Take into consideration the outside weather conditions (e.g., heat, cold, smog, rain, lightning) when planning activities.<br>● Attention must be given to temperature, length of time students have been outside, and intensity of activity.<br>● Inform parents and students of the importance of sun protection (e.g., sunscreen, hats) and insect repellent.<br>● Remind students of the importance of hydration.<br>● 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).<br>● Ensure that there is easy access into the school building from the location.<br>● 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.<br>● For winter activities, discuss with students how to prevent, recognize, and treat frostbite. | ● On-site supervision |
| **Community Facility** | ● Use equipment appropriate to the size and condition of the facility.<br>● Equipment must be safely transported to the community facility.<br>● First-aid kit must be accessible.<br>● When using playgrounds, teachers must follow board policies. | ● Clothing and footwear must be appropriate for the activity (e.g., running shoes, ice skates). | ● Visually inspect community facility for hazardous conditions. | ● Follow rules and etiquette as outlined by the facility.<br>● Be familiar with the emergency safety procedures of the facility.<br>● Ensure that there is a suitable means of communication with the school in case of an emergency | ● On-site supervision |

# *Appendix 13*

## 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 principal's responsibility to ensure that teachers 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[6]

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.

6. 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), and from workshop presentations by the Active Living Resource Centre for Ontarians with a Disability (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 14*

## SAMPLE LETTER TO PARENTS

[Name of school or letterhead] [Date]

Dear [parent(s) or guardian(s)]:

We have some exciting news for you. This year the Ministry of Education has begun a new initiative for all students in Grades 1 to 8. The Ministry of Education is requiring every student to participate in a minimum of twenty minutes of moderate to vigorous physical activity during every instructional day. Our school board and school are committed to helping our students to benefit from this requirement.

During this school year, [name of school] will be implementing twenty minutes of daily physical activity for all of our students. Providing elementary students with opportunities to be physically active can have a positive impact on their physical, mental, and social well-being. In particular, physical activity is likely to have a beneficial impact on students' achievement, readiness to learn, behaviour, and self-esteem.

Introducing daily physical activity to the school is only the first step to helping students attain a healthy active lifestyle. As parents, you can play an important role by participating in physical activities with your child and by talking to your child about our initiative and about the importance and benefits of healthy active living.

[Name of school] will begin including twenty minutes of daily physical activity in your child's day on [start date]. We hope that you will consider participating in some of the many upcoming events that will be held at the school. Please look for more details in upcoming communications. If you have any questions or concerns, please contact us through the school office.

Yours truly,

School Principal

# *Appendix 15*

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

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

# *Appendix 16*

## SAMPLE SCHOOL IMPLEMENTATION PROFILE

| **School (name)** | **School Board** | **School Leader of Daily Physical Activity** |
|---|---|---|
| **Year Implementation Started** | **Grades in the School** | **Number of Students** |

**Model(s) of Daily Physical Activity Used (check all that apply)**

- ☐ School-wide activities led over the public address system
- ☐ Division-wide activities led in a common area
- ☐ Teacher-led activities in the classroom
- ☐ Other (please specify): _____

**Make-up of School Implementation Committee (number and position of members, community partners represented)**

**School Guidelines and/or Improvement/Renewal Goals Supporting Daily Physical Activity**

**Daily Physical Activity Resources Used**

**Training Provided for Staff (current year)**

| *Date* | *Number of Staff* | *Training Focus* | *Provider of the Training* |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

**Community Partners**

| *Partner* | *Resources and Other Assistance Provided* | *Benefit* |
|---|---|---|
| | | |
| | | |
| | | |

**Successes**

**Future Plans**

**Other Information Related to Daily Physical Activity**

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