

# Take Action!

## Tips to Building Daily Physical Activity into Your School Community

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In September 2005, Alberta Education implemented a requirement of 30 minutes of Daily Physical Activity (DPA) for all students in grades 1-9 based on the belief that healthy students are better able to learn and that school communities should provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle.

In 2006, the *Daily Physical Activity: A Handbook for Grades 1-9* was developed and distributed to all eligible grades 1-9 schools in Alberta. Since then, a *Daily Physical Activity Implementation Study* has been conducted by Alberta Education. To obtain the full report and executive summary visit <http://education.alberta.ca/teachers/resources/dpa.aspx>. The feedback from the March/April 2007 Study suggested that Tip Booklets be created to support implementation and compliment the DPA Handbook.

This booklet entitled, "Take Action!" is a compliment to the DPA Handbook and features tips and support for school communities in the implementation of the Daily Physical Activity Initiative.

To download your copy of the *Daily Physical Activity: A Handbook for Grades 1-9* visit the Alberta Education website link: <http://education.alberta.ca/teachers/program/pe/resources/dpahandbook.aspx>.

# DPA Tips for Teachers and Support Staff

The Daily Physical Activity (DPA) Implementation Study has identified some key recommendations that help teachers and school staff implement DPA. Here are a few tips to making DPA come alive within your classroom or school community.

## 1. Access current DPA supports and resources

- Ongoing support is provided by the following organizations:
  - The Health and Physical Education Council (HPEC) advocates for the implementation of quality daily physical education (DPE) and health education programs in all Alberta schools. Visit the HPEC website for information regarding their annual Conference, [www.hpec.teachers.ab.ca](http://www.hpec.teachers.ab.ca)
  - Ever Active Schools (EAS), a special project of the Health and Physical Education Council of the Alberta Teacher's Association, provides support to teachers, administrators and school communities by offering workshops and support resources for DPA, Health, Physical Education and Wellness Initiatives, [www.everactive.org/events.html](http://www.everactive.org/events.html)
  - Alberta Regional Professional Development Consortium (ARPDC) who offer DPE and DPA learning opportunities in collaboration with Ever Active Schools where possible, [www.arpdc.ab.ca](http://www.arpdc.ab.ca).

## 2. Provide a safe and supportive classroom environment

- Students must be aware of any safety issues when participating in DPA in the classroom or small space. Obstacles should be moved if possible; e.g. chairs can be pushed close to desks or stacked and/or desks can be pushed to the middle of the room.
- Due to the constraints when participating in activities in smaller spaces, walking is the most suitable locomotor movement.
- Develop a start/stop signal that students are expected to respond to; e.g. clap once, clap twice or touch your head, touch your knees. If a quiet signal is what you prefer, try "Give me five!" Hold your arm up with your hand open showing five and wait until all students have done the same.

## 3. Look for involvement from the community

- Community organizations and individuals can provide instructional services and resources for DPA; e.g. self defense instructor, hip hop or square dance lessons, exercise ball instructor.

## 4. Make DPA meaningful for your students

- Assess your student's interests by distributing the "DPA Student Wish List" provided on this page.
- Incorporate student ideas into your plans.

## DPA STUDENT WISH LIST

Please help us by checking off the boxes of activities you enjoy and/or would like to try this year and return it to your teacher:

- Juggling
- Cup stacking
- Bean bag activities
- Hula hoop activities
- Tennis ball activities
- Balloons/feathers
- Hacky sac
- Parachute activities
- Jump rope activities
- Resistance bands
- Yoga activities
- Stations
- Theme days
- Large space outdoor activities (ie. Capture the Flag)
- Large group activities (ie. Bunny hop, line dances)
- Active board games (ie. Twister, Climbers & Sliders)
- Others (please be specific) \_\_\_\_\_

To download the full page "DPA Student Wish List" visit the Resources - PE & DPA Supports section of the Ever Active Schools website, [www.everactive.org](http://www.everactive.org).

### 5. Find ways to make it easier to implement DPA

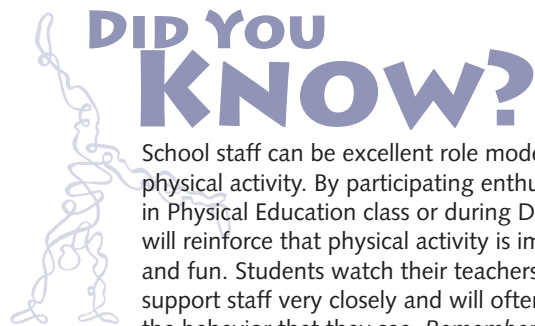
- Make physical activity a part of your daily routine; e.g. yoga movements or desk energizers each morning at a certain time.
- Integrate activities into other subject areas; e.g.
  - Frozen Vocabulary, Brain Breaks, [www.emc.cmich.edu/BrainBreaks/](http://www.emc.cmich.edu/BrainBreaks/)
  - Word Match, *Daily Physical Activity Handbook*, [www.education.gov.ab.ca/k\\_12/curriculum/bySubject/dpa](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/dpa)
- Do activities that require little or no equipment.
  - FIT Deck Jr. Exercise Flash Cards, [www.fitdeck.com](http://www.fitdeck.com)
- Try weekly division-wide activities; e.g. Walking Wednesdays (Grade 4-6 students participate weekly in a 30 minute walk around the school yard, in the community, etc. at a pre-determined time of the day)
- Use DPA as a tool to increase concentration at a time of the day that your students need it most; e.g. right before lunch and/or before an exam.
- Give your students time to 'settle down' after an activity by performing a low-key activity; e.g. stretching at your desk, Be Fit For Life Network (BFFL), *Yoga Techniques for the Classroom*, [www.benefitforlife.ca](http://www.benefitforlife.ca)

### 6. Be a part of the action!

- Be a role model and participate in the activity as to demonstrate/exhibit healthy lifestyle choices.
- Volunteer to promote physical activity throughout the school community and during all school events; e.g. start each assembly with a short physical activity such as the Hokey Pokey or Stayin' Alive, *Dances I Would Even Do*, CIRA Ontario, [www.mohawkcollege.ca/external/cira/template/resources.html](http://www.mohawkcollege.ca/external/cira/template/resources.html)

### 7. Evaluate your success

- Keep a record throughout the year of the activities that students responded well to and what activities should be modified, if any. Try to keep track of the activities that created an impact on student learning.



School staff can be excellent role models for physical activity. By participating enthusiastically in Physical Education class or during DPA, you will reinforce that physical activity is important and fun. Students watch their teachers and support staff very closely and will often mimic the behavior that they see. *Remember...practice what you teach!*

### DPA SUCCESS STORY

With the guidance of a motivated teacher and the support of the administration, Muriel Martin Elementary School in St. Albert has successfully implemented DPA. A system was created at the school so that teachers could have equipment and a description of the activities to go with that equipment at their fingertips. They call it the "DPA Class Rotation Kit System". DPA Kits were created and rotated every two weeks, so that each homeroom could have use of it and pass it onto another class. The kits are exchanged every two weeks on Friday by the DPA Rep or the homeroom teacher. A DPA Kit Rotation order is given to each class beforehand so they know which class to pass the kit onto.

Some of the kits created include:

- Pedometer Kit
- Classroom Circuit Task Card Kit
- Feather Kit (see the DPA Handbook for Grades 1-9 for a description of Feather Fun)
- Climbers and Sliders Kit (see the print resource section on page 8 for Everybody Move! Daily Vigorous Physical Activity)
- Fitnessopoly Kit (see page 6 of this issue for a description)

Time is given at staff meetings for professional development in order for the staff to learn the 'Kit Activities'. To further support the implementation of DPA, new activities are photocopied and placed in staff mailboxes on a weekly basis. The activities include: Tag Games, Cooperative Activities and Small Space Activities.

# DPA Tips for Administrators

The Daily Physical Activity (DPA) Implementation Study has identified some key recommendations to help administrators work with school staff to implement DPA. Here are a few tips to making DPA come alive in your school community.

## 1. Create a DPA Leadership Team

- Ask the team to compile a list of school facilities in addition to the gymnasium that can be used for DPA. They should consider all indoor and outdoor spaces that would accommodate activity; e.g. stage, foyer, atriums, lunch rooms, cafeterias, playing fields, tarmacs, courtyards.
- Have the team complete an inventory of the equipment and resources that are currently in the school and have them add new ideas and equipment to the inventory each year; e.g. create equipment bins or kits (see sample bins and kits on page 6 of this issue).
- Rotate the DPA Leadership Team members each year, half year, semester, or term; e.g. Sept to Jan and Feb to June.

## 2. Allocate DPA sharing time at staff meetings and PD Days

- The sharing of DPA ideas and resources is great for staff wellness and teachers can use the activities the next day.
- Encourage staff to utilize personal PD funds towards DPA.

## 3. Ensure that teachers have access to DPA resources

- Assess your staff's needs by distributing the "DPA Staff Wish List" provided on this page.
- Establish a DPA Staff Resource Centre for the print and media resources. Place the DPA resources in a central location where it is accessible to all staff (see page 8 for a list of possible DPA resources)

## DPA STAFF WISH LIST

To further support the Daily Physical Activity (DPA) Initiative, your input is essential. Please fill out the 'wish list' below as an individual staff member AND then from a whole school perspective by checking off the boxes where you feel support is needed and return it to your principal. Please be specific where applicable by providing examples.

Support	Individual	Whole School
Professional development (external – attending a workshop)		
Professional development (internal – staff meetings)		
Print resources		
Media resources (CDs, DVDs)		
Internet support (web sites)		
Equipment (indoor, outdoor, classroom, large groups)		
Specific ideas (station ideas, walking activities, themes)		
Other		
Other		

To download the full page "DPA Staff Wish List" visit the Resources - PE & DPA Supports section of the Ever Active Schools website, [www.everactive.org](http://www.everactive.org).



#### 4. Inquire how your School District/Division distributes the annual DPA funding

- As outlined in the Alberta Education *Funding Manual for School Authorities 2008-2009*, the rate per eligible school for DPA funding is \$1099 (section 8.1, page 90).
- Make use of your DPA funding in a way that best meets your staff and student's needs; e.g. purchase equipment, informational and instructional DVDs and CDs, posters and other materials for DPA displays and provide additional support for teachers to attend DPA related professional development.

#### 5. Be familiar with your board policies on safety practices

- Consult the Safety Guidelines for Physical Activity in Alberta Schools, 2008 to assist in the safe instructional practices related to physical activity. A revised version of the Guidelines is available for purchase through the Learning Resources Centre (LRC), [www.lrc.education.gov.ab.ca/pro/default.html](http://www.lrc.education.gov.ab.ca/pro/default.html) or can be downloaded from Alberta Center for Injury and Control Research (ACICR), [www.acicr.ualberta.ca](http://www.acicr.ualberta.ca)

## DID YOU KNOW?

According to Canada's Report Card on Physical Activity for Children and Youth 2008, it is important for students to have the opportunity to be physically active and learn the skills necessary to build a foundation for lifelong active healthy living. As a result, the training and support for all staff in the area of physical activity plays a key role in fostering a culture of physical activity in schools.

### DPA SUCCESS STORY

St. Hubert Elementary School in Calgary is committed to creating an environment that supports daily physical activity. In fact, they have taken it one step further and have scheduled daily Physical Education for all classes! Each student from grades K-6 receives a 30-minute physical education class every day. The principal of the school provides teachers with materials, lessons, units and

a yearly plan so that they can implement the program consistently. At St. Hubert, professional development is important and the staff is introduced to new activities and resources on a regular basis. The principal also provides additional support to teachers by booking all of the Physical Education-related activities such as swimming, skating and curling lessons.

# Preparing for DPA

## DPA EQUIPMENT KITS

The following is a sample **equipment list for classrooms or small space environments**. Place this equipment in labeled plastic bins or mesh bags in a convenient and accessible location.

- Marbles
- Beanbags (colored, numbered, lettered, shaped)
- Stress Balls
- Elastic Jump Ropes
- Hacky Sacks
- Juggling Balls/Scarves/Plastic bags
- Clothes Pins
- Rubber Chickens, Pigs, Fish
- Playing cards
- Beach balls
- Exercise bands
- Pool Noodles
- Active Board Games (Fitnessopoly, Climbers and Sliders, Twister)
- Various DVDs
- Plastic rings
- Jacks
- Balloons
- Feathers
- Plastic chips (Poker)
- Stacking Cups
- Maori Sticks
- Dice (various sizes)
- Poly-spots
- Catchballs
- Dominos
- Pedometers

An **equipment list for large space activities**:

- Short & long jump ropes
- Tennis balls
- Sidewalk chalk
- Various larger sized balls
- Pylons/cones
- Ankle twists
- Hi-Bounce balls
- Hula-hoops
- Parachute
- Flags w/ belts

Talk to a Physical Education Teacher or contact your local supplier for advice on purchasing the above equipment. Additional support and more ideas for equipment and kits can be acquired by contacting Ever Active Schools, [www.everactive.org](http://www.everactive.org).

### EQUIPMENT KIT SAMPLE FOR FITNESSOPOLY ACTIVITY

Place the equipment and activity description below into a labeled plastic bin to create your own DPA Kit.

Kit contents:

- two dice
- polyspot markers (one for each student plus five more)
- activity sheets to go under the polyspot markers
- various equipment for the middle of the 'gameboard'; e.g. juggling scarves or plastic bags, bean bags for tossing and catching, feathers, balloons, etc.

#### Activity Description:

*Fitnessopoly*

- Ask students to clear their desks, stand up and push their chairs in.
- Set up 1 polyspot marker for each student around the class on the floor. Basically, you are creating a HUGE game board on the floor.
- Place an activity sheet under each polyspot and assign each student to a polyspot.
- Student should be standing on their spot!
- Describe the goal of the game to students!
- GOAL: to make it around the board 1 – 2 or more times!
- On your "GO", you will roll the dice and students will all move the rolled amount forward in the same direction.
- Once students have moved forward, they must look under their polyspot and read and perform the activity on the sheet.
- If a student lands on "Free Parking", the student moves to the center, chooses a piece of equipment and performs the activity.
- Perform each activity for approx. 30 sec's and then roll again!!
- Try playing upbeat music to motivate your students.
- HAVE FUN!!!!

# Activity Ideas

## JACKS- PIGS IN THE PEN

Division I, II  
Classroom or Small Space  
Equipment: Jacks and ball

ACTIVITY	
Basic Skills	
Application of Basic Skills	✓



COOPERATION	
Communication	
Fair Play	✓
Leadership	
Teamwork	



1. Students can choose to play individually or in pairs.
2. Choose one person to start. Toss the jacks on the ground. Decide which hand will toss the ball and move the jacks. With the other hand make a 'pig pen' by forming a "C" and resting it on the ground.
3. Toss the ball in the air and before the ball bounces twice, slide/brush a jack into the 'pig pen'.
4. Try moving the jacks into the 'pig pen' one at a time then two at a time and so on.

### Cross-curricular Linking

#### Mathematics

As students slide/brush the jack into the 'pig pen', have them count by 2's, 5's, or 10's. Students can also keep a tally on a sheet beside them of the jacks that they are able to slide into the 'pig pen'.

## CLOTHESLINE

Division I, II, III  
Classroom or Small Space  
Equipment: 3-5 clothespins for each participant

COOPERATION	
Communication	✓
Fair Play	
Leadership	
Teamwork	



DO IT DAILY... FOR LIFE	
Effort	
Safety	
Goal Setting	
Active Living in the Community	✓



1. Give 5 clothespins to each participant and have them each place them on the front bottom of their shirt. Ask them to think about the physical activities they enjoy. Participants find someone and have a have Rock, Paper, Scissors challenge with them. If you win the challenge, take one clothespin and tell each other one physical activity that you enjoy before heading off to another person. If you run out of clothespins, see the teacher/leader for an activity to perform and receive a new clothespin.
2. Try having students move around the playing area in pairs during this activity.

### Cross-curricular Linking

#### Health

Instead of discussing a physical activity you enjoy, try having the students use various topics such as their favorite healthy food, places to visit, etc.

#### Social Studies

Have the students share a new concept or review item from their social studies lesson or unit.

## ROCK, PAPER, SCISSORS BODY CHALLENGE

Division I, II, III  
Classroom, Small Space (Version I)  
Gym or Open Space (Version II)  
Equipment: pylons to indicate safe lines and the center line

COOPERATION	
Communication	✓
Fair Play	
Leadership	
Teamwork	✓



1. Split the playing area into two and place pylons at the end of each side approximately 2-3 metres from the wall indicating a line. Divide the participants into two teams facing each other at the centre of the activity space, one to two meters apart.
2. Each team huddles up and secretly decides if they would like to be "Rock" (crouched down with body shaped like a ball), "Paper" (standing with arms and legs wide), or "Scissors" (standing with arms up and crossed and legs crossed in front).
3. When the teams are ready, they stand in a line facing each other in the center of the playing area. Students chant together "Rock, Paper, Scissors, Rock, Paper, Scissors, Rock, Paper, Scissors" (while doing the actions), then each group shows their choice. The side that wins the RPS challenge chases the other side back to their line. Anyone tagged becomes a new participant on the other team.
4. Change the rock to wrapping arms around self for students in a wheelchair or for those that find it a challenge to get down to the floor.
5. To play this activity in the classroom or small space, give the team a point if they win the RPS challenge and do not have them chase each other.
6. The teacher can also call out "three, two, one, choose!" instead of the teams chanting and performing the actions.

### Cross-curricular Linking

#### Health

Have students create their own version of the rock, paper, scissors body challenge by having them come up with health-related words and actions.

# Resource Support

## ALBERTA RESOURCES

**Daily Physical Activity Handbook for Grades 1-9** (Alberta Education, 2006) <http://education.alberta.ca/teachers/program/pe/resources/dpahandbook.aspx>

**Ever Active Schools (EAS)** is the number one source for physical activity, physical education, and health and wellness program inservicing in the province! For a complete listing of all the workshops and supports offered, visit [www.everactive.org](http://www.everactive.org)

**Physical Education Online** (Alberta Education, 2001) The "Teacher Resources" section provides information that can support PE program implementation. All resources align with the Alberta Physical Education program outcomes, [www.education.gov.ab.ca/physicaleducationonline](http://www.education.gov.ab.ca/physicaleducationonline)

**The Health and Physical Education Council (HPEC)**, as a professional organization of teachers, advocates for quality health and physical education programs and provides opportunities for professional growth and development of its members. HPEC is committed to providing leadership in creating healthy active school communities, [www.hpec.teachers.ab.ca](http://www.hpec.teachers.ab.ca)

## PRINT

### 1. Ontario Physical and Health Education Association (OPHEA)

**Fabulous 50 Activity Card Set** - Each package includes a complete hardcopy set of the 2006/07 DPA Activity Cards, available for Primary, Junior and Intermediate divisions. Each card includes 20 minutes of physical activity including a warm-up, a moderate-vigorous activity, and a cool-down. Also included are safety considerations, equipment needs and notes for educators. Activity Cards have fun, topical/seasonal themes which help make implementation easy and enjoyable for both teachers and students. Visit [www.ophea.net/dpa2007.cfm](http://www.ophea.net/dpa2007.cfm) to download an order form.

### 2. Walking Games and Activities June I. Decker, Monica G. Mize Copyright 2002 ISBN: 0736034307 ISBN13: 9780736034302

*Walking Games and Activities* is the first book to combine the concepts of fitness and walking as a vehicle for games. It's a one-stop shop for teachers and activity leaders who want to teach walking in a fun way but aren't sure how to begin.

This book reduces teacher preparation time by providing detailed instructions, teaching tips, pre-planned units, sample walking units, mini-lectures on topics such as walking form and nutrition, and tips for inclusion. Learning Resources Centre (LRC) Order No.: 470477, [www.lrc.education.gov.ab.ca/pro/default.html](http://www.lrc.education.gov.ab.ca/pro/default.html)

### 3. No Gym? No Problem! - Physical Activities for Tight Spaces Charmain Sutherland Copyright 2006 ISBN: 0736057706 ISBN13: 9780736057707

Bad weather, lack of facilities, and scheduling conflicts are among the everyday challenges for physical activity providers who are striving to develop consistent daily lesson plans or activities in often-cramped quarters. *No Gym? No Problem!* gives physical educators, recreation leaders, and classroom teachers the tools to deal with—and thrive despite—issues surrounding limited space.

This resource contains nearly 100 activities that may be used individually to enhance existing curriculum or combined to create full-fledged lesson plans that meet specific skills, concepts, or fitness objectives. [www.humankinetics.com](http://www.humankinetics.com)

- ### 2. Everybody Move! Daily Vigorous Physical Activity (CD, DVD, Teachers Guide) CIRA Ontario – 2005.
- This resource has everything one needs to get everybody moving whether in a small confined space or a large spacious gym. It has three components: a music CD, a DVD demonstrating the choreography for some of the activity breaks and funky moves that are described for you. Whether you are leading children, youth, or seniors, this resource helps you make a positive difference in the lives of all people. Your efforts, through the help of this resource, will make great strides in helping "Everybody Move!" [www.mohawkcollege.ca/external/cira/template/resources.html](http://www.mohawkcollege.ca/external/cira/template/resources.html)
- ### 3. Fun Classroom Fitness Routines Ages 4 to 9 DVD (\*Ages 10 to 14) Human Kinetics, Carol Scaini Copyright 2008 ISBN: 0736074309 ISBN13: 9780736074308 (43 minutes)
- Fun Classroom Fitness Routines: Ages 4 to 9* is the perfect resource for classroom and physical educators who have limited space and physical education time but are still required to meet state or local mandates on minutes of physical activity time. This DVD and its companion, *Fun Classroom Fitness Routines: Ages 10 to 14*, will keep kids active and moving in a way that's appropriate for their ages and interests. [www.humankinetics.com](http://www.humankinetics.com)

## INTERNET

- ### 1. Monthly & Seasonal Activity Calendars.
- The activities shared in the Seasonal Activity Calendars are intended to support teachers with activity ideas for Physical Education and the Daily Physical Activity Initiative. Some of the activities are offered as warm-up activities in P.E. or ideas that can be implemented in the classroom. [www.everactive.org/resources.aspx](http://www.everactive.org/resources.aspx)
- ### 2. Brain Breaks: A Physical Activity Idea Book for Elementary Classroom Teachers.
- This site contains numerous physical activities that can be incorporated into other subjects. The activities also focus on areas such as, following directions, cooperation, respect, balance, flexibility, strength and many others. [www.emc.cmich.edu/BrainBreaks/default.htm](http://www.emc.cmich.edu/BrainBreaks/default.htm)
- ### 3. Daily Physical Activity in Schools (Ontario Ministry of Education, 2005/06).
- Extensive resources for teachers have been designed to directly support DPA. These resources include strategies for teachers dealing with environmental issues such as space and time, students with disabilities and progress checklists. Also includes age specific activities for the students.
- Daily Physical Activity in Schools – Grade 1-3
  - Daily Physical Activity in Schools – Grade 4-6
  - Daily Physical Activity in Schools – Grade 7-8
- <http://www.edu.gov.on.ca/eng/teachers/dpa.html>

## MEDIA

- ### 1. Get Strong 101 DVD - 101 Strength and Conditioning Games and Activities Engage Communications, Inc. Copyright 2006 ISBN: 0736064206 ISBN13: 9780736064200 (92 minutes)
- Train your muscles to be smart so your body moves exactly the way you want it to! Learn the same drills elite athletes use. For a look at a sample lesson visit: [www.5min.com/GetStrong](http://www.5min.com/GetStrong)