



# Promising Practices

EVER ACTIVE SCHOOLS

[www.everactive.org](http://www.everactive.org)



# Special Projects of the Health and Physical Education Council



**The Alberta Teachers' Association**



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.



Schools Come Alive provides leadership and expertise to support the development and implementation of quality health and physical education programs and wellness initiatives in Alberta school communities.

**Customers:** Teachers and administrators, as well as students in Alberta school communities

**Funding:** Alberta Community Development, through the Alberta Sport Recreation Parks and Wildlife Foundation



The Ever Active Schools Program facilitates the development of healthy children and youth by fostering social and physical environments that support healthy active school communities.

**Customers:** School communities, including teachers, administrators, students, health professionals, parents and community stakeholders.

**Funding:** Alberta Community Development (through Alberta Sport Recreation Parks and Wildlife Foundation), Alberta Education and Alberta Health and Wellness

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# THE EVER ACTIVE SCHOOLS PROGRAM

*The goal of the Ever Active Schools program (EAS) is to foster social and physical environments supportive of healthy, active lifestyles in school communities across Alberta.*

This is accomplished in partnership with school communities through the provision of the following supports and services:

- critical reflection tools
- planning assistance
- sharing and networking
- resources
- recognition
- professional development
- promising/best practice gathering and sharing

An EAS member school follows a comprehensive school health approach to ensure clear, consistent, healthy messages are delivered in the home, school and community. Members focus on providing and promoting the benefits of physical activity, healthy eating and mental health throughout the school community. These three aspects of health are valued and integrated into daily life. Member school communities understand that the health and well being of students is a shared responsibility.

Alberta's physical education and health curricula are the cornerstones that ensure each student has an equal and equitable opportunity to experience and learn about the importance of healthy, active living through the prescribed instructional program.

Education is a shared responsibility involving students, parents, teachers, the school and the community. Additionally, EAS goes beyond behaviour and strives to provide a school environment where students have a variety of opportunities and are encouraged to be physically active and make healthy choices. EAS communities make a commitment to create a vision and a mind-set to support active living, healthy eating and mental health. This Promising Practices document is intended to assist in reaching that vision, by sharing other members' action ideas that support selected goals.

The Ever Active Schools Web site also provides a number of useful resources to support the goals and actions identified by your school community.

*Check it out at*  
[www.everactive.org](http://www.everactive.org)

# THE COMPREHENSIVE SCHOOL HEALTH APPROACH

*Becoming an Ever Active School is more than just joining a program...it is the first step in adopting a more comprehensive approach to health in your school.*

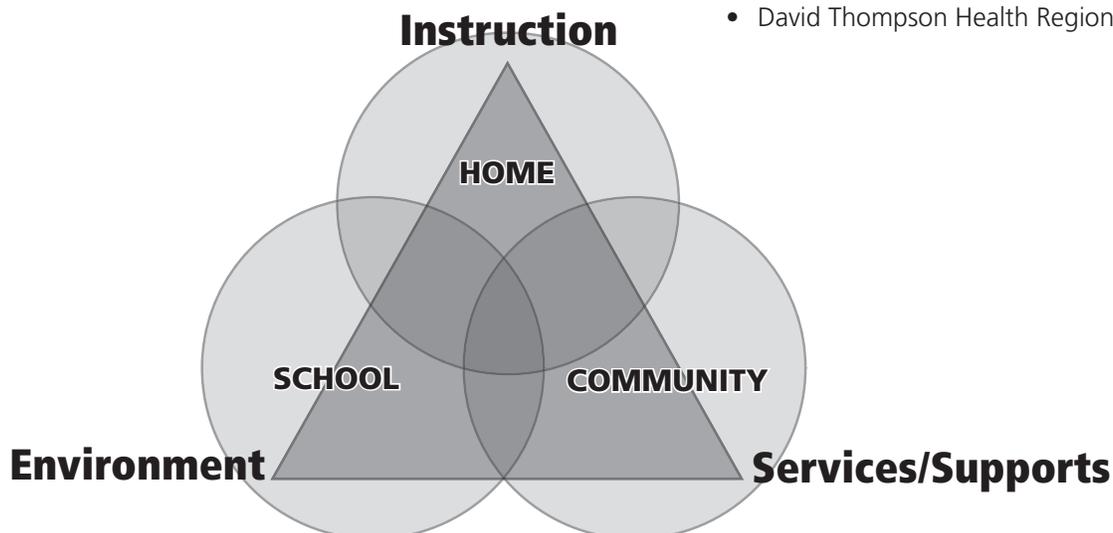
The school setting for health promotion is gaining momentum internationally as teachers, parents, health professionals and many others seek ways to address the health and social issues of school aged children and youth. Comprehensive School Health (CSH) is an approach to health promotion in the school setting. The instruction, environment and services/support available in that setting are part of a strong CSH foundation that allows for interaction to occur between the home, the school and the community.

Comprehensive School Health includes:

- 'whole' school
- student participation/leadership
- multiple strategies
- curriculum/teaching methods
- social/physical environments
- home, school and community
- champion(s) in school
- facilitation of the planning process
- evidence-based/promising practice
- evaluation

Regional examples of the Comprehensive School Health approach in Alberta include:

- Calgary Rocky View Student Health Partnership – [www.crvshp.ca](http://www.crvshp.ca)
- David Thompson Health Region – [www.dthr.ab.ca](http://www.dthr.ab.ca)



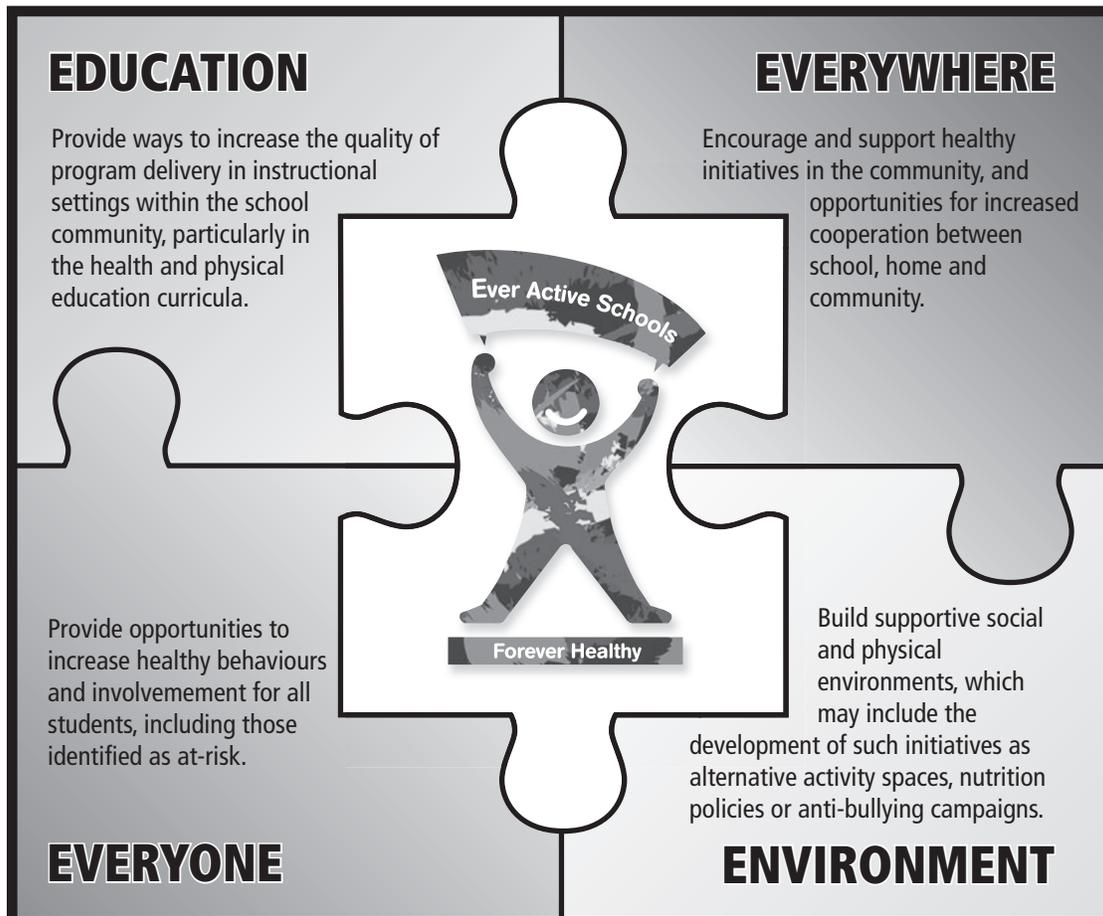
## THE 4E'S

The EAS approach to comprehensive school health considers the 4Es: *Education, Everywhere, Environment and Everyone.*

The 4Es act as reflection and planning tools and ensure alignment with the essential components of the CSH approach. EAS members demonstrate a commitment to improving each of these four areas.

To assist you, the *Promising Practices* shared in this document are linked to each of the 4Es. These have been developed after consultation with teachers, administrators, community leaders, parents,

researchers and students, as well as comparison with other existing programs. The intention is to share good practices with Ever Active School members. The examples should be used as a starting point to help you generate more ideas that will work for your school. As the program continues to develop, the list of *Promising Practices* will grow.



# Education

Schools can develop and implement guidelines for physical activity, healthy eating and mental health that:

- embrace the policies and guidelines as recommended by Alberta Education in programs of study including Physical Education, Health and Life Skills, Career and Life Management, the Daily Physical Activity Initiative and Healthy Alberta School Communities.
- incorporate input from teachers, parents/caregivers, students and the community.
- carry with them a commitment of resources (both financial and human).
- are inclusive of culture, gender and special needs.
- have an emphasis on participation, enjoyment and long term involvement nutrition policies or anti-bullying campaigns.

## **Alberta Teacher's Association Policy 1.A.23:**

*A compulsory health and daily physical education program should exist from K through 12. (1975/80/85/88/98)*

# Everywhere

Schools and communities can promote and foster young people's involvement in physical activity, healthy eating and mental health "everywhere" by:

- jointly providing a wide range of physical activities that cater to different interests, competencies and ages/stages of life.
- providing consistent nutrition messaging in the home, school and community.
- involving parents/caregivers in children's structured activities (e.g., as coaches, team managers, umpires) and in unstructured physical activities (e.g., parent/child games in the playground before/after school, or parent child sport days).
- encouraging adults within schools and communities to act as role models and mentors for students by being physically active, making healthy food choices and supporting mental health.
- having parents, administrators and adults advocate for healthy choices and environments.
- encouraging healthy active behaviours and practices in other academic courses.

Schools can develop and implement Physical Education and Health programs that are consistent with the above guidelines and which are consistent with the Health and Physical Education Council's (HPEC) belief statements regarding comprehensive school health (Executive Handbook, September 2006):

- HPEC is committed to providing leadership in creating healthy active school communities.
- HPEC believes that a well delivered health and physical education curricula supported by quality instruction can change the health behaviours of children and youth K-12.
- HPEC believes that health and physical education play a valued and vital role in providing a quality, balanced education for all children and youth in Alberta schools.
- HPEC believes that all students in all grades in Alberta schools should have the right and opportunity to experience sustained, vigorous physical activity through participation in quality, daily physical education programs.

# Everyone

Schools and communities can provide opportunities to increase healthy behaviours for all students by:

- ensuring lesson plans are inclusive of culture, gender and special needs.
- communicating yearly physical education and health plans and outcomes to parents and students. This information can be provided through the school newsletter and/or Web site, and included in report cards.
- offering intramurals for all ages, encompassing both cooperative and competitive opportunities.
- making the gym available during non-phys-ed-scheduled times so that teachers can access gym space for core curriculum activities.
- allowing for socio-economic factors when planning activities, implementing policies or developing projects.
- offering professional development opportunities for all staff aimed at supporting a healthy, active school community.
- working towards making the school community a place where all children and youth feel connected.



# Environment

Schools and communities can work together to develop and sustain physical and social environments supportive of healthy, active lifestyles. These can include:

- development and implementation of policies to address high priority areas such as nutrition, physical activity and mental health.
- joint fund-raising initiatives to benefit all stakeholders – playgrounds, lunch programs, counseling programs, skating rinks, etc.
- community use of school facilities.
- anti-bullying strategies and programs.
- working towards district guidelines and policies to support healthy, active school communities.
- involving community members in the decision making process.
- school based nutrition initiatives including vending machines, on-site food sales and encouraging healthy lunches.





Forever Healthy

# PROMISING PRACTICES

Page	Idea		Education		Every-where	Every-one	Environ-ment	Home	School	Communi-ty
			PE	Health						
11	Ab-Sessions	7-12	A-B, B-FF, D-All			X			X	
11	Active Algebra & Adjectives	K-12	D-All						X	
11	Active Assemblies	K-12				X			X	
12	Active Kids Writing	K-6	D-All	W		X	X	X	X	X
12	Active Living Announcements	K-12					X		X	
12	Active Living Tree	K-6				X	X	X	X	
12	Active Staff Meeting	K-12				X			X	
13	Activity Bank	K-12	All	All					X	
13	Activity Log	K-12	D-GS					X	X	X
13	Adventure Race	7-12	A-A, C-All		X			X		X
14	After School Fitness Club	K-12	All	All		X	X	X	X	X
14	Alberta Lung Association Fitness Challenge	K-12	A-All	W		X	X	X	X	
14	Alternative Course Offerings	10-12	All	All					X	
15	Athlete in Residence	K-12	A-A						X	
15	Bean Bag Bocce Tournament	K-12	A-A			X			X	
15	Bike-O-Rama	K-12	A-All, D-All		X	X		X	X	X
16	Bully Free Zone	K-12		W, R			X		X	
16	Camping/Canoeing Trip	4-12	A-A, C-L, D-S		X					X
16	Carrot Celebration	K-12		W					X	
17	Certification Craze	K-12		W	X	X		X	X	X
17	Cheer Day	K-12	All			X			X	
17	Circuit Circus	K-12	All		X	X			X	
17	Community Challenge	K-12	All		X	X		X	X	X
18	Cool Clubs	K-12	C-All	W		X			X	
18	Daily Physical Activity	K-12	All			X			X	
18	Disco Dancing	K-12				X			X	
19	Dynamic Diversity	K-12	All			X		X	X	X
19	Elite Experience	K-12			X		X			X
19	Energetic Evenings	K-12			X	X		X	X	X
19	Equipment Alteration	K-9	All			X			X	
20	Ever Active Events	K-12			X	X		X		X
20	Ever Active Kick-Off Assembly	K-12				X	X		X	
20	Ever Active Newsletter	K-12				X	X	X	X	X
21	Ever Active Questionnaires	K-12				X		X	X	X
21	Ever Active Wall of Fame	K-12	C-All, D-All		X	X	X	X	X	X
21	Ever Active Year Plan	K-12	All				X		X	
22	Exam Busters	3-12				X			X	
22	Family Fitness Night	K-12	D-All		X	X		X		
22	Fantastic Fundraising	K-12					X	X	X	X
23	Fit Families	K-12				X		X	X	
23	Gardening Club	K-12	A-A, C-All, D-A		X		X		X	
23	Gender Games	K-12	All			X			X	
23	Good-for-you Grub	K-12		W		X		X	X	
24	Great Gyms	K-12					X		X	

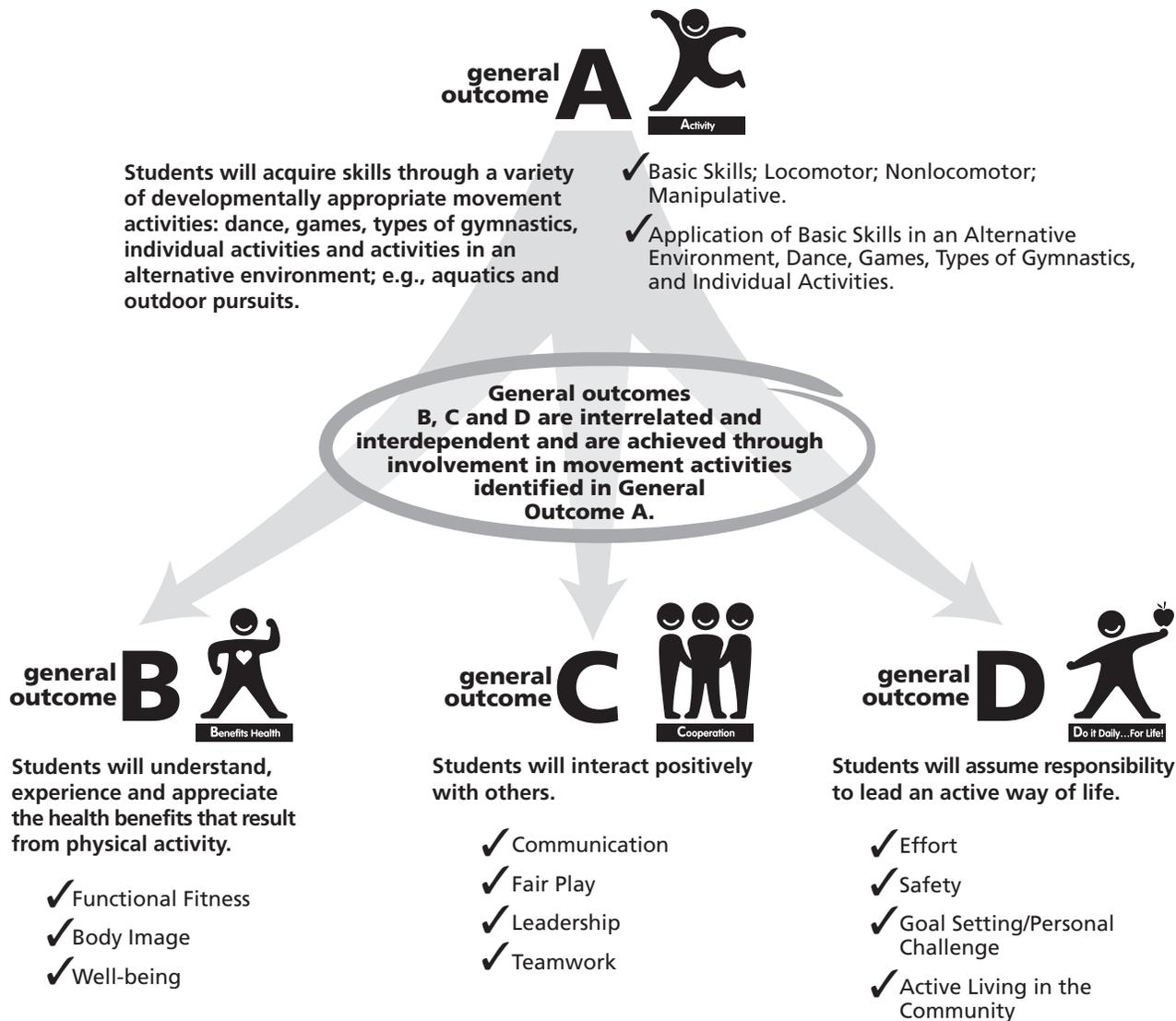
PROMISING PRACTICES

Page	Idea		Education		Every-where	Every-one	Environ-ment	Home	School	Communi-ty
			PE	Health						
24	Health & Wellness PD Day	K-12	All	All					X	
25	Health Fair Extravaganza	K-12	All	All	X	X	X		X	X
25	Healthy Choices/Active Living Bingo	K-9	All	All	X	X		X	X	X
25	Healthy Halloween!	K-12	B-FF	W					X	
26	Healthy Hearts	K-12	B-All					X	X	X
26	Healthy Workplace Week	K-12				X	X		X	
26	Hokey-Pokey Challenge	K-6	A-A, C-All			X			X	
26	Homeroom Head-to-Head	K-12	All			X			X	
27	Jump Rope for Heart	K-12	A-All			X			X	
27	Making Strides	K-12	All		X	X		X	X	X
27	Mentor Madness!	K-12	All	W, R	X	X	X		X	
28	Mission Impossible Challenge	K-9	A-A			X			X	
28	Movin' Movie	7-12	All	W	X	X		X	X	X
28	No Electronics Challenge Day	K-12		W		X	X	X	X	X
28	Olympic Observation	K-12			X	X			X	X
29	Oodles of Noodles	K-9	A-B, C-All						X	
29	Pacing Parents	K-12			X	X		X		X
29	Parent – Student Cooking Classes	K-12		W	X	X		X	X	X
29	Parents Making a Racquet	K-12				X		X		
30	Partners in Activity Challenge	K-12	D-All			X		X	X	X
30	PE Student or Active Kid Award	K-12	C-All, D-All			X			X	
30	Police Boot Camp	7-12	A-A, D-GS						X	X
30	Recess Box	K-6	A-All, D-All		X	X			X	
31	Recreation Research Project	7-12	D-A		X				X	X
31	Resource Round-Up	K-12	All	All	X		X		X	X
31	Rowdy with Ropes	4-12	A-A, C-All, D-A		X					X
32	Runner Challenge	K-9	A-All, D-All		X	X	X	X	X	X
32	Running Club	K-12	A-B, D-GS			X			X	X
32	Safety Presentations	K-12	A-A, D-S		X				X	X
32	School Nature Trail	K-12	A-All, D-All		X		X		X	
33	School Olympics	K-12	All			X			X	
33	Self-Health Report Card	7-12	D-All	W, R		X		X	X	X
33	Skateboard Competition	4-12			X	X			X	X
33	Skating Day	K-12	A-A, D-A		X					X
34	Smoking Cessation Support Group	7-12		W			X		X	
34	Sport Support	10-12		W, L		X			X	
34	Sports Swap	K-12				X				X
34	Staff Swap	K-12	All	All					X	
35	Student Portfolios	K-12	All	All	X	X		X	X	
35	Tarmac Unit	K-6	All		X	X	X		X	
35	Terry Fox Run	K-12	A-All			X			X	
35	Traverse the Trans-Canada Trail	K-12	D-All			X		X	X	X
36	Triathlon	K-12	A-All		X	X			X	X
36	Unsemestered – Unscheduled PE	10-12	All		X	X			X	
36	Vital Volunteers	K-12			X					X
36	Walking School Bus	K-6	D-A		X					X
37	Warm-Up Warden	K-12	All			X			X	
37	Winter Wonderland	K-12	All		X				X	X

# K-12 physical education program of studies



The aim of the Kindergarten to Grade 12 Physical Education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.

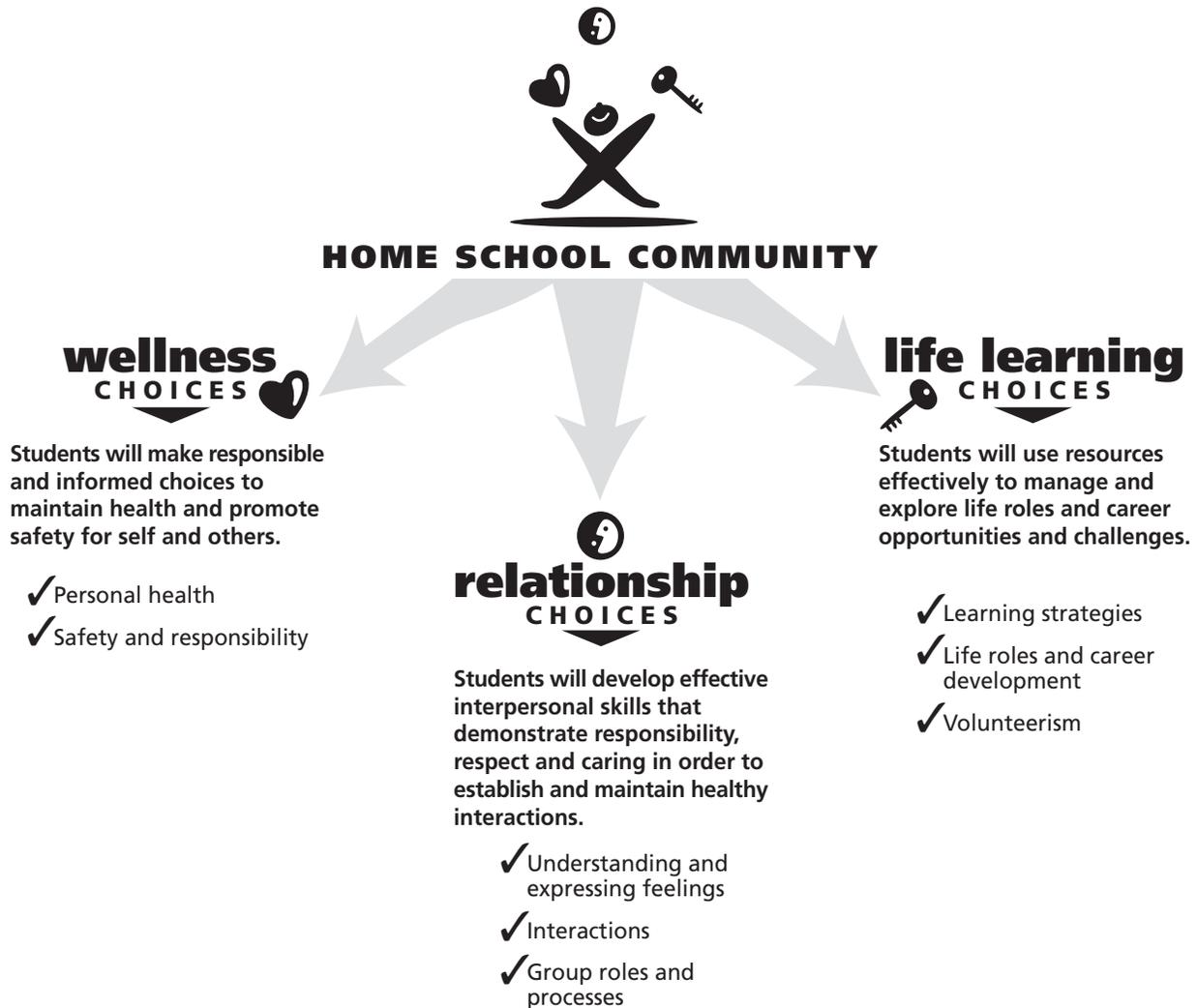


- Resources available to support implementation:**
- Physical Education Online  
English: [www.education.gov.ab.ca/physicaleducationonline](http://www.education.gov.ab.ca/physicaleducationonline)  
French: [www.education.gov.ab.ca/educationphysiqueenligne](http://www.education.gov.ab.ca/educationphysiqueenligne)
  - Resources @ [www.education.gov.ab.ca/k\\_12/curriculum/bySubject/physed](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/physed)
    - Physical Education Kindergarten to Grade 12 Guide to Implementation English: LRC Product #425597, French: LRC Product #461335, [www.lrc.education.gov.ab.ca](http://www.lrc.education.gov.ab.ca)
    - Administrator's Overview, K-12 Physical Education
    - Physical Education Resource Guide
    - Daily Physical Activity (DPA) School Handbook
    - Video-Daily Physical Activity Initiative – Creating a Desire to Participate

# K-9 health and life skills program of studies



The aim of the Kindergarten to Grade 9 Health & Life Skills program is to enable students to make well-informed healthy choices and to develop behaviours that contribute to the well-being of self and others.



Home, school and community partnerships are critical to the delivery of the Health & Life Skills program of studies.

**Resources available to support implementation:**

- Resources @ [www.education.gov.ab.ca/k\\_12/curriculum/bySubject/healthpls](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/healthpls)
  - Health & Life Skills Kindergarten to Grade 9 Guide to Implementation  
English: LRC Product #495674, French: LRC Product #529315,  
[www.lrc.education.gov.ab.ca](http://www.lrc.education.gov.ab.ca)
  - Health & Life Skills Kindergarten to Grade 9 Alberta Authorized Resource List
- Health & Life Skills Performance Assessment Tools Available as a result of collaboration between the Alberta Assessment Consortium and the Edmonton Regional Learning Consortium. [www.aac.ab.ca](http://www.aac.ab.ca), Assessment Materials – Public Domain

*Curricular links to the K-12 Physical Education and the K-9 Health and Life Skills programs of study are included where applicable.*

**Physical Education Example: A-7: A** refers to the general outcome – Activity. **7** refers to the specific outcome as it applies to a variety of grade levels.

**K-9 Health and Life Skills Example: W-1: W** refers to the general outcome – Wellness Choices. **1** refers to the specific outcome as it applies to a variety of grade levels.

### Ab Sessions (DIV. II, III, IV)

A-7; B-3; D-3, 5, 9

**EQUIPMENT:** community leader or teacher, mats, other fitness equipment as needed (e.g., medicine balls)

**ORGANIZATION:** For two lunch hours a week invite staff and students to participate in “Ab Sessions,” where a fitness specialist runs a fun and challenging session focusing on the abdominal muscles.

### Active Algebra & Adjectives (DIV. I, II, III)

D-6, 9

**EQUIPMENT:** varies depending on subject, grade and space

**ORGANIZATION:** Incorporate physical activity and health into all curricular areas. It is easy to modify many games to fit into regular classroom instruction.

- Science – Go for a walk in a river valley.
- Language Arts – Include words related to health in spelling lessons.
- Social Studies – Teach a dance related to the culture/country your class is studying.
- Math – Play a tag game which requires students to add and subtract (e.g., dice tag).

### Active Assemblies (SCHOOL-WIDE, COMMUNITY)

**EQUIPMENT:** Gymnasium or large open space, sound equipment, student leaders, other equipment as needed

**ORGANIZATION:** Have school assemblies that are more active in nature. Include the student leadership team in the organization process. Use these assemblies to remind students of playground safety and as pep rallies to increase school spirit. Be sure to give out active living awards at these assemblies.

- A hip hop assembly could include a whole school dance (be sure to take photos!) and student dance demos.
- A beach day themed assembly could be complete with dune buggy races and a “Beach Boys” dance.
- A martial arts theme could include demonstrations by students and staff, as well as whole-school activities.
- Assemblies could incorporate teacher, parent and student active-living testimonials.

**Active Kids Writing** (DIV. I, II)

B-6, 7, 8; D-8,9; W-1

**EQUIPMENT:** Paper, pencils, crayons, tape

**ORGANIZATION:** Have students complete a short writing activity describing ways they like to keep active. Include illustrations as a part of the project. Post these in school hallways.

**Active Living Announcements** (SCHOOL WIDE)

**EQUIPMENT:** School sound system, student leaders, ballot box, paper, pencils

**ORGANIZATION:** Have student leaders include information on active living in the morning announcements to create a healthy school environment. Have leadership students prepare announcements, or have a ballot box where students, teachers and parents can submit ideas and advice to be shared. Potential announcements include:

- active living tips
- the Ever Active Tip of the Day
- upcoming events
- active living trivia
- reminders for living healthy (e.g., drink water, wear a hat, use sunscreen)

**Active Living Tree** (DIV. I, II)

**EQUIPMENT:** Tree (paper, artificial or real), decorations

**ORGANIZATION:** At Christmas time, have parents, teachers and students decorate a tree with an active living theme. Be sure to include pictures of the health and physical education icons, or have students draw their own active living icons.

**Active Staff Meeting** (STAFF)

**EQUIPMENT:** Varies depending on activity or event

**ORGANIZATION:** In order to get staff involved as role models, include fun activities at staff meetings. You can also make parent council meetings more active through similar techniques, or have a parent-council-versus-teachers active game of some kind (such as volleyball) a couple of times a year.

- Have physical education teachers teach other staff a new game each meeting.
- Set a staff goal to enter a team in a local run (5K, 10K, team marathon, etc.).
- Try a walking staff meeting.
- Offer healthy snacks at staff meetings.
- Include simple yoga poses to let everyone stretch out and release the tension from the day.
- Have staff dance to a couple of songs halfway through the meeting.

**Activity Bank** (DIV. I, II, III)

**EQUIPMENT:** Recipe cards, box, laminating supplies

**ORGANIZATION:** Have teachers write down ideas for activities and health lessons on recipe cards. Create a bank of these cards in a recipe box. Teachers can then share and contribute to the bank. Leave the bank in a location that is accessible for all teachers. Laminate cards so that they last longer. At staff meetings, teachers could try out new additions to the box.

**Activity Log** (DIV. II, III, IV)

B-2; D-6, 7

**EQUIPMENT:** One notebook per student

**ORGANIZATION:** Encourage children to make healthy living and lifestyle choices by having them keep a record of their patterns of activity, nutrition and other healthy lifestyle choices. Improve fitness levels through the development of fitness units and provide frequent opportunities to build fitness into the day. Monitor results on an individual basis, with logbooks providing an opportunity to observe progress. Students could also learn about healthy lifestyles by recording their parents' activity or by keeping a family journal of lifestyle choices. An easy way to do this is to include a space to set goals and record activity in your school's agendas.

**Adventure Race** (DIV. III, IV)

A-7; C-1, 3, 4, 5

**EQUIPMENT:** varies depending on activity or event, large outdoor area

**ORGANIZATION:** Have the staff or students at your school organize your "First Annual Adventure Race." Students can compete in teams of four in an event that incorporates river canoeing, portaging, running, orienteering, mountain biking, kayaking, surprise challenges or rope climbing. Be sure to consult safety guidelines ([www.acicr.ualberta.ca](http://www.acicr.ualberta.ca)).



**After School Fitness Club** (DIV. II, III, IV, COMMUNITY)

B-4, 6, 7, 8; D-6; W-1, 2,4

**EQUIPMENT:** Varies depending on activity or event, teacher sponsor

**ORGANIZATION:** Design an after school fitness program for everyone. Plan to bring in guest speakers to talk about nutrition, goal setting and other healthy living practices. Have students keep a physical activity log book. A group goal might be to work towards a “fun run” in the community to raise money for a worthwhile cause. Have students choose a charity that is meaningful to the school community. Recognize personal goal accomplishments in a year-end race or event.

Another idea is to have a girls-only workout club one day per week, and offer girls-only open gym times. Have a fitness specialist run unique sessions, such as spin classes, aerobics or a circuit.

You could also have ‘Workout Wednesdays’ at your school. Every Wednesday, set up a circuit to be used in physical education class. Invite parents to join the class and make the circuit available after school for staff and parents who want to use it.

**Alberta Lung Association Fitness Challenge** (SCHOOL WIDE, COMMUNITY)

D-6; L.L.-7, 8

**EQUIPMENT:** Varies depending on activity or event

**ORGANIZATION:** Visit [www.ab.lung.ca](http://www.ab.lung.ca) to identify this year’s fitness challenge. Set up a committee that includes members from around the school community to organize the event. This event could provide students with the opportunity to fundraise for a worthy cause. Also, this is an excellent opportunity to teach students about tobacco reduction.

**Alternative Course Offerings for High School** (DIV. IV)

**EQUIPMENT:** Instructional space

**ORGANIZATION:** Here are a few ideas to make your curriculum a bit more healthy:

- Offer PE 20/30 Fitness as an alternative to traditional PE 20/30. This allows more students to take PE with a fitness emphasis while being flexible to their scheduling needs.
- Offer a nutrition course at the 20 or 30 level.
- Provide recreational and outdoor education options.
- Offer a girls-only class that promotes healthy body image and well-being.
- Consider offering PE and Health in French so students can log second language minutes.
- Add “Sport Performance” as a CTS module.
- Give senior students credits for PE leadership activities, and/or allow them to attend conferences.

**Athlete in Residence** (DIV. I, II, III)

**EQUIPMENT:** Varies depending on the athlete/guest

**ORGANIZATION:** Through the “artist in residence” initiative, bring in a specialist to help develop the school’s physical education and/or health program. Do not overlook athletes who may contribute in the area of dance.

**Bean Bag Bocce Tournament** (DIV. II, III, IV)

A-5, 7, 11

**EQUIPMENT:** Bean bags of various colors and sizes, field or gym space

**ORGANIZATION:** Hold a lunchtime bean bag bocce tournament as an alternative to traditional intramurals. Play like traditional bocce, using one bean bag as a marker, and then giving each individual a bean bag of a different colour. Use a round-robin format over several lunch hours. Provide the winner with an active living related prize, and give awards to other participants (e.g., most sportsmanlike player, most fun player, etc.). Students could nominate each other for these categories.

**Bike-O-Rama** (SCHOOL WIDE)

A-7; D-5, 9

**EQUIPMENT:** Map, photos, students and teachers with bicycles

**ORGANIZATION:** Have a competition between staff and students to race the distance from an Alberta point of origin to a location of significant interest to students (e.g., the location of the next Olympic Games, or a social studies curricular location). Log the number of kilometers biked and move photos of biking competitors around a racecourse on the wall that maps out the route from Alberta to your destination. Since many students may not be able to track kilometers while riding, riding time could also be converted into kilometers (based on the assumption that kids ride 15 or 20 kilometers per hour).



**Bully-Free Zone** (SCHOOL WIDE)

W-7; R-1, 2, 6, 7

**EQUIPMENT:** Community leaders

**ORGANIZATION:** Make your school a bully-free zone. Several initiatives exist to create healthy school environments. These include Peace Makers ([www.peacemakers.ca](http://www.peacemakers.ca)), Be Cool ([www.stanfield.com/conflict-1.html](http://www.stanfield.com/conflict-1.html)), Dare to Care ([www.daretocare.ca](http://www.daretocare.ca)) and Challenge Day ([www.challengeday.org](http://www.challengeday.org)). Lions Quest also offers a conflict management program ([www.lions-quest.ca](http://www.lions-quest.ca)). Also, you could develop a Problem Elimination Team (PET) of students that will monitor recess activity.

**Camping/Canoeing Trip** (DIV. II, III, IV)

A-7; C-4; D-3, 5

**EQUIPMENT:** Camping and canoeing equipment, parent and teacher leaders

**ORGANIZATION:** Have older students organize their own camping or canoeing trip. Put pairs of students in charge of different aspects of organization. For example, have students book transportation, organize campsites, plan menus, develop entertainment ideas, rent equipment, etc. March or April is a good time of year for this activity, so schedule weekly meetings, from the start of the school year until the time of the trip, at which students share progress in their area. Younger students could take a voyageur canoe trip with parent volunteers, take a ski trip or go camping in a local campground. Senior high school students may be able to earn credit for this sort of activity. Be sure to check safety guidelines for this type of activity.

**Carrot Celebration** (SCHOOL WIDE)

W-1, 5

**EQUIPMENT:** Healthy snacks

**ORGANIZATION:** Instead of traditional snacks and celebration treats (cupcakes, cookies, rice crispy squares), teach proper nutrition by sharing healthier food (low in fat and sugar) with the class. For an even more exciting event, pick one fruit or vegetable and have each student in the class bring a dish that incorporates that food. Your classroom could create a healthy cookbook from this project and use it as a fundraiser. Award prizes for achieving classroom goals—extra physical education time or some form of activity, instead of videos or movies.



**Certification Craze** (DIV. II, III, IV)

B-4; D-3, 8; W-10

**EQUIPMENT:** Community leaders, classroom space

**ORGANIZATION:** Have all students and teachers receive first aid and CPR training. Expand upon and link these courses to PE 10 heart health outcomes. Encourage school coaches to get their NCCP certifications ([www.coach.ca](http://www.coach.ca)). Provide referee training for interested students. Offer these courses (first aid, CPR, NCCP, referee training) in the evenings at the school, for parents to take.

**Cheer Day** (SCHOOL WIDE, COMMUNITY)

**EQUIPMENT:** Community leaders, school spirit, gymnasium or field

**ORGANIZATION:** Have a cheer team from your local high school or university come to give a demonstration at your school. Then have them work with the students to generate their own cheers. Have each class present their cheer to the rest of the school community. This is a great way to develop school spirit.

**Circuit Circus** (DIV. I, II, III)

A-7; B-3; D-1

**EQUIPMENT:** Outdoor: designated activity stations (monkey bars, goal posts, other created stations), walking trail, maps / Indoor: designated activity stations around the school (hallways, classrooms, foyers, stairwells), "route maps," activity descriptions

**ORGANIZATION:** Set up indoor and outdoor walking/activity circuits that students can do either in class or during recess/lunch breaks. Include such fitness components as strength (arm wrestling), muscular endurance (wall-sits), cardio-vascular (skipping) and flexibility (partner stretching) interspersed with walking/jogging to the next station. Make laminated posters for each station detailing the activity. Be sure to include choices for students to make. Include pulse rate sections so students can measure their heart rates periodically.

**Community Challenge** (SCHOOL WIDE, COMMUNITY)

D-8; R-6

**EQUIPMENT:** Varies depending on activity or event, community members, field or gymnasium

**ORGANIZATION:** Schedule monthly activities for students that include outside agencies such as firefighters or police. Have the students either challenge or play with the community members in an active game. Potential activities include volleyball or an obstacle course. Invite parents to participate as well.



**Cool Clubs** (SCHOOL WIDE)

A-7; W-1, 2, 3, 4

**EQUIPMENT:** Varies depending on clubs being offered, teacher sponsors

**ORGANIZATION:** Create clubs that are accessible, fun and inclusive. The greater the variety of clubs, the more likely it is that you will reach the less active students in your school. Potential clubs include cycling, climbing, hiking, skipping, fitness, dance, yoga, running, gardening, martial arts, nutrition, walking, hip hop, break dancing, inline skating, skateboarding, etc.

**Daily Physical Activity** (DIV. I, II, III)

**EQUIPMENT:** varies depending on activity or event

**ORGANIZATION:** Increase daily physical activity opportunities by adding a 30-minute class with the homeroom teacher that promotes outdoor activity. Or, adapt the school day to include a fitness break. This is a great opportunity to increase heart rates and get active. Use class or grade challenges as incentives. For more ideas consult DPA: A Handbook for Grade 1-9 schools (2006) from Alberta Education. This resource is available online at [www.education.gov.ab.ca](http://www.education.gov.ab.ca) or from the Learning Resources Centre (LRC).

**Disco Dancing** (SCHOOL WIDE)

A-8, 9; C-4

**EQUIPMENT:** DJ system, decorations, gymnasium

**ORGANIZATION:** Plan school dances around themes and include all ages, families and community members. Ideas for themes include: disco, Hawaiian, 70s, etc. Student leadership could organize the dances. If admission is charged, put the funds towards school active living initiatives.



**Dynamic Diversity** (SCHOOL WIDE, COMMUNITY)

R-7

**EQUIPMENT:** Varies depending on activity or event

**ORGANIZATION:** Celebrate cultural uniqueness in the school community by incorporating culture into physical activities for students, staff and parents.

- Have a community event that includes cultural dances.
- Include a cultural potluck as a part of staff meetings.
- Students or community members could present activities from their heritage at school assemblies.
- Cultural activities could be used as a part of PE.

**Elite Experience** (DIV. I, II, III)

B-2, 4, 6, 8; D-8

**EQUIPMENT:** Community members and venue, transportation (bus, parent drivers)

**ORGANIZATION:** To provide students with the opportunity to experience the training and competition of elite athletes, organize field trips to practices and games. For example, in Calgary you could attend a Flames game or speed skating competition at the Olympic Oval. In Edmonton, see if your class can watch the Eskimos practice or attend a sporting event at the U of A. Invite athletes back to your school to participate in activities with students or to speak at assemblies.

**Energetic Evenings** (SCHOOL WIDE, PARENTS)

**EQUIPMENT:** Varies depending on activity or event, parent council

**ORGANIZATION:** Encourage the parent council to plan physical activities on week nights and invite entire families to participate. The school could host the event, or community-based activities could be planned. Potential activities include skating, swimming, skiing, a dance or a games night. Use an Ever Active Questionnaire to assess which activities families may be interested in.

**Equipment Alteration** (DIV. I, II, III)

A-7, 11; C-3

**EQUIPMENT:** Varies depending on equipment being modified

**ORGANIZATION:** Modify equipment for students who are having difficulties. For example, put Velcro on a badminton racquet and birdie. For baseball units, use a waffle ball to make batting easier. Also, modify traditional activities for a little variety in class. Almost any traditional sport can be modified by changing the number of players per side, increasing the number of balls in play, changing the target (size, height, range), changing the playing area or modifying the equipment itself (e.g., use a beach ball instead of a volleyball).

**Ever Active Events** (SCHOOL WIDE, COMMUNITY)

**EQUIPMENT:** Varies depending on activity or event

**ORGANIZATION:** Sponsor a theme day or special event that encourages children and other members of the school community to enjoy the health benefits associated with physical activity. For example: walk/run/bike/blade-to-school day, or walk-with-parent/grandparent/friend/pet-week.

**Ever Active Kick-Off Assembly** (SCHOOL WIDE, COMMUNITY)

**EQUIPMENT:** Varies depending on activity or event

**ORGANIZATION:** Hold an Ever Active Kickoff Assembly to educate students, parents and teachers about the program. Create a rap or line dance, write a play, demonstrate Ever Active ideas and/or invite a guest speaker. Involve students in the development of the assembly program.

**Ever Active Newsletter** (SCHOOL WIDE, COMMUNITY)

**EQUIPMENT:** newsletter contributors (teachers, parents, community leaders, student journalists), printing supplies

**ORGANIZATION:** Create an Ever Active section in your school’s newsletter or start a monthly physical education newsletter. Have students, teachers and community members contribute ideas. Distribute the newsletter to the community beyond the school. If you are not sure where to start, check out the Ever Active Bulletin ([www.everactive.org](http://www.everactive.org)).

- Use teacher, parent or student active living testimonials.
- Use this space to promote upcoming events in the school or community.
- Add a section to your newsletter where families can share what they do to be Ever Active.

- Pose a “Challenge of the Month” in each newsletter to keep families active.
- Use local newspaper articles as a vehicle for change when addressing parents’ active lifestyles.
- Ask students to write fitness/health-related articles, then publish them.



**Ever Active Questionnaires** (SCHOOL WIDE)

**EQUIPMENT:** Questionnaire, teachers to tally results

**ORGANIZATION:** Administer an Ever Active Questionnaire to school families to assess the type and level of both active and sedentary activities in which members of the school community participate. The questionnaire could also be used to evaluate attitudes towards physical activity within the community. This allows programs to be targeted appropriately, and could also be used to assess what difference the Ever Active program is making in your school.

**Ever Active Wall of Fame** (SCHOOL WIDE)

B-4, 8; D-6; L.L.-6

**EQUIPMENT:** Bulletin board, camera, staples

**ORGANIZATION:** Have the Ever Active Committee or student leaders create an active living bulletin/picture board that features photos of members of the school community (parents, students, teachers, support staff) taking part in physical activity outside of school hours. Add to the bulletin board each month to make a large collage. Install the board in a prominent place at the front of the school or close to the gym. Create posters that show senior high students participating in extra-curricular activities, then send these posters to their junior high schools, to demonstrate students' ongoing involvement in physical activity. Include photos of sports team members as well as students involved in other activities.

**Ever Active Year Plan** (SCHOOL WIDE, COMMUNITY)

A-7; B-3; D-1

**EQUIPMENT:** PE year plan, tape, handouts for students

**ORGANIZATION:** Post the yearly PE plan just outside the gymnasium. (You could also hand it out to each student.) Ensure all students and staff are aware of, and follow, the plan. Post assessment outcomes for each unit, so teachers and students are aware of evaluation methods used. The yearly plan should reflect opportunities to participate in all dimensions of the program of studies (alternative environments, games, dance, types of gymnastics, individual activities).



**Exam Busters** (DIV. II, III, IV)

A-7, 9; B-6, 8

**EQUIPMENT:** Mozart CD, juggling scarves or grocery bags, stress balls

**ORGANIZATION:** During the ever-hectic exam times in May and June, try the following stress relievers:

- Use juggling breaks just prior to the exam to relax students.
- Allow water and healthy snacks in the class.
- Provide a nutrition break between exams (brain food!).
- Designate a gym with a variety of activities for those students who complete exams early.
- Halfway through the exam, have students flip over their paper, stand up, stretch and do a few activities such as jumping jacks and/or push-ups.
- Encourage students to keep the blood flowing while sitting and writing by: tensing all muscles in the body, then relaxing; alternately straightening out legs and flexing quadriceps muscles; stretching arms overhead; squeezing a stress ball or hand exerciser.
- Play classical music (such as Mozart) quietly in the background—studies have shown that it increases exam scores!

**Family Fitness Night** (SCHOOL WIDE)

**EQUIPMENT:** Community or school venue

**ORGANIZATION:** Have one night of the week designated as “Family Fitness Night.” Do not assign any homework on these evenings. Instead, promote family physical activity through handouts sent home to parents, and encourage families to take advantage of the free time by increasing their activity levels.

**Fantastic Fundraising** (SCHOOL WIDE, COMMUNITY)

**EQUIPMENT:** Varies depending on fundraising initiative

**ORGANIZATION:** Instead of selling chocolate-covered almonds or having a bake sale, come up with some healthy, creative ways to raise funds for your school. Here are a few ideas:

- Invite members of the community to an active fundraising event at your school and use funds raised to purchase needed equipment.
- Rent out your gym in the evening, with proceeds going toward developing a school fitness facility.
- Sell entertainment books.
- Make a school cookbook, sell popcorn or auction off school promotional items (SummerActive resource has more great ideas, available on our Web site: [www.everactive.org](http://www.everactive.org)).
- Use the proceeds of these fundraisers to provide needy members of the school community with an opportunity to participate in extra-curricular activities, or use the funds to improve the school’s equipment supply.

**Fit Families** (SCHOOL WIDE)

**EQUIPMENT:** Varies depending on activity or event

**ORGANIZATION:** At the end of a dance unit, organize a family dance for an evening of fitness and community/family fun. Alternatively, at the end of each intramural season (e.g., soccer, basketball, floor hockey), invite parents to challenge teams for an evening of fun and fair play. Encourage parents to be active participants in school-wide activities that promote active living (e.g., Winter Carnival, NBA 2 Ball event, Bean Bag Night, Rubber Chicken Circuit Night).

**Gardening Club** (SCHOOL WIDE, COMMUNITY)

**EQUIPMENT:** Gardening supplies, plants, teacher or community leader

**ORGANIZATION:** Start a gardening club at your school. Ask parents and local nurseries to donate plants for students to care for. Have students create gardens around the school to develop a more attractive school environment. Gardening is also a great alternative activity to traditional sports.

**Gender Games** (DIV. III, IV)

C-1, 3, 5

**EQUIPMENT:** Standard physical education equipment, gymnasium, physical education teachers

**ORGANIZATION:** Schedule boys and girls classes at the same time, so they come together for activities such as social dance, co-ed tournaments and spring volleyball. Allow classes to be co-ed for some activities while still providing opportunity for segregated classes.

**Good-for-you Grub** (SCHOOL WIDE)

W-1, 5

**EQUIPMENT:** Varies from school to school

**ORGANIZATION:** Provide nutritious lunch choices to the school community. Sell healthier snacks in the school store. Stock vending machines with juice, water and granola bars instead of pop, chips and chocolate bars. Be sure to offer the healthier food at reasonable prices! Have staff be role models by bringing healthy lunches. Provide parents with nutrition information to support students' healthy eating.

**Great Gyms (SCHOOL WIDE)**

**EQUIPMENT:** Posters, paint, rollers, brushes, poster board, markers, gym strip

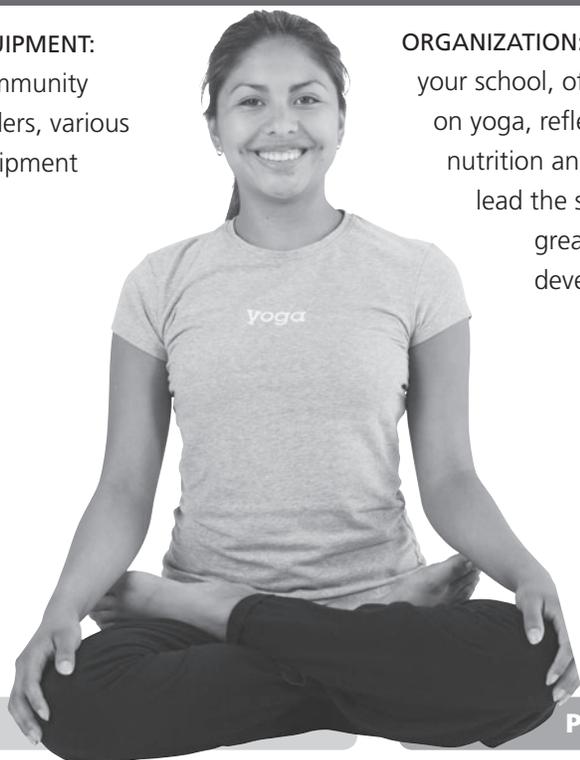
**ORGANIZATION:** Improve your gym environment by implementing one of these suggestions:

- Hang your Ever Active Plan poster outside of the gym to display the strengths and goals of your program.
- Paint motivational sayings on the gym wall. Some examples: “Exercise it all: mind, body and spirit”; “Forever Healthy”; “Live Outside the Box”; “If you had fun, you won”; “In the Gymnasium, Every Student is a Success”.
- Paint the gym to make it colourful and exciting, and students will want to be there.
- Paint targets on the gym wall to help students improve their throwing and catching skills.
- Have a “Praise Phrase” wall in or near your gym, where students and teachers can post their compliments for each other.
- Track students’ effort levels on a wall chart.
- Use the A, B, C, D and Ever Active posters in your gym to increase awareness of PE curriculum outcomes.
- Display the basic skills posters (basketball, volleyball, running, jumping, throwing, gymnastics).
- Put an active living message or the EAS logo on your school’s gym strip.

**Health and Wellness PD Day (STAFF, COMMUNITY)**

**EQUIPMENT:** Community leaders, various equipment

**ORGANIZATION:** As part of the professional development for teachers at your school, offer a “Health and Wellness Day” that provides workshops on yoga, reflexology, meditation, drumming, sketching, walk/run sessions, nutrition and building your own training program. Invite local experts to lead the sessions and include a post-lunch staff dance. Explore more great opportunities for health and physical education professional development on the HPEC Web site ([www.hpec.ab.ca](http://www.hpec.ab.ca)).



**Health Fair Extravaganza** (SCHOOL WIDE, COMMUNITY)

**EQUIPMENT:** teachers, parents, community leaders, student leaders, evaluation forms, school instructional space, equipment varies depending on sessions offered

**ORGANIZATION:** Give students the opportunity to choose from many different sessions related to health and physical activity. Each student will then rotate to several (for example, six) different sessions throughout the day. Have staff, community members, parents or facilitators from provincial sport organizations lead the sessions. Students can participate in the organization of the fair. Conduct a school-wide survey to generate ideas for potential sessions. Potential presentation topics include: healthy snacking, be fit for life, hip-hop dance, bike safety, back health, first aid, yoga, dental hygiene, play safely, tobacco free kids, personal health, heart health and fire safety. Have teachers and students evaluate the sessions. Students could fill in questionnaires about what they learned.

Another idea is to hold a career fair to make students aware of the jobs that are available in various health and wellness fields, and the organizations that exist to provide them with assistance.

To link this to other curriculum areas, have a health fair with a science fair format, where students develop their own health projects. Increase awareness of health and related issues by inviting students from other schools and parents to visit and view the displays.

**Healthy Choices/Active Living Bingo** (DIV. I, II, III)

**EQUIPMENT:** Bingo cards

**ORGANIZATION:** Provide students with bingo cards that picture active, healthy living activities in each of the squares. Students can cross off boxes as they complete an activity or make healthy choices at home, at school or in the community. Once students get a bingo (by completing a line or a full sheet), award prizes that reflect a healthy, active lifestyle (e.g., Frisbees, skipping ropes, juggling sets, water bottles).

**Healthy Halloween** (DIV. I, II)

W-1, 5

**EQUIPMENT:** Costumes

**ORGANIZATION:** Use seasonal celebrations to share healthy messages. Invite Halloween ghosts to share messages of healthy treats, or Thanksgiving turkeys to talk about healthy foods. Student leaders could dress up and speak to younger classes, or teachers could share costumes and skits at staff meetings.

**Healthy Hearts** (DIV. I, II, III, IV)

B-1, 2, 3, 6, 7; D-1, 2

**EQUIPMENT:** Heart-rate monitors

**ORGANIZATION:** Look for sponsorship to buy some heart rate monitors for your school. Once you have obtained these, you can teach students how to monitor their own fitness levels through heart rate and personal fitness tests. Use this as an opportunity to teach students about the circulatory system and heart. Let students take monitors home to assess activity levels outside of the school setting. Access heart rate monitors from your local Be Fit for Life Centre (view their Web site at <http://www.rampinteractive.com/provincialfitness/bffl.php?p=contact>).

**Healthy Workplace Week** (STAFF)

**EQUIPMENT:** Varies depending on activity or event

**ORGANIZATION:** Try these suggestions to improve the health of the staff at your school:

- Create a fitness chart and begin each day with a walk.
- Check staff members' participation in the fitness chart activities.
- Declare an "Empty Parking Lot Day," on which staff members use alternative methods for getting to school.
- Designate a teacher "Game Day," on which staff members play a game or tournament after school.
- Encourage staff to bring only healthy lunches and snacks all week.
- End the week with a "Healthy Workplace" potluck and share healthy recipes.

**Hokey-Pokey Challenge** (SCHOOL WIDE)

A-8, 9, 11; C-1, 4, 5

**EQUIPMENT:** Gymnasium, sound system

**ORGANIZATION:** Challenge homerooms to a hokey-pokey challenge. See which homeroom can get the most students out to do the hokey-pokey at lunch. You could also use other dances, such as the Macarena, the Chicken Dance or line dances.

**Homeroom Head-to-Head** (SCHOOL WIDE)

**EQUIPMENT:** Equipment for the sport of your choice, venue for event

**ORGANIZATION:** Use teacher-versus-student games as a spirit builder, as a unit wrap up or to promote an upcoming event. Homeroom battles could also be used to increase school spirit, or students could play their parents at the conclusion of a sporting or intramural season.

**Jump Rope for Heart** (SCHOOL WIDE)

A-7; B-1, 3, 6; C-1; D-1

**EQUIPMENT:** Organization team, gymnasium or tarmac space, skipping ropes

**ORGANIZATION:** Have teachers, parents or students organize a school-wide Jump Rope for Heart challenge ([ww2.heartandstroke.ca/Page.asp?PageID=1613&ContentID=22669&ContentTypeID=1](http://ww2.heartandstroke.ca/Page.asp?PageID=1613&ContentID=22669&ContentTypeID=1)). The challenge will not only provide students an opportunity to fundraise for a worthy cause, but can also be used as a springboard to form a skipping club or other active living group within the school community.

**Making Strides** (SCHOOL WIDE)

A-7; D-1, 6, 7, 9

**EQUIPMENT:** Pedometers, space for walking

**ORGANIZATION:** Set up a friendly competition between students and teachers to see who can log the most steps over a certain period of time. Have competitors aim for 10,000 steps per day. Give awards for participation and meeting goals. Encourage parents to walk with their children and provide a list of community areas where families can walk. Challenge another Ever Active School in your area to a “Walking Week.” Tally steps from each school and celebrate the completion of the competition with a healthy lunch.

**Mentor Madness** (SCHOOL WIDE)

C-4, 5; W-8; R-8

**EQUIPMENT:** Student volunteers

**ORGANIZATION:** Use student mentors to coordinate intramurals ([www.goforgreen.ca](http://www.goforgreen.ca)), lead activities for younger children and model healthy lifestyles. Pair older students with younger students as workout buddies or active living associates, or have them lead fitness breaks in the school. Recruit secondary students to referee or coach elementary level sports. This could be done through the leadership program, or through the development of in-school student athletic or healthy living councils. The leadership team could organize dances and school related activities throughout the year ([www.goforgreen.ca](http://www.goforgreen.ca)). Former students could be invited back to be role models for younger students.



**Mission Impossible Challenge** (DIV. I, II, III)

A-1, 3, 7, 12

**EQUIPMENT:** a variety of gym equipment including mats, gymnastics equipment and/or anything else in your equipment room (the more the better)

**ORGANIZATION:** Organize a parent-student “Mission Impossible” challenge to be held in conjunction with meet the teacher or interview night. This allows students to show parents what “mission impossible” is, and gets parents participating in a unique and challenging activity. It also provides students with an opportunity to be active while their parents are with the teachers.

**Movin’ Movie** (DIV. I, II, III, IV)

D-8; W-7

**EQUIPMENT:** Video cameras for students to sign out, TV, VCR

**ORGANIZATION:** Assign students a video project where they have to monitor their family’s activity. Have them videotape parents, siblings, pets and themselves being active. The video could be used to report on the benefits of being active for health, CALM or PE class, or could be used for studying the human body in science class.

**No Electronics Challenge Day** (SCHOOL WIDE)

W-4; R-5

**EQUIPMENT:** Anything you see fit ... as long as it is not electronic!

**ORGANIZATION:** Challenge students, teachers and other members of the school community to go for a whole day without using any electronics. This means no computers, calculators, video games or systems, cell phones, TVs or, if you want to get really strict ... cars (since many cars have computers in them). Offer families ideas for active games or activities they can do at home to break out of their normal routine.

**Olympic Observation** (SCHOOL WIDE, COMMUNITY)

**EQUIPMENT:** Local Olympic athletes, computers

**ORGANIZATION:** Contact Olympic athletes from your community and request that they allow students to have an email connection with them during the Olympic Games. Students can ask questions, find out about training and follow the athlete’s or team’s progress. Before or after the Olympics, invite the athlete to come and talk to your students about the benefits of a healthy, active lifestyle.

**Oodles of Noodles** (DIV. I, II, III)

A-7, 11, 13; C-1, 3, 5

**EQUIPMENT:** one noodle per student, balls, meatballs (1-inch sections of noodles), other equipment varies depending on the activity or even

**ORGANIZATION:** Many games can be played with noodles. Try noodle aerobics as a warm up activity. Other ideas include: partner tag; noodles-and-meatballs relay races; keep a meatball in the air with a noodle; noodle boxing; noodle hockey; balloon volleyball. Encourage students to invent their own games.

**Pacing Parents** (PARENTS)

**EQUIPMENT:** Space for walking

**ORGANIZATION:** Have parent council or interested parents organize a walking club. Stay-at-home parents could meet to walk in the community during the lunch hour or at another appropriate time. Parents who work during the day could meet after school to walk around the field while their children play on the playground.

**Parent-Student Cooking Classes** (SCHOOL WIDE, COMMUNITY)

W-1, 5

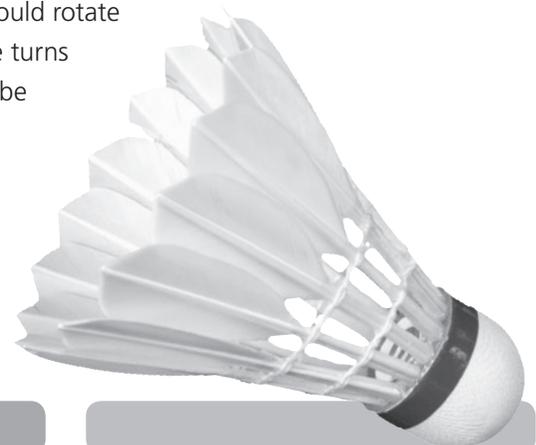
**EQUIPMENT:** community or teacher leaders, cooking facilities, food, students and their parents

**ORGANIZATION:** Make cooking classes available for students to attend with their parents after school hours. Include community leaders as class instructors. Ask participants to share their own healthy recipes. At the end of the sessions, have a class potluck where participants display their new cooking skills. You could also provide nutrition workshops for students and parents.

**Parents Making a Racquet** (PARENTS)

**EQUIPMENT:** Parent council leaders, badminton equipment

**ORGANIZATION:** Have the parent council or a team of energetic parents organize a badminton league that meets one night a week at the school, playing in a rotating, round-robin format complete with playoffs. Another option is to have a "ladder" where individuals who are lower on the ladder can challenge higher players to a match. If the lower person wins, players switch spots on the ladder. Parents could rotate off for one game per evening to take turns supervising children (who could also be doing something active).



**Partners in Activity Challenge** (SCHOOL WIDE, COMMUNITY)

D-6, 7, 8, 9

**EQUIPMENT:** Varies depending on activity or event

**ORGANIZATION:** Challenge another school to an activity competition. Involve parents, students and staff. School communities record their physical activity for five days and share their results. Each school sets a fitness goal according to its student population, then attempts to meet or beat this goal. If a school does not attain or beat its goal, that school’s principal must attend an assembly at the other school, wearing the challenger school’s colors and a humble smile.

**PE Student or Active Kid Award** (SCHOOL WIDE)

C-3, 5, 6; D-1, 2, 3

**EQUIPMENT:** Ballot box, ballots, pencils

**ORGANIZATION:** Establish recognition programs suited to the goals of the school (e.g., Super Citizen awards given to students for fair play, teamwork and cooperation in the gym). Encourage students to recognize fair play and sportsmanship as important and essential components in physical education. Students have to learn to play by the rules and show respect for self and others. Students could be nominated by teachers or other students. Honour nominated students in the school bulletin or newsletter, on the Web site, at assemblies or through other in-school displays.

**Police Boot Camp** (DIV. III, IV)

A-13; B-1, 2, 3; D-1

**EQUIPMENT:** obstacle course equipment

**ORGANIZATION:** Have the physical education staff create a “police boot camp.” Design the course after the actual fitness testing course that police recruits must pass. All physical education students should run the course three times over the course of the year. This will allow them to measure and record their physical fitness progress. Results should be used to monitor students’ self-improvement only.

**Recess Box** (DIV. I, III)

**EQUIPMENT:** Various equipment, one box per classroom

**ORGANIZATION:** Place in each classroom a box filled with equipment for use at recess and fitness breaks. Old gym equipment makes a good addition to any recess box. Be sure to include both conventional items (balls, skipping ropes) and non-conventional items (juggling sets, rubber chickens). Students are encouraged to be active at lunchtime by having equipment available for unstructured playtime.

**Recreation Research Project** (DIV. III, IV)

D-8, 9

**EQUIPMENT:** Varies depending on scope/nature of projects

**ORGANIZATION:** As part of a leadership or other class, to develop their research and marketing skills, have students participate in an Active Living project by completing an inventory of the community recreational opportunities available to them. Have them promote these opportunities to the school community, sharing their results in the school bulletin or newsletter, on the Web site, at assemblies or through other in-school displays.

**Resource Round-Up** (DIV. II, III, IV)

**EQUIPMENT:** Community leaders, phone

**ORGANIZATION:** Contact sport and recreation organizations in your community to gather resources that supplement your current curriculum. Try the provincial or national governing body for the sport about which you are interested in gaining more knowledge. Community resources (both professionals and facilities) can be used to improve programming and opportunities for physical activity (e.g., Tai Chi, climbing, aerobics). Plan school activities to maximize the use of community facilities.

Invite speakers from community agencies (e.g., Alberta Lung Association, Heart and Stroke Foundation, the public health department or Olympic and professional athletes) to share important health messages with students.

Help students link in-school PE activities with comparable extracurricular activities. To help them make the transition to independent recreational activity, identify local venues that provide participation opportunities.

Provide community organization brochures to the school community.

Advertise upcoming events and promote fitness facilities. A list of resources is provided at the end of this document.

**Rowdy with Ropes** (DIV. II, III, IV)

A-7, 13; C-4, 5

**EQUIPMENT:** Community leader, transportation (bus or parent volunteers)

**ORGANIZATION:** Take a field trip to a facility in your area that offers a high or low ropes course. Not only are these physically demanding, they are also an excellent way to develop student leadership skills. Residential camps typically have ropes courses, so check out ones in your area for availability ([www.albertacamping.com](http://www.albertacamping.com)).

**Runner Challenge** (DIV. I, II)

D-1, 6, 9

**EQUIPMENT:** white paper imprinted with the outline of a running shoe

**ORGANIZATION:** Provide each student with a running shoe outline. Specify an activity for their family to try each month. Every time their family does the activity, the student colours in a section of the runner. At the end of the month, they bring back the coloured runner to display on the wall.

**Running Club** (DIV. II, III, IV)

A-1; B-4, 6, 8

**EQUIPMENT:** Teacher leader and a space to run

**OBJECTIVE:** Encourage all students to participate in a running club. A goal may be to compete in the Terry Fox Run or another local run (5K, 10K, etc.). Encourage each student or group of students to take turns leading a run or practice. Involve community leaders in the club. An alternative for less active students is to have a school walking program. Perhaps they could work towards doing the Mothers' Day Run/Walk.

**Safety Presentations** (SCHOOL WIDE, COMMUNITY)

D-5; W-8, 9

**EQUIPMENT:** Sport and fitness leaders from the community, facility for presentations

**ORGANIZATION:** Have community members come to your school to make a presentation about safety as it relates to their activity. Ski patrol members could talk about snow and avalanche safety, cyclists or bike cops could discuss bicycle safety, park wardens could present information about hiking safety and lifeguards could make water safety presentations. Or, older students could interview these safety experts and then present this information to classes.

**School Nature Trail** (SCHOOL WIDE, COMMUNITY)

D-8, 9

**EQUIPMENT:** Community volunteers, try to get necessary equipment donated

**Objective:** Work with members of the community to develop a walking trail near your school. Neighbourhood ravines, forests and river valleys are excellent locations to explore. If there are no natural areas within walking distance of your school, consider planting some trees and flowers to create a nature trail in the school yard. Integrate this activity with science lessons.



**School Olympics** (SCHOOL WIDE)

C-1, 3, 5

**EQUIPMENT:** Varies depending on activity or event

**ORGANIZATION:** During the next Olympic Games, have staff and students organize a Winter (or Summer) Olympics as a part of physical education class or homeroom intramurals. Each team is responsible for creating its own flag and uniform, as well as choosing a team anthem. Hold an opening ceremony to introduce the teams, the competition structure and the rules of the sporting events. Teams could compete in a variety of events (e.g., for Winter Olympics: floor hockey; volleyball; cross-country skiing; snowshoe, sled or snow plank races). Award points to teams for medal placement in each event, for sportsmanship, and for having the best team spirit. At the closing ceremonies, present awards and play the appropriate team anthems.

**Self-Health Report Cards** (DIV. I, II, III)

D-1, 2, 6

**EQUIPMENT:** Teacher developed health report card

**ORGANIZATION:** Provide students with a health report card they can fill out to monitor and assess their own activity levels. If this is done in conjunction with keeping a journal, students could also evaluate their wellness and relationship choices.

**Skateboard Competition** (DIV. II, III)

**EQUIPMENT:** Helmets, pads, skateboards, tarmac or local skateboard park

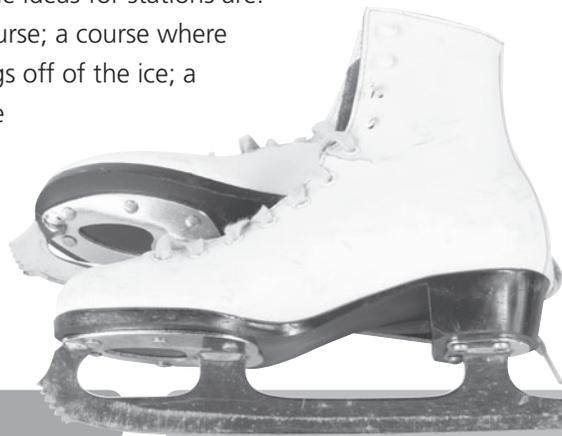
**ORGANIZATION:** Hold a school skateboard competition. Students could compete at either a local skate park with community experts on hand, or on the school tarmac. Be sure to follow all safety guidelines.

**Skating Day** (DIV. I, II, III)

A-7; D-8, 9

**EQUIPMENT:** community venue, skates, miscellaneous supplies, teachers or parents to lead sessions

**ORGANIZATION:** Organize a day for your students to get out and experience a sport in the community. Set up stations for students to try different aspects of skating and ice sports. Some ideas for stations are: ringette shots; an obstacle course; a course where students have to pick up things off of the ice; a slalom course; a station where they can learn to fall down properly.



**Smoking Cessation Support Group** (DIV. III, IV)

W-6

**EQUIPMENT:** Teacher or community leader

**ORGANIZATION:** Organize a support group for students who want to quit smoking. For ideas or support visit the Alberta Alcohol and Drug Abuse Commission (AADAC) Web site ([www.aadac.com](http://www.aadac.com)). This Web site comes complete with answers to all of your questions related to drugs and alcohol and has curriculum linked resources. Also, be sure to participate in World No Tobacco Day ([www.wntd.com](http://www.wntd.com)).

**Sport Support** (DIV. III, IV)

L.L.- 6, 8

**EQUIPMENT:** Student leaders

**ORGANIZATION:** Include students on school teams through support roles. Student managers could be responsible for equipment and statistics, student referees could be used in intramurals or for younger grade sports competitions, and student trainers could apply knowledge from sports medicine options to treat student athlete injuries. Recognize these student volunteers at assemblies, in the school newsletter or on the school Web site.

**Sports Swap** (SCHOOL WIDE)

**EQUIPMENT:** Venue for a sports swap or an online forum

**ORGANIZATION:** Recycle school equipment and surplus equipment from recreational centers in your community by donating or selling it to families within the school community (e.g., used rollerblades or cross country skis). Alternatively, create a sports equipment swap where members of the school community (families, community organizations) could sell or buy used equipment. This could be done one evening in the school gym, or it could be ongoing through a forum on the school's Web site. An equipment auction is also a great way to raise funds for the school.

**Staff Swap** (STAFF)

**EQUIPMENT:** Varies depending on activity

**ORGANIZATION:** Hold staff meetings to promote the physical education and health curriculum and provide an opportunity to share resources. For example, weekly collaboration meetings could be held with the physical education teachers, or PE specialists could create folders for other teachers with activity ideas and resources. Post these ideas on the school Web site. Also, you could organize a monthly pizza and PE meeting with other schools. Be sure to take turns ordering the food!

**Student Portfolios** (DIV. I, II, III)

D-1, 6

**EQUIPMENT:** Scrapbook materials, camera

**ORGANIZATION:** Have students create wellness portfolios that include student, teacher and parent goal setting and reflections. Physical education teachers could provide photos of students participating in class. Work samples directly related to curriculum objectives can also be included. Use these portfolios to monitor the growth and progress of each student as it relates to curriculum objectives.

**Tarmac Unit** (DIV. I, II)

A-7, 11,13; C-3, 4, 5

**EQUIPMENT:** Varies depending on games, tarmac, teacher leaders

**ORGANIZATION:** Teach a tarmac games unit at the beginning of the school year so children can play these games during recess for the rest of the school year. Give the children periodic refreshers through teaching tarmac games once every couple of months. Make equipment for these games available to the students during recess.

**Terry Fox Run** (SCHOOL WIDE)

A-1; L.L.-7, 8

**EQUIPMENT:** Location for run, student and teacher leaders

**ORGANIZATION:** Organize a Terry Fox Run ([www.terryfoxrun.org](http://www.terryfoxrun.org)) for your school. Have all students participate. Use the run as an opportunity for students to raise funds for a worthy cause. The run can also be used to teach students about cancer, and about the values Terry Fox personified.

**Traverse the Trans-Canada Trail** (SCHOOL WIDE)

A-1, 3; D-1, 6

**EQUIPMENT:** Map of Canada, log book for each participant, push pins

**ORGANIZATION:** Have students, staff and parents participate in a running, walking, jogging or general physical activity program. For every hour (or other determined period) of physical activity, move the participant's pin a predetermined distance on the map. Provide region-specific rewards for each new province participants enter (e.g., "I love Alberta Beef" stickers in Alberta, lobster necklaces for the Maritimes, etc.). Another variation is to have each individual run at least one kilometre per week, adding the distances together until participants reach Disneyland, the other coast of Canada, or another location of interest to students. On a map, plot the group's journey and plan future runs. For example, students in one school did physical activity to step the distance to Salt Lake City from Alberta during the 2002 Winter Olympics. Compete against other schools by logging on to [www.goforgreen.ca](http://www.goforgreen.ca).

**Triathlon** (SCHOOL WIDE, COMMUNITY)

A-1, 7, 13

**EQUIPMENT:** running course, swimming pool, bicycles, parent and teacher volunteers, alternate equipment if varying sports

**ORGANIZATION:** Run a school-wide triathlon. Approach local businesses to sponsor by providing after-competition snacks or race packages for athletes. Grades 1–3 can swim/obstacle course/run, Grades 4–9 can swim/bike/run. Vary the activities for a winter triathlon (run/skate/cross country ski). For higher grade levels, form a student committee to organize the event. This could help develop students’ management and marketing skills. Check out Kids of Steel on Triathlon Canada’s Web site ([www.triathloncanada.com](http://www.triathloncanada.com)).

**Unsemestered-Unscheduled Physical Education** (DIV. IV)

**EQUIPMENT:** Instructional space

**ORGANIZATION:** In an attempt to meet the physical education needs of all students, offer an unsemestered/unscheduled physical education class to students who are unable to fit physical education into their timetables. Have the class include sessions that are held before and after school, and at lunch, as well as weekend outdoor experiences.

**Vital Volunteers** (SCHOOL WIDE, COMMUNITY)

**EQUIPMENT:** Community organizations, logbooks

**ORGANIZATION:** Create/find volunteer opportunities for students and the school community that encourage an active lifestyle. For example, students could present active living skits to a neighbourhood preschool or engage in activities with residents in a community seniors’ centre. If a class/school community based volunteer project is not available, have students keep a log of leadership and volunteer hours to encourage their community involvement outside of school time. Logbooks will also allow students to see how they have grown through the project. Be sure to recognize those students who volunteer in the school or community through the school bulletin or newsletter, on the Web site, at assemblies or through other in-school displays.

**Walking School Bus** (DIV. I, II)

A-1; D-5, 7, 8, 9

**EQUIPMENT:** Parent volunteers

**ORGANIZATION:** Have parent volunteers run a walking school bus. Children within walking distance of the school can sign up, and then a parent will walk around the neighborhood and pick up children, much like a school bus. The children get to spend time with their friends and be active, while parents will be assured that their children are safe when walking to school. Check out [www.goforgreen.ca](http://www.goforgreen.ca) for more information on walking school buses and other safe, active methods for commuting to school.

**Warm-Up Warden** (DIV. II, III, IV)

A-1, 3; C-4; D-1,3,4,7

**EQUIPMENT:** Varies depending on activity or event

**ORGANIZATION:** Recruit students to lead gym time or PE warm-up. Teach students proper stretching techniques at the beginning of the school year so they can apply this knowledge. Rotate leaders throughout the school year, so all students have a chance to lead at least once.

**Winter Wonderland** (DIV. I, II, III, IV)

A-7, 13

**EQUIPMENT:** Varies depending on activity or event

**ORGANIZATION:** Have PE classes participate in alternate activities outdoors in winter. Potential activities include: cross-country or downhill skiing, snowshoeing, skating or snow sculpture/snowman building. As long as it is not too cold, many activities can be played outdoors in the winter even when there is snow on the ground. Try snow angel tag (if you get tagged you have to make a snow angel) or crazy carpet relays.



# MORE IDEAS FOR CREATING AND SUSTAINING A HEALTHY ACTIVE SCHOOL COMMUNITY

## for Education

- Check out the *Kids with Character* book series by Maureen Duran to teach basic character skills to students. Another resource for Catholic Schools is Character Kids ([www.characterkids.org](http://www.characterkids.org)).
- Have someone from the Brainwalk program come into your school to teach the students about brain injuries.
- A modular approach to PE exposes students to new and different activities and allows them to find activities in which they enjoy participating.
- Enroll your school in a program that encourages academic excellence, improvement and citizenship, for example, the Renaissance Program ([www.jostens.com/renaissance](http://www.jostens.com/renaissance)).
- Hand out *Canada's Physical Activity Guide to Healthy Active Living* to all students ([www.paguide.com](http://www.paguide.com)).
- Videotape physical education lessons to ensure outcomes are reached.
- Try to fix timetabling conflicts with semestered options.
- Focus on building healthy, active, lifelong habits.
- Celebrate the small improvements students make! Remember that change takes time.
- Encourage students to participate in the RAP (registered apprenticeship program) or work experience program in your school. Students could gain healthy living work experience and have valuable life-learning experiences.
- Improve students' hand-eye coordination by having them try their skill at stacking cups ([www.speedstacks.com](http://www.speedstacks.com)).
- Physical education teachers should be keen to provide their knowledge to all students and should teach the application of basic skills in all dimensions of the PE curriculum, with a focus on enjoyment for all students in the class.
- Ensure the use of a variety of assessment and evaluation strategies (e.g., rubrics that provide opportunity for student self-evaluation).
- Have teachers attend in-services and workshops. The Schools Come Alive Web site ([www.schoolscomealive.org](http://www.schoolscomealive.org)) offers a variety of options and gives a discount to EAS members.
- Be aware of and follow safety guidelines. For example, students should be made aware of the risk of injury if they wear jewelry in PE.
- Increase your school's music resources for the dance component of PE.
- Incorporate basic skills into fun and innovative activities—play more and learn more. Encourage cooperative games for all ages.
- Have grade-specific initiatives and/or programs. For example, the Red Cross Swim program may be targeted at Grade 4s.
- Provide elements of risk and challenge, but ensure a safe environment.

- Use the Alberta Milk activity slides for goal setting and to increase awareness of the benefits of daily physical activity ([www.albertamilk.com](http://www.albertamilk.com)).
- Use a variety of instructional strategies to deliver health and PE programs of study.
- Tell your students about the importance of drinking water after physical education class to hydrate the body. This could be incorporated in a science lesson.
- Use body image kits for health and CALM classes. These are available from [www.crha-health.ab.ca/eatingdis/schools.htm](http://www.crha-health.ab.ca/eatingdis/schools.htm).
- Visit [teachingsexualhealth.ca](http://teachingsexualhealth.ca) for great ideas on how to teach sexuality in order to achieve desired outcomes.
- Involve every student in the Lions Quest program, which addresses personal and social skills, as well as conflict management, for Grades K-12 ([www.lions-quest.org](http://www.lions-quest.org)).

## for Everywhere

- Teach students to respect the school and neighborhood by having garbage clean up day.
- Walk to field trips that are near your school.
- Have a team from your school participate in the Relay for Life, which is a 12-hour event to raise money for cancer ([www.cancer.ca](http://www.cancer.ca)).
- Work with local recreation departments to provide assistance with school and community planning. For example, a community liaison person could work with the Ever Active committee.
- Open your gym to community organizations in the evening. Some examples: Cubs/Brownies; judo; indoor soccer.
- Encourage families to be active at home by promoting the *On the Move* program, which aims to increase physical activity in girls and women ([www.caaws.ca/onthemove/](http://www.caaws.ca/onthemove/)).
- Develop activities and games to use the tarmac area of the school ([www.postiveplaygrounds.ab.ca](http://www.postiveplaygrounds.ab.ca)).
- If students in your school are interested in cycling or a cycling club, take them to a velodrome to experience track cycling. Both Calgary and Edmonton have velodromes.
- Try out some low organized games in your classroom.
- For a list of alternate activities to try in your school, please refer to the end of this document.

# for Everyone

- Organize non-traditional after school leagues. Try Kinball ([www.kin-ball.ca](http://www.kin-ball.ca)), wrestling, cheerleading or dance.
- Have your school participate in the Canadian Active Living Challenge ([www.cahperd.ca](http://www.cahperd.ca)). Contact your local Be Fit for Life Centre for more information ([www.befitforlife.ca](http://www.befitforlife.ca)).
- On sports days, split older and younger classes and pair halves of classes together. Stage competitions between the classes.
- Develop a “house league” system in which all students belong to an intramural team. Use non-traditional games to include those who do not usually participate.
- Create a school calendar of events that can be provided to all members of the school community.
- Organize and implement a peer support team; include peer teaching, peer coaches and/or peer career counseling.
- Invite local athletes (university/high school students) to participate in your school’s sports day.
- Invite the Cops for Cancer team for your school for a head shaving fundraiser ([www.copsforcancer.com](http://www.copsforcancer.com)).
- Send “Thank You” letters to parents for their support and involvement in the school community.
- Provide students with the knowledge and willingness to encourage and/or influence family members to be active.
- Have students participate in the Active Living Game found in the Guide for Implementation ([www.learning.gov.ab.ca/physicaleducationonline/](http://www.learning.gov.ab.ca/physicaleducationonline/)).
- Liaise with your parent council to establish low cost family functions and physical activities (e.g., skating, skiing, snowshoeing).
- Plan co-curricular activities as a part of classes or intramurals (e.g., volleyball, tennis, badminton).
- Encourage all students to use the gymnasium before classes, at lunch and after school.
- Establish no-cut policies for school teams.
- Encourage all stakeholders— teachers, students, administration, maintenance, parent council and community members—to be involved with the EAS plan.
- Play cooperative games in PE and intramurals.
- Provide students with the opportunity to participate in both team and individual activities.
- Give students the opportunity to participate in an intramural program that includes Canadian Intramural Recreation Association guidelines ([www.ciraontario.mowhawkcollege.ca](http://www.ciraontario.mowhawkcollege.ca)).
- Offer a breakfast program for all students.
- Solicit sponsorships so all students may participate in the monthly hot lunch program.

# for Environment

- Be innovative with materials from around the school (e.g., combine elastics to make a Chinese jump rope, use grocery bags for juggling scarves, cut out bleach containers for scoops.).
- Give teachers the option of leading intramurals or supervising. Have parents or TAs come in to lead intramurals.
- Encourage students to resolve arguments/ disagreements using alternate methods (e.g., rock-paper-scissors).
- Post pictures of active events on the school Web site.
- Have students start a radio station news show that provides information on active living.
- Ensure safe street crossings with a school patrol program.
- Paint hopscotch and other game surfaces on the school tarmac.
- Access all available activity space in the school (e.g., gym, outside, off campus, stage, multipurpose room, tarmac, playground equipment).
- Reverse lunch (let the kids go out and burn some energy first, then have them come in to eat).
- Display school and community accomplishments in a trophy cabinet.
- Seek funding for equipment, facilities and improvements (fitness centre, playground, tarmac, etc.).
- Purchase some non-traditional equipment (e.g., outdoor beach volleyball or basketball courts, permanent goals for your field).
- Develop outdoor seating areas for students, to encourage them to go outside. You could use pre-cut picnic tables.
- Construct playgrounds to encourage physical activity during all four seasons and for all grades.
- Develop a walking map of the areas around your school. Include route distances.
- Open an activity/recreation room for high school students to access during their spares. Try accessing a community lottery board grant for this.
- Play music outside during recess for dancing.
- Let your kids take out crazy carpets in the winter months.
- If the school field is windy, plant shelterbelts to make the outdoor area more enjoyable.
- Promote a nutritious snack day—i.e., allow kids to eat in a certain period (during class time) if their snack is nutritious.
- Provide a “Positive Playground” leadership program ([www.positiveplaygrounds.com](http://www.positiveplaygrounds.com)).
- Use school space to encourage physical activity. For example, convert tennis courts into ice rinks, or use snow from a skating rink to create a climbing hill for students.
- Provide safe, accessible and appropriate play equipment that encourages running, jumping and throwing activities.
- Hold a poster contest to promote Ever Active; develop posters to spread the Ever Active Schools message.
- Post a nutrition note in the cafeteria highlighting “healthy choices” on the menu.
- Add physical activity and nutrition pictures to the school Web site.
- Improve the outdoor play area in order to make it more conducive to positive interaction and non-structured play.

- Implement a safety guideline policy. Support for policy development can be found at *Safety Guidelines for Physical Activity in Alberta Schools* ([www.acicr.ualberta.ca](http://www.acicr.ualberta.ca)).
- Place a bulletin board in the community to share school messages and upcoming activities.
- Purchase a gym divider to increase usable gym and increase the availability of daily physical activity for all students.

## More Quick Ideas

- Have a family mountain biking day.
- Participate in the Summer Active ([www.summeractive.org/en/](http://www.summeractive.org/en/)) and Live Outside the Box ([www.liveoutsidethebox.ca](http://www.liveoutsidethebox.ca)) campaigns.
- On Mondays, in PE class or homeroom, ask children to share about the activities in which they engaged over the past weekend.
- Send home information about healthy snack alternatives.
- Organize a walk/ride to school day. You can do this through the SHAPE program (Safe, Healthy, Active People Everywhere) ([www.shapeab.com](http://www.shapeab.com)).
- Make your school gym available one night a week for “Youth Night” to give students an opportunity to be active without having to pay for the facility.
- Take advantage of your community use agreement with the local recreation department.
- Encourage students and staff to use active forms of transportation in getting to and from school (check out [www.goforgreen.ca](http://www.goforgreen.ca)).
- Make the school’s cross-country skis available for families to rent on weekends. Profits can support Ever Active Programs.
- Increase awareness of active living through trivia contests (for both students and families).
- Allow students to create their own games and routines with their own rules and ideas, using various skills.
- Teach volunteerism through charity drives at Christmas and throughout the year. For example, your local food bank or the Shoebox Campaign.
- Develop and deliver monthly fitness-related homework assignments.
- Hold mini-conferences for staff, students and the community.
- Create a non-competitive, high participation atmosphere for physical education that will boost school spirit. One way to do this is through offering alternate activities.
- Schedule longer PE classes or double classes to allow PE teachers to explore alternate activities away from the school. For example, you could offer PE as a double class before and after lunch one day per week.
- In Physical Education 10 promote healthy living with an emphasis on participation and inclusion. Students are made to feel safe and comfortable when involved in physical education program.
- Lunchroom supervisors could monitor and encourage students to eat healthy foods.
- Pick a fruit or vegetable of the day, and graph how many of that fruit or vegetable are present in each classroom. Present it as a contest

## ALTERNATE ACTIVITIES

These activities are shared as ideas. EAS does not endorse all the activities, information and links found on these sites. Links are not guaranteed to be current and may have changed since publication.

For a complete list of activity ideas, sorted by dimension, see the table on page 223 (Appendix A) of the *Physical Education Guide to Implementation*.

### **Adventure Racing**

[www.arresources.org](http://www.arresources.org)

### **Aerobics**

[www.befitforlife.ca](http://www.befitforlife.ca)

### **Archery**

[www.ataa.ab.ca](http://www.ataa.ab.ca)

### **Athletics**

[www.athleticsalberta.com](http://www.athleticsalberta.com)

### **Badminton**

[www.badmintonalberta.ca](http://www.badmintonalberta.ca)

### **Baseball**

[www.baseballalberta.com](http://www.baseballalberta.com)

### **Baton Twirling**

[www.albertabaton.com](http://www.albertabaton.com)

### **Bowling**

[www.bowling.ab.ca](http://www.bowling.ab.ca)

### **Boxing**

[www.amateurboxing.ab.ca](http://www.amateurboxing.ab.ca)

### **Broomball**

[www.broomball.ab.ca](http://www.broomball.ab.ca)

### **Camping**

[www.albertacamping.com](http://www.albertacamping.com)  
[www.campinginalberta.com](http://www.campinginalberta.com)

### **Canoeing**

[abcanoekayak.org](http://abcanoekayak.org)

### **Cheerleading**

[www.albertacheerleading.ca](http://www.albertacheerleading.ca)

### **Climbing**

[www.indoorclimbing.com/alberta.html](http://www.indoorclimbing.com/alberta.html)  
[climbingalberta.com](http://climbingalberta.com)

### **Curling**

[www.albertacurling.ab.ca](http://www.albertacurling.ab.ca)

### **Cycling**

[www.albertabicycle.ab.ca](http://www.albertabicycle.ab.ca)

### **Dance**

[www.abdancealliance.ab.ca](http://www.abdancealliance.ab.ca)

### **Diving**

[www.albertadiving.ca](http://www.albertadiving.ca)

### **Dragon Boating**

[www.calgarydragonboat.com](http://www.calgarydragonboat.com)

### **Fencing**

[www.fencing.ab.ca](http://www.fencing.ab.ca)

### **Field Hockey**

[fieldhockey.ab.ca](http://fieldhockey.ab.ca)

### **Figure Skating**

[www.skateabnwtun.com](http://www.skateabnwtun.com)

### **First Aid/CPR**

[www.stjohn.ab.ca](http://www.stjohn.ab.ca)

### **Frisbee Golf**

[www.discgolf.com](http://www.discgolf.com)  
[www.edga.ca](http://www.edga.ca)

### **Gardening**

[www.communitiesinbloom.ca](http://www.communitiesinbloom.ca)

### **Golf**

[www.golfaga.org](http://www.golfaga.org)

### **Gymnastics**

[www.rgalberta.com](http://www.rgalberta.com)

### **Handball**

[www.teamhandball.ab.ca](http://www.teamhandball.ab.ca)

### **Hiking**

[www.albertatrailnet.com](http://www.albertatrailnet.com)  
[www.travelalberta.com](http://www.travelalberta.com)

### **Horseback Riding**

[www.equestrian.ab.ca](http://www.equestrian.ab.ca)  
[www.atra.ca](http://www.atra.ca)

### **Judo**

[www.judoalberta.com](http://www.judoalberta.com)

### **Kayaking**

[abcanoekayak.org](http://abcanoekayak.org)

**Kinball**

[www.kin-ball.ca](http://www.kin-ball.ca)

**Lacrosse**

[www.albertalacrosse.com](http://www.albertalacrosse.com)

**Lawn Bowling**

[www.bowls.ab.ca](http://www.bowls.ab.ca)

**Martial Arts**

[www.kickstartmag.ca](http://www.kickstartmag.ca)

**Netball**

[www.albertanetball.com](http://www.albertanetball.com)

**Orienteering**

[www.orienteeingalberta.ca](http://www.orienteeingalberta.ca)

**Pilates**

[www.canadianpilatesassociation.ca](http://www.canadianpilatesassociation.ca)

**Ringette**

[www.ringettealberta.com](http://www.ringettealberta.com)

**Rollerblade**

[www.alieninline.com](http://www.alieninline.com)

**Ropes Courses (High or Low)**

[www.albertacamping.com](http://www.albertacamping.com)

**Rowing**

[www.albertarowing.ca](http://www.albertarowing.ca)

**Rugby**

[www.rugbyalberta.com](http://www.rugbyalberta.com)

**Sailing**

[www.albertasailing.ca](http://www.albertasailing.ca)

**SCUBA**

[www.albertaunderwatercouncil.com](http://www.albertaunderwatercouncil.com)

**Skateboarding**

[www.ca-sa.ca](http://www.ca-sa.ca)

**Skiing**

[www.xcountryab.net](http://www.xcountryab.net) or

**Skipping**

[www.sportclix.com/albertaskipping/](http://www.sportclix.com/albertaskipping/)  
[www.crsf.ca](http://www.crsf.ca)

**Snowboarding**

[www.albertasnowboarding.com](http://www.albertasnowboarding.com)

**Softball**

[www.softballalberta.com](http://www.softballalberta.com)

**Speed Skating**

[www.albertaspeedskating.ca](http://www.albertaspeedskating.ca)

**Spin Classes**

[www.befitforlife.com](http://www.befitforlife.com)

**Stacking Cups**

[www.speedstacks.com](http://www.speedstacks.com)

**Strength Training**

[www.befitforlife.com](http://www.befitforlife.com)

**Swimming**

[www.swimalberta.ca](http://www.swimalberta.ca)

**Synchronized Swimming**

[www.synchoalberta.com](http://www.synchoalberta.com)

**Table Tennis**

[www.abtabletennis.com](http://www.abtabletennis.com)

**Tarmac Games**

[www.positiveplaygrounds.ab.ca](http://www.positiveplaygrounds.ab.ca)

**Tai Chi**

[www.taichinetwork.org](http://www.taichinetwork.org)

**Tennis**

[www.tennisalberta.com](http://www.tennisalberta.com)

**Triathlon**

[www.triathlon.ab.ca](http://www.triathlon.ab.ca)  
[www.triathloncanada.com](http://www.triathloncanada.com)

**Ukrainian Dance**

[www.abuda.ca](http://www.abuda.ca)

**Ultimate**

[www.canadianultimate.com](http://www.canadianultimate.com)

**Underwater Hockey**

[www.calgaryunderwater.ca](http://www.calgaryunderwater.ca)  
[edmontonunderwaterhockey.com](http://edmontonunderwaterhockey.com)

**Water Polo**

[www.waterpolo.ca](http://www.waterpolo.ca) or [www.albertawaterpolo.ca](http://www.albertawaterpolo.ca)

**Water Skiing**

[www.waterski.ab.ca](http://www.waterski.ab.ca)

**Wheelchair Sports**

[www.abwheelchairsport.ca](http://www.abwheelchairsport.ca)

**White Water Rafting**

[www.raftinfo.com](http://www.raftinfo.com)

**Wrestling**

[www.albertawrestling.ab.ca](http://www.albertawrestling.ab.ca)

**Yoga**

[www.yoga.ca](http://www.yoga.ca)

# STUDENT LEADERSHIP WORKSHOP INSIGHTS

EAS hosted a student leadership workshop in November of 2005. Through a grant from the Live Outside the Box Campaign, 47 students and 17 teachers came together to discuss how to increase physical activity and reduce screen time in their school communities. The following information comes directly from the discussions, sharing and presentations by the students involved (ages 10–14).

As you strive to build and support a healthy active school community use this data to support positive changes. Consider sharing some of the information in a school newsletter, a parent council meeting or at a staff meeting. Even better, consider asking the stakeholders in your school community for their opinions on some of the same issues.

## *What Makes a Good Mentor? Someone Who...*

### **ELEMENTARY SCHOOLS** (Grades 4–6)

- is responsible
- is helpful
- is interested in us
- is smart/knowledgeable
- is patient
- is FUN
- is kind
- is respectful
- is caring
- is a positive role model
- is supportive
- appreciates kids
- helps me reach my potential
- knows right from wrong
- never looks down on me

### **JUNIOR HIGH SCHOOLS** (Grades 7–9)

- is responsible
- is reliable/dependable
- is supportive
- is wise/knowledgeable
- is patient
- is FUN
- is kind
- is respectful
- is easy to talk to
- is a positive role mode
- is supportive
- is interesting
- is enthusiastic
- is on time for things
- is a hard worker
- is a good listener
- is trustworthy
- is helpful
- shares my interests
- knows right from wrong
- helps me reach me potential
- values my opinions

# Value of Physical Activity (PA)?

## ELEMENTARY SCHOOLS (Grades 4-6)

- PA is fun!
- PA helps you relax
- PA helps you meet people
- PA makes you stronger, physically & mentally
- PA helps you learn
- PA gives you energy
- PA keeps you healthy
- PA helps you make better decisions
- PA helps keep you away from drugs & smoking
- PA keeps you less stressed
- PA gives you freedom to enjoy yourself
- PA can be done anywhere, so there is something for everyone
- PA can be fun in all seasons
- PA can be fun with or without other people
- PA helps you get fresh air
- PA helps you learn new things
- You don't sleep all day because you are not tired
- PA helps you stay in shape

## JUNIOR HIGH SCHOOLS (Grades 7-9)

- PA is fun!
- PA helps you live longer
- PA gives you a chance to socialize/ meet people
- PA teaches you sportsmanship
- PA adds variety to life
- PA is enjoyable
- PA keeps you out of trouble
- PA makes you stronger, physically & mentally
- PA helps keep you away from drugs & smoking
- PA reduces obesity
- PA can help us do better in school
- PA helps you keep fit
- PA makes you feel better
- PA helps reduce stress
- PA helps you gain other skills (social & physical)
- PA with others can teach teamwork & cooperation
- PA leads to less anger & aggression
- PA can help teach leadership
- PA can help you lead a better life overall

# What Can We (Teachers, Parents, Schools) Do To Get Students Active ?

## **ELEMENTARY SCHOOLS** (Grades 4-6)

- Team sports
- Recess & intramurals
- Phys. Ed. classes
- Have “gym” everyday
- Offer a variety of activities (a new one every week)
- Letting us choose the activities
- Make exercise fun
- Allow us to play with our friends when we are in groups
- Lead by example (both teachers & parents)
- Offer encouragement (friends, teachers & parents)
- Offer clubs in & out of school
- Balance motivation & competition
- Let us invent games
- Help us to set realistic fitness goals

## **JUNIOR HIGH SCHOOLS** (Grades 7-9)

- Provide daily routine
- Provide a variety of activities
- Create a positive atmosphere
- Promote healthy eating
- Reduce screen time (TV, computer, etc.)
- Offer more school activities
- Set up Intramurals
- Have coaches who are encouraging
- Limit the amount of junk food available to us at school
- Build more FUN into Phys. Ed. classes
- Introduce new, interesting activities
- Encourage activities where we work as a group
- Offer team sports
- Offer challenging activities to improve our skills
- Remind us that practice makes perfect
- Encourage peer pressure (positive)
- Provide prizes, pep talks, enthusiasm
- Offer easy access to activity

# Why Do You Like Screen Time (ST)?

## GRADES 4 TO 9

- ST is a way to talk to friends
- ST is fun
- ST can bring people from all over the world together
- ST can be educational/ interesting/challenging
- ST is a filler when there's nothing else to do
- ST can help me get away from problems
- ST provides unlimited things to do
- ST can be used as an excuse (procrastination)
- ST is pop culture
- ST can be funny
- ST is family bonding time
- ST is entertaining
- ST is relaxing
- ST can help take my mind off of other things
- ST can be used to avoid siblings
- Everybody does it (i.e., MSN)
- ST is easy
- For peer pressure, it helps me to fit in
- ST is a reward
- Parents pay for it
- ST is addicting
- ST allows me to be lazy
- ST is a boredom buster
- Playing video games allows me to do things I can't normally do
- ST is an alternative to other things
- ST provides lots of variety (TV computer, MP3,...)
- ST is suspenseful, week to week
- ST is accessible anywhere
- ST allows me to multi-task
- ST teaches new skills (keyboarding, surfing the net, etc.)
- ST is not weather-dependent
- ST is a break from school
- ST can help me fall asleep

# How Do We Reduce Screen Time (ST)?

## GRADES 4 TO 9

- Join a team
- Get rid of cable/satellite
- Make alternatives readily available & accessible
- Move the TV & computer out of the way
- Read a book
- Have a family game night
- Only use the computer for educational reasons
- Be persuasive with my friends
- Create games
- Go outside
- Get a job
- Volunteer
- Study more and/or spend more time on my homework

- Ride an exercise bike while I watch TV
- Get my parents involved & have them set restrictions on ST use & duration
- Find out what recreational facilities & programs are in my area
- Get involved in community or after-school activities
- Pick a few favorite TV shows & limit ST to them
- Set time limits on ST
- Try new things
- Play sports
- Discover my talents
- Go shopping
- Use ST as a reward
- Don't buy new ST devices
- Set goals for myself
- Join a youth group
- Get active
- Hang out with my friends instead of 'texting' them
- Persuade my friends to do something active
- Have my parents do sports/activities with me
- Spend some alone time with myself
- Join clubs/teams/activities that meet regularly, so I have to commit
- Join clubs/teams/activities with a friend or two, so I am more likely to stay committed

## Top Ten Ways to Reduce Screen Time (ST)

Students provided the following ten suggestions (listed from most frequently to least frequently suggested).

1. Parents need to set time limits on ST. Pick a few favorite TV shows and limit weekly ST to them; only use the computer for educational reasons.
2. Join clubs/teams/activities that meet regularly, so you have to commit.
3. Get involved in community or after school teams/clubs/activities.
4. Study more and/or spend more time on your homework.
5. Move the TV and computer out of the way.
6. Have a family game night.
7. Set goals for yourself.
8. Volunteer.
9. Get a job.
10. Read a book.



## EVER ACTIVE SCHOOLS — ENERGIZER DAYS

*Energizer days are offered as professional development for Ever Active member schools.*

The day includes learning about what is the latest and greatest in healthy active school communities, sharing, building new skills, discussing and networking. In 2005 we had over 160 teachers attend these days in eight locations around the province. The following information is shared from key discussions by teachers from all grades and areas of the province.

### HOW WILL YOU IMPROVE THE WAY DPA/DPE IS DELIVERED?

- Share ideas at staff meetings.
- Make up DPA equipment kits for the school and/or for the school district.
- Share promising practices ideas with staff at meetings.
- Encourage DPA scheduling in addition to Physical Education classes.
- Try to integrate DPA activities into other subject areas.
- You do not need a lot of equipment to make DPA activities successful
- Create buddy classes for DPA activities.
- Increase or create a yearly budget line for DPA resources.
- Hire Phys. Ed. specialists to teach DPE or, at least, have a lead teacher.
- Make DPA activities student-centered.
- Involve the community whenever possible.
- Attend more in-services or have resource people come to share ideas at staff meetings.
- Provide time for planning and sharing ideas.
- Have FUN!
- Create DPA equipment bins for each classroom.
- Schedule DPA/DPE first on timetables.



### HOW WILL YOU KNOW DPA IS SUCCESSFUL? (What Does Success Look Like?)

- Students are more eager to get involved.
- Students are more engaged in their seat work.
- Fewer discipline problems occur.
- You see increased participation and movement throughout the school.
- Students are happier.
- Students are asking for DPA activities.
- The gymnasium is never empty and activities are taking place throughout the school—in classrooms, stairwells, outside, etc.
- Posters and/or announcements promote upcoming activities
- More school-wide activities or divisional activities (e.g., Walking Wednesdays, Fitness Fridays) are scheduled.
- Students are using DPA ideas during non-instructional times, such as recess.
- DPA equipment is readily accessible to students during non-instructional times.
- Administration, staff and parents have bought in and are even joining in activities.
- Each classroom contains DPA equipment.
- Students and staff are active, happy, and have positive attitudes.
- School spirit and pride are increased.

### KEYS TO SUCCESS

- Scheduling must be flexible and needs to be done first.
- Administration and staff need to move in and lead by example.
- Make good use of alternative spaces—classrooms, hallways, outside, etc.
- Incorporate student-generated ideas.
- Hold people accountable for delivering DPA.
- Dedicate money to starting DPA, and towards equipment upkeep.
- Make professional development a priority for all staff.
- Facilitate team teaching of large groups or buddy classes.
- Become Ever Active and HPEC members.

# EXEMPLARY PRACTICE FOR DAILY PHYSICAL EDUCATION IN ALBERTA SCHOOLS

All eight of these exemplars can be downloaded from the Resource section of the Ever Active Schools website ([www.everactive.org](http://www.everactive.org)).

## Daily Physical Education in Alberta Schools Public Elementary School: Grades K–5

30 minutes of Physical Education every day

### School Demographics

Enrollment: 437

Special Programs: French Immersion

### School Facilities

- Double Station Gym
- Sports Fields
- Tarmac
- Playground

### Community Facilities

#### Busing Distance

- Pool

#### Walking Distance

- Outdoor rink
- Community walking trail
- Tennis courts

### Snapshots

#### Prior to Daily Physical Education

- Daily Physical Education since 1991

#### Implementation of Daily Physical Education

- Changed lesson plans to accommodate 50-60 students at a time and hired a dedicated PE teacher to coordinate and deliver a quality program.
- All classes are double classes – 2 classes scheduled for PE at the same time; one classroom teacher stays to help the PE teacher while the other classroom teacher receives a prep period.
- Appropriate grade levels as well as French immersion & English classes are scheduled together to develop friendships & add to the positive school climate.
- To schedule 437 students through the gym in one day we recognized that the Physical Education/Gymnasium schedule needs to be done first, the rest of the scheduling revolves around it. This process allows the gym to be full all of the time with no wasted blocks

#### Observations of Impact

- Daily Physical Education has become the cornerstone of the school.
- Many district and provincial awards & commendations for the program.
- Students, parents & staff value the program.

### Scheduling Demographics

5 day schedule  
1570 minutes of instructional time per week  
184 instructional days per year

#### GRADE 1 - REGULAR PROGRAM

Subject	Percentage Time Allocation by Subject	Percentage Time Allocations Recommended by Alberta Education (2005-06 Guide to Education)
Math	17%	15%
Language Arts	40%	30%
Social	9.3%	10%
Science	9.3%	10%
Physical Education	9.3%	10%
Health	2%	
Art & Music	8%	10%
Optional	4%	
Time for optional subjects	(allocated throughout)	15%
Total Hours per Year	963	950

#### SAMPLE GRADE 1 TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1 25 minutes	Language Arts				
Block 2 30 minutes	Language Arts	Computer	Language Arts	Language Arts	Language Arts
Block 3 31 minutes	Language Arts				
Recess – 14 minutes					
Block 4 30 minutes	Math	Math	Math	Math	Health
Block 5 30 minutes	Math	Math	Math	Math	Math
Block 6 30 minutes	Physical Education				
Lunch – 49 minutes					
Block 7 38 minutes	Language Arts				
Block 8 30 minutes	Music	Science	Social Studies	Social Studies	Music
Block 9 30 minutes	Science	Social Studies	Science	Art	Social Studies
Block 10 30 minutes	Science	Social Studies	Science	Art	Computers
Block 11 10 minutes	Language Arts				

### Scheduling Demographics

5 day schedule  
1570 minutes of instructional time per week  
184 instructional days per year

#### GRADE 4 - FRENCH IMMERSION

Subject	Percentage Time Allocation by Subject	Percentage Time Allocations Recommended by Alberta Education (2005-06 Guide to Education)
Language Arts	23%	35%
French	19%	
Math	15%	15%
Social	9%	10%
Science	14%	10%
Physical Education	9%	10%
Health	3%	
Art & Music	8%	10%
Time for optional subjects	(allocated throughout)	10%
Total Hours per Year	963	950

#### SAMPLE GRADE 4 TIMETABLE (FRENCH IMMERSION)

	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1 25 minutes	French	French	French	French	French
Block 2 30 minutes	French	French	French	French	French
Block 3 31 minutes	Science	French	Science	French	Science
Recess – 14 minutes					
Block 4 30 minutes	Science	Social Studies	Science	Social Studies	Science
Block 5 30 minutes	Math	Math	Math	Math	Science
Block 6 30 minutes	Math	Math	Math	Math	Health
Lunch – 49 minutes					
Block 7 38 minutes	Language Arts	Language Arts	Language Arts	Language Arts	Art
Block 8 30 minutes	Language Arts	Language Arts	Language Arts	Language Arts	Art
Block 9 30 minutes	Social Studies	Music	Social Studies	Music	Social Studies
Block 10 30 minutes	Physical Education				
Block 11 10 minutes	Language Arts				

Compiled by Schools Come Alive and Ever Active Schools | Available online at [www.everactive.org](http://www.everactive.org)



# Daily Physical Education in Alberta Schools

## Public School: Grades K–9

30 minutes (K–6), 45 minutes (7–9) of Physical Education every day

### School Demographics

Enrollment: 580  
Special Programs: none

### School Facilities

- Double Station Gym
- Sports Fields
- Fitness Centre
- Tarmac
- Playground

### Community Facilities

#### Busing Distance

- Cost prohibitive

#### Walking Distance

- none

### Snapshots

#### Prior to Daily Physical Education

- Daily Physical Education for all students since 2000.

#### Implementation of Daily Physical Education

- Daily Physical Education has been scheduled since the school opened so staff, students and parents are accustomed to the schedule.
- As student enrollment has increased, finding space to schedule daily PE has become more challenging, resulting in all blocks of gym time being shared by 3 classes.
- When multiple grades need to be scheduled in the same time block they are kept to within one grade (e.g. grade seven paired with grade eight)
- Offering outdoor activities is an important part of the program. Funds have been raised to purchase snowshoes, lacrosse sticks and other outdoor equipment.
- Community facilities are difficult to access due to busing time and cost so the focus has been on providing activity opportunities on the school grounds.

#### Observations of Impact

- More students have chosen activity-based options and are participating in extra-curricular activity clubs.
- Staff have become more aware of the benefits of physical activity and were instrumental in changing the foods offered in the school store to include healthy choices.
- Parent council has raised money so a variety of equipment could be purchased and also supported the removal of pop machines from the school facilities.

### Scheduling Demographics

5 day schedule  
1575 minutes of instructional time per week  
188 instructional days per year

#### GRADE 5

Subject	Percentage Time Allocation by Subject	Percentage Time Allocations Recommended by Alberta Education (2005-06 Guide to Education)
Math	16%	15%
Language Arts	28%	25%
Social	10%	10%
Science	16%	15%
Physical Education	10%	10%
Health	4%	
Art & Music	10%	10%
Language	6%	
Time for optional subjects (allocated throughout)		15%
<b>Total Hours per Year</b>	<b>987</b>	<b>950</b>

#### SAMPLE GRADE 5 TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1 45 minutes	Music/Math	Music/Math	Music/Math	Music/Math	Music/Math
Block 2 15 minutes	Snack & Reading				
Block 3 50 minutes	Language Arts				
Block 4 45 minutes	Math/French	Math/French	Math/French	Math/French	Math/French
Lunch & Recess – 45 minutes					
Block 5 30 minutes	Language Arts	Language Arts	Social Studies	Social Studies	Language Arts
Block 6 30 minutes	Physical Education				
Block 7 35 minutes	Social Studies	Library	Social Studies	Social Studies	Paired Reading
Recess & Snack / Read Loud – 20 minutes					
Block 8 65 minutes	Science	Science	Science	Science	Art
Block 9 5 minutes	Agendas	Agendas	Agendas	Agendas	Agendas

### Scheduling Demographics

2 day schedule  
1575 minutes of instructional time per week  
188 instructional days per year

#### GRADE 9

Subject	Hours of Instruction per Year	Alberta Education Recommended Hours of Instruction per Year (2005-06 Guide to Education)
Language Arts	141 hours	150 hours
Math	141 hours	100 hours
Social	141 hours	100 hours
Science	141 hours	100 hours
Physical Education	91 hours	75 hours
Health	50 hours	50 hours
Option #1	70 hours	150 hours
Option #2	70 hours	
Option #3	70 hours	
Option #4	70 hours	
Flex Time (allocated throughout)		225 hours
<b>Total Hours per Year</b>	<b>985 hours</b>	<b>950 hours</b>

#### SAMPLE GRADE 9 TIMETABLE

	Day One	Day Two
Block 1 45 minutes	Physical Education	Physical Education
Block 2 45 minutes	Option #1	Option #3
Block 3 45 minutes	Option #2	Option #4
Lunch – 45 minutes		
Block 4 45 minutes	Language Arts	Language Arts
Block 5 45 minutes	Social Studies	Social Studies
Block 6 45 minutes	Math	Math
Block 7 45 minutes	Science	Science

\*Health is taught within the time allocated for Physical Education

Compiled by Schools Come Alive and Ever Active Schools | Available online at [www.everactive.org](http://www.everactive.org)



# Daily Physical Education in Alberta Schools

## Public School: Grades K-12

**40 minutes (K-9) of Physical Education every day**  
**80 minutes (PE 10, 20, & 30) of Physical Education every 2 days**

### School Demographics

**Enrollment:** 127  
**Special Programs:** none

### School Facilities

- Single Station Gym
- Sports Fields
- Fitness Centre
- Tarmac
- Playground

### Community Facilities

#### Busing Distance

- Pool
- Bowling
- Wall Climbing
- Outdoor Pursuits

#### Walking Distance

- Arena
- Walking trails

### Snapshots

#### Prior to Daily Physical Education

- Daily Physical Education since 1970 for K-9.

#### Implementation of Daily Physical Education

- Administrative support for daily physical education has been a key factor
- One of the important considerations in a K-12 school is for the junior and high school timetables to be considerate of the needs of the elementary
- Scheduling is done with consideration for the needs of each grade level.
- One physical education teacher for grades 7-12. This PE teacher acts as resource for the elementary teachers and shares ideas, activities and equipment.
- The limited budget for physical education has been supplemented by community grants to purchase snowshoes, cross country skis, and other outdoor equipment that is then shared with community member.

#### Observations of Impact

- A culture has been created where students expect and look forward to daily physical education.
- Staff are very pro-active and look for new ideas and activities.

### Scheduling Demographics

5 day schedule  
 1500 minutes of instructional time per week  
 190 instructional days per year

#### GRADE 2

Subject	Percentage Time Allocation by Subject	Percentage Time Allocations Recommended by Alberta Education (2005-06 Guide to Education)
Math	14%	15%
Language Arts	27%	30%
Social	11%	10%
Science	10%	10%
Physical Education	13%	10%
Health	4%	
Art & Music	7%	10%
Computer	5%	
Integrated Centres	9%	
Time for optional subjects (Computer, Centres)		15%
<b>Total Hours per Year</b>	<b>950 hours</b>	<b>950 hours</b>

#### SAMPLE GRADE 2 TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1 40 minutes	Physical Education	Math Centres	Physical Education	Physical Education	Physical Education
Block 2 35 minutes	Math	Math Centres	Math	Centres	Language Arts
Recess – 15 minutes					
Block 3 40 minutes	Language Arts	Math Centres	Language Arts	Centres	Language Arts
Block 4 35 minutes	Language Arts	Physical Education	Language Arts	Centres	Language Arts
Lunch – 45 minutes					
Block 5 40 minutes	Art	Science	Language Arts	Music	Math
Block 6 30 minutes	Music	Science	Computer	Language Arts	Math
Recess – 15 minutes					
Block 7 40 minutes	Social Studies	Language Arts	Science	Computer	Social Studies
Block 8 40 minutes	Social Studies	Health	Science	Language Arts	Social Studies

### Scheduling Demographics

5 day schedule  
 1600 minutes of instructional time per week  
 190 instructional days per year

#### GRADE 7

Subject	Hours of Instruction per Year	Alberta Education Recommended Hours of Instruction per Year (2005-06 Guide to Education)
Language Arts	141 hours	150 hours
Math	141 hours	100 hours
Social	141 hours	100 hours
Science	141 hours	100 hours
Physical Education	91 hours	75 hours
Health	50 hours	50 hours
Option #1	70 hours	150 hours
Option #2	70 hours	
Option #3	70 hours	
CTS	70 hours	
Flex Time (allocated throughout)		225 hours
<b>Total Hours per Year</b>	<b>985 hours</b>	<b>950 hours</b>

#### SAMPLE GRADE 7 TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1 40 minutes	Language Arts	Social Studies	Science	Science	Science
Block 2 40 minutes	Language Arts	Social Studies	Science	Science	Science
Break – 10 minutes					
Block 3 40 minutes	Math	Option #2	Language Arts	Physical Education	Option #1
Block 4 40 minutes	Math	Option #2	Language Arts	Language Arts	Health
Lunch – 40 minutes					
Block 5 40 minutes	Option #1	Physical Education	Math	Language Arts	Math
Block 6 40 minutes	Option #1	Language Arts	Math	Social Studies	Math
Break – 5 minutes					
Block 7 40 minutes	Physical Education	Language Arts	Social Studies	Social Studies	Physical Education
Block 8 40 minutes	Science	Math	Physical Education	Option #2	Social Studies



# Daily Physical Education in Alberta Schools

## Public Junior High School: Grades 7–9

55 minutes of Physical Education every day

### School Demographics

**Enrollment:** 520  
**Special Programs:** Choices Program/Junior Opportunity Room/Individual Opportunity Plan 8/9 program

### School Facilities

- Double Station Gym
- Indoor Courtyard
- Fitness Centre
- Sports Fields
- Stage
- Tarmac

### Community Facilities

#### Busing Distance

- Bowling
- Pool
- Golf Course
- Curling

#### Walking Distance

- Arena/ Field House
- Beach Volleyball

### Snapshots

#### Prior to Daily Physical Education

- All students received 2 x 55 minutes of PE and 2 x 55 minutes of Health every week
- 3 full year option classes (2 x 55 minutes per week) were scheduled for all students in addition to an off-campus, half day CTS class
- Very little use of community facilities
- 3 teachers taught all physical education classes

#### Implementation of Daily Physical Education

- Scheduled physical education before other subject areas to accommodate the school schedule, which could not be changed because of district busing schedule, as well as to alleviate the scheduling of too many classes in the same facilities. This also allowed students to be off campus during CTS classes and IOP students to be included in PE classes.
- Changed full year option schedule into 2 semesters (half year options), with the exception of French and Band.
- Dropped one option class per student to free up 2 more classes for PE.
- All PE teachers will use 30 minutes a week of 1 PE class to teach health.
- 7 different teachers (all with a PE background) are now providing PE instruction.
- All students receive 5 x 55minutes of PE a week.
- More off-campus facilities are accessed, especially for grade 9 classes.
- 2 week units are offered and a rotation is set up so all classes will participate in all activities (exception is grade 9's are off-campus at times to free up school facility space)
- Greater teamwork and collaboration was needed between all PE teachers to implement PE timetable (team teaching is often used).
- A PE teacher assistant was hired to help with classes and drive the school bus to off-campus programs.

#### Observations of Impact

- Students are provided with 245 minutes of PE every week, provided by teachers with PE backgrounds dedicated to implementing a quality program.
- Students are provided with a greater variety of activity opportunities.
- Collaboration among PE teachers has greatly improved.
- Less behavioral problems are experienced in other subject areas.

### Scheduling Demographics

5 day schedule  
 1650 minutes of instructional time per week  
 188 instructional days per year

#### GRADE 9

Subject	Hours of Instruction per Year	Alberta Education's Recommended Hours of Instruction per Year (2005-06 Guide to Education)
Math	135 hours	100 hours
Language Arts	169 hours	150 hours
Social	135 hours	100 hours
Science	135 hours	100 hours
Physical Education	169 hours	75 hours
Health	50 hours	50 hours
Option #1	69 hours	150 hours
Option #2	69 hours	
CTS	103 hours	
Flex Time (allocated throughout)		225 hours
<b>Total Hours per Year</b>	<b>1034 hours</b>	<b>950 hours</b>

### SAMPLE GRADE 9 TIMETABLE

TERM 1					
	Day 1	Day 2	Day 3	Day 4	Day 5
Block 1 55 minutes	C	Option #1	Science	Health and Life Skills	Physical Education
Block 2 55 minutes	T	Science	Physical Education	Language Arts	Language Arts
Block 3 55 minutes	S	Social Studies	Language Arts	Science	Language Arts
Lunch – 40 minutes					
Block 4 55 minutes	Science	Physical Education	Option #2	Math	Option #2
Block 5 55 minutes	Physical Education	Language Arts	Social Studies	Social Studies	Option #1
Block 6 55 minutes	Social Studies	Math	Math	Physical Education	Math
TERM 2					
	Day 1	Day 2	Day 3	Day 4	Day 5
Block 1 55 minutes	C	Option #1	Science	Option #2	Social Studies
Block 2 55 minutes	T	Science	Physical Education	Social Studies	Language Arts
Block 3 55 minutes	S	Social Studies	Social Studies	Math	Language Arts
Lunch – 40 minutes					
Block 4 55 minutes	Health and Life Skills	Physical Education	Option #2	Science	Option #1
Block 5 55 minutes	Physical Education	Language Arts	Language Arts	Physical Education	Math
Block 6 55 minutes	Science	Math	Math	Language Arts	Physical Education

Compiled by Schools Come Alive and Ever Active Schools | Available online at [www.everactive.org](http://www.everactive.org)



# Daily Physical Education in Alberta Schools

## Elementary Charter School: Grades K-4

35 minutes of Physical Education every day

### School Demographics

Enrollment: 438  
Special Programs: Charter School

### School Facilities

- Single Station Gym
- Sports Fields
- Classroom
- Tarmac
- Playground
- Atrium

### Community Facilities

#### Busing Distance

- No regular busing for PE

#### Walking Distance

- Pool

### Snapshots

#### Prior to Daily Physical Education

- Prior to Daily Physical Education (offered since 2004), students received 3 X 45 minutes of PE per week.

#### Implementation of Daily Physical Education

- In order to schedule all classes within the school timetable, periods were changed from 45 minutes to 35 minutes.
- Teachers are supportive of daily PE and realize the benefits to the school community.
- In order to ensure all classes had PE each day, some classes share gym space with up to two other classes. Ensured that each class had some gym time alone and some with other classes. Opportunities for team teaching and staff mentoring are provided and encouraged.
- Allocated another teacher for part-time PE.

#### Observations of Impact

- Students excited to have PE everyday.

### Scheduling Demographics

5 day schedule

1575 minutes of instructional time per week

179.5 instructional days per year

#### GRADE 3

Subject	Percentage Time Allocation by Subject	Percentage Time Allocations Recommended by Alberta Education (2005-06 Guide to Education)
Math	23%	15%
Language Arts	36%	25%
Social	9%	10%
Science	9%	15%
Physical Education	9%	10%
Health	2%	
Art & Music	10%	10%
Time for optional subjects	(allocated throughout)	15%
<b>Total Minutes per Week</b>	<b>942 hours</b>	<b>950 hours</b>

#### SAMPLE GRADE 3 TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1 35 minutes	Physical Education	Music	WRTR	Physical Education	Physical Education
Block 2 35 minutes	LSA (Skills for Success)	WRTR	Open Court 2 <sup>nd</sup> Read	WRTR	WRTR Open Court 3 <sup>rd</sup> Read
Block 3 35 minutes	Writing LST	Writing LST	Writing LST	Writing LST	McCall Crabbs LSA OC Testing
<b>Recess – 20 minutes</b>					
Block 4 35 minutes	Math	Math	Math	Math	Math
Block 5 35 minutes	Math	Math	Math	Math	Math
Block 6 35 minutes	OC blending vocab	Social/OC	Social	Science/OC	Science
<b>Lunch – 45 minutes</b>					
Block 7 35 minutes	OC blending vocab 1 <sup>st</sup> read WRTR	Physical Education	Physical Education	Science	Character Education/ Health
Block 8 35 minutes	Writing LST	Science	OC/LST Comm. Skills	Science	Art
Block 9 35 minutes	LIB Social	Science	Music	LIB Social	Art

Compiled by Schools Come Alive and Ever Active Schools | Available online at [www.everactive.org](http://www.everactive.org)



# Daily Physical Education in Alberta Schools

## Catholic Elementary School: Grades K–6

30 minutes of Physical Education every day

### School Demographics

Enrollment: 150

Special Programs: Educational Support 1, Observation Room

### School Facilities

- Single Station Gym
- Sports Fields
- Tarmac
- Playground

### Community Facilities

#### Busing Distance

- Ski Hill

#### Walking Distance

- Pool
- Inline Skating

### Snapshots

#### Prior to Daily Physical Education

- Daily Physical Education since 2003

#### Implementation of Daily Physical Education

- Initially, many teachers had little familiarity with implementation of physical education. The school provides both time and money for teachers to attend in-services and workshops.
- Teachers are supplied with unit and lesson plans as well as other print resources.
- Staff are involved in a mentoring program that allows time for observation and discussion about evaluation and instruction in PE.

#### Observations of Impact

- Students have become calmer in their academic classes and less aggressive in the hallways.
- Students and staff have become more conscious of their overall health.
- Parents are more aware of the benefits of activity for themselves and their family.

### Scheduling Demographics

5 day schedule

1550 minutes of instructional time per week

188 instructional days per year

#### GRADE 6

Subject	Percentage Time Allocation by Subject	Percentage Time Allocations Recommended by Alberta Education (2005-06 Guide to Education)
Language Arts	23%	25%
Math	15%	15%
Social	10%	10%
Science	15%	15%
Physical Education	10%	10%
Health	2%	
Art & Music	10%	10%
French	5%	
Religion	10%	
Flex Time	(allocated to French and Religion)	15%
<b>Total Hours per Year</b>	<b>971 hours</b>	<b>950 hours</b>

#### SAMPLE GRADE 6 TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1 30 minutes	French	Language Arts	Language Arts	French	Language Arts
Block 2 30 minutes	Language Arts				
Block 3 30 minutes	Physical Education				
<b>Recess – 15 minutes</b>					
Block 4 30 minutes	Language Arts	Language Arts	Math	Language Arts	Language Arts
Block 5 30 minutes	Math	Math	Math	Math	Social Studies
Block 6 30 minutes	Math	Math	Hymn Sing	Math	Social Studies
<b>Lunch – 50 minutes</b>					
Block 7 30 minutes	Religion	Religion	Health	Religion	Religion
Block 8 30 minutes	Science	Science	Science	Science	Art
Block 9 30 minutes	Science	Science	Science	Science	Art
Block 10 40 minutes	Social Studies	Music	Social Studies	Social Studies	Computers

Compiled by Schools Come Alive and Ever Active Schools | Available online at [www.everactive.org](http://www.everactive.org)



# Daily Physical Education in Alberta Schools

## Catholic School: Grades K–8

30 minutes (K–6), 30–45 minutes (7–8) of Physical Education every day

### School Demographics

Enrollment: 463  
Special Programs: French Immersion

### School Facilities

- Large Gym
- Sports Fields
- Outdoor Rink
- Tarmac
- Playground
- Small Gym

### Community Facilities

#### Busing Distance

- Pool (cold weather)
- Ski Hill
- Bowling

#### Walking Distance

- Nature Trails
- Pool
- Water Park

### Snapshots

#### Prior to Daily Physical Education

- Daily Physical Education for all students since 2003.

#### Implementation of Daily Physical Education

- School staff are encouraged to attend PE in-services and workshops.
- Staff were willing to trim time from other subject areas in recognition of the benefits of daily PE to the school community.
- Professional Learning Community model used to share PE activities and resources among staff.
- The school timetable was made more flexible by splitting some 60 or 65 minutes blocks in two.

#### Observations of Impact

- Staff has supported the removal of unhealthy snacks from the school store.
- Students have become more aware of their personal health and in addition to increasing their activity levels, are eating nutritious snacks at school.

### Scheduling Demographics

5 day schedule  
1565 minutes of instructional time per week  
185 instructional days per year

#### GRADE 4

Subject	Percentage Time Allocation by Subject	Percentage Time Allocations Recommended by Alberta Education (2005-06 Guide to Education)
Math	14%	15%
Language Arts	22%	25%
Social	12%	10%
Science	16%	15%
Physical Education	10%	10%
Health	2%	
Art & Music	9%	10%
Religion	9%	
French	6%	
Time for optional subjects (Religion and French)		15%
<b>Total Hours per Year</b>	<b>965</b>	<b>950</b>

#### SAMPLE GRADE 4 TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1 5 minutes	Religion	Religion	Religion	Religion	Religion
Block 2 30 minutes	French	Religion	Physical Education	Religion	Religion
Block 3 30 minutes	Language Arts	Religion	Language Arts	Language Arts	Language Arts
Block 4 30 minutes	Language Arts	French	Language Arts	Language Arts	Physical Education
Block 5 15 minutes	Language Arts				
Recess – 15 minutes					
Block 6 15 minutes	Math	Math	Math	Math	Math
Block 7 30 minutes	Math	Math	French	Math	Math
Block 8 30 minutes	Physical Education	Physical Education	Math	Music	Art
Lunch – 20 minutes					Art (20 min)
Block 9 30 minutes	Music	Health	Music	Language Arts	Early dismissal on Fridays
Block 10 30 minutes	Science	Science	Social Studies	Language Arts	
Block 11 30 minutes	Science	Science	Social Studies	Social Studies	
Block 12 30 minutes	Science	Science	Social Studies	Social Studies	
Block 13 35 minutes	Science	Science	Social Studies	Physical Education	

### Scheduling Demographics

5 day schedule  
1570 minutes of instructional time per week  
185 instructional days per year

#### GRADE 7/8 – FRENCH IMMERSION

Subject	Hours of Instruction per Year	Alberta Education's Recommended Hours of Instruction per Year (2005-06 Guide to Education)
Language Arts	145 hours	250 hours
Français	142 hours	
Math	130 hours	100 hours
Social	111 hours	100 hours
Science	117 hours	100 hours
Physical Education	111 hours	75 hours
Health	43 hours	50 hours
Option #1	77 hours	150 hours
Option #2	56 hours	
Religion	37 hours	
Flex Time	(allocated throughout)	125 hours
<b>Total Hours per Year</b>	<b>969 hours</b>	<b>950 hours</b>

#### SAMPLE GRADE 7/8 TIMETABLE (FRENCH IMMERSION)

	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1 60 minutes	Math	Math	Math (30 minutes) Physical Education (30 minutes)	Math	Option #1
Block 2 65 minutes	Français	Français	Français (35 minutes) Health (30 minutes)	Français	Language Arts
Break – 10 minutes					
Block 3 65 minutes	Physical Education (45 minutes) Health (20 minutes)	Option #1	Science	Science	Language Arts (20 minutes)
Lunch – 40 minutes					Physical Education (45 minutes) Health (20 minutes)
Block 4 60 minutes	Option #2 & Language Arts	Science	Language Arts	Option #2	Early Dismissal Fridays
Block 5 60 minutes	Social Studies	Social Studies	Social Studies	Language Arts	
Block 6 30 minutes	Religion	Physical Education	Religion	Physical Education	

Compiled by Schools Come Alive and Ever Active Schools | Available online at [www.everactive.org](http://www.everactive.org)



# Daily Physical Education in Alberta Schools

## Catholic Junior High School: Grades 7–9

46 minutes of Physical Education every day

### School Demographics

Enrollment: 660

Special Programs: French/Italian/Spanish/IOP/ASP

### School Facilities

- Large Gym
- Small Gym
- Fitness Centre
- Sports Fields
- Drama Room
- Wrestling Room
- Tarmac
- Foyer

### Community Facilities

#### Busing Distance

- No regular busing to available facilities

#### Walking Distance

- Arena
- Pool
- Tennis Courts

### Snapshots

#### Prior to Daily Physical Education

- PE was offered 3 times in a 6 day rotation.
- Daily PE offered in 2005-2006 in response to Alberta Education's DPA Initiative.

#### Implementation of Daily Physical Education

- Space was a concern when trying to accommodate daily PE for 660 students. A 7 block, 6 day rotation week was created with every student having 46 minutes of daily PE. Every available space was utilized as well as community resources.
- Parent Advisory Committee provided financial support to renovate our fitness center.
- Arranged for 4 classes to be scheduled in four different spaces at one time. Created a communication chart with pockets listing teacher's names. The locations for PE classes were communicated with students through a long range schedule.
- To accommodate the variety of expertise on staff the 6 PE teachers were scheduled to team-teach.
- A professional learning community was established for the PE teachers to meet and plan on an ongoing basis.
- The PE budget was increased, and DPA funding was accessed to purchase additional print resources and equipment.
- Messages were included in the newsletter to educate parents about the importance of physical activity.

#### Observations of Impact

- Staff and students are supportive of daily PE and are working together to solve issues like locker room crowding.
- Positive reactions from staff, students and parents.

### Scheduling Demographics

6 day schedule

2208 minutes of instructional time per week (6 days)

192 instructional days per year

#### GRADE 8

Subject	Hours of Instruction per Year	Alberta Education's Recommended Hours of Instruction per Year (2005-06 Guide to Education)
Math	147 hours	100 hours
Language Arts	147 hours	150 hours
Social	147 hours	100 hours
Science	147 hours	100 hours
Physical Education	147 hours	75 hours
Health	24.5 hours	50 hours
Option #1	74 hours	150 hours
Option #2	74 hours	
Religion	74 hours	Included in flex time
Flex Time	(allocated throughout)	225 hours
<b>Total Hours per Year</b>	<b>981.5 hours</b>	<b>950 hours</b>

#### SAMPLE GRADE 8 TIMETABLE

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Block 1 46 minutes	Math	Physical Education	Math	Physical Education	Physical Education	Science
Block 2 46 minutes	Social Studies	Social Studies	Language Arts	Math	Science	Physical Education
Block 3 46 minutes	Language Arts	Religion	Social Studies	Science	Math	Language Arts
Block 4 46 minutes	Physical Education	Language Arts	Physical Education	Language Arts	Health	Social Studies
Lunch – 40 minutes						
Block 5 46 minutes	Science	Math	Science	Social Studies	Option 8-1	Math
Block 6 46 minutes	Option 8-1	Option 8-2	Language Arts	Religion	Social Studies	Option 8-2
Block 7 46 minutes	Math	Science	Option 8-1	Option 8-2	Language Arts	Religion

Compiled by Schools Come Alive and Ever Active Schools | Available online at [www.everactive.org](http://www.everactive.org)



SCHOOLS COME ALIVE

## RESOURCE LINKS

EAS does not endorse all the activities, information and links found on these sites. Links are not guaranteed to be current and may have changed since publication.

### Physical Activity

**Activ8** is a national curriculum-based, physical activity challenge program that helps children and youth of all abilities develop their fitness and skill levels. Activ8 was developed for Active Healthy Kids Canada by health and physical education specialists across Canada and consists of eight pre-planned lessons for grades Kindergarten to Grade 8, which can be implemented in any elementary school across Canada. <http://www.activ8.org/>

**The Alberta Centre for Active Living** is a key advocate of physical activity for all Albertans and a primary source of research and education on physical activity for practitioners, organizations and decision-makers. The centre's mandate is to improve the health and quality of life of Albertans through physical activity. [www.centre4activeliving.ca](http://www.centre4activeliving.ca)

The **Be Fit For Life Network** meets the unique needs of rural and urban communities in Alberta through promoting, initiating, coordinating, developing and delivering regular physical activity and quality, healthy, lifestyle services and programs. [www.befitforlife.ca](http://www.befitforlife.ca)

**Canada's Physical Activity Guide** is provided by the Public Health Agency of Canada as a guide to help Canadians make wise choices about physical activity to improve health, help prevent disease and help improve well-being. [www.paguide.com](http://www.paguide.com)

**The Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD)** is a national, charitable, voluntary-sector organization whose primary concern is to influence the healthy development of children and youth by advocating for quality, school-based physical and health education [www.cahperd.ca](http://www.cahperd.ca)

**Canadian Association for the Advancement of Women in Sport and Physical Activity (CAAWS)** is a national not-for-profit organization working in partnership with Sport Canada and with Canada's sport and active living communities to achieve gender equity in the sport community. [www.caaws.ca](http://www.caaws.ca)

Members within the **Coalition for Active Living** work together to develop, implement and evaluate the outcomes of joint actions, which will enable physical activity to be integrated within the lives of all Canadians. [www.activeliving.ca](http://www.activeliving.ca)

**Canadian Intramural Recreation Association (CIRA) Ontario** is a non-profit organization which encourages, promotes and develops active living, healthy lifestyles and personal growth, through intramural and recreational programs within education and recreation communities. <http://www.mohawkcollege.ca/external/cira/template/index.html>

**Go for Green**, the Active Living and Environment Program, helps you to discover ways to improve your health and the health of the environment.  
[www.goforgreen.ca](http://www.goforgreen.ca)

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

**Live Outside the Box (LOTB)** campaign was launched by the Alberta Sport, Recreation, Parks and Wildlife Foundation (ASRPWF) targeting 10-14 year olds and encouraging increasing physical activity and reducing screen time.  
[www.liveoutsidethebox.ca](http://www.liveoutsidethebox.ca)

**Safety Guidelines for Physical Activity in Alberta Schools** is provided by the Alberta Centre for Injury Control and Research.  
<http://www.acicr.ualberta.ca/>

The **National Coaching Certification Program (NCCP)** is the recognized national standard for coach training and certification in Canada within The Coaching Association of Canada (CAC). CAC is a non-profit amateur sport organization with a mandate to improve the effectiveness of coaching across all levels of the sport system.  
[www.coach.ca](http://www.coach.ca)

The aim of the Physical Education Program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. The **Physical Education Guide to Implementation** is a resource to support implementation of the program of studies and contains grade specific illustrative examples for all dimensions, assessment strategies and planning tools.  
[www.education.gov.ab.ca/physicaleducationonline](http://www.education.gov.ab.ca/physicaleducationonline)

## Healthy Eating

The goal of **5 to 10 a Day** is to reduce the risk of cancer and cardio-vascular disease by encouraging Canadians to consume at least 5 servings of vegetables and fruit as part of a healthy diet and as part of a healthy lifestyle. The aim of the campaign is not only to create awareness but also to change people’s eating habits within a healthy, active lifestyle. [www.5to10aday.com](http://www.5to10aday.com)

**Alberta Milk** is a non-profit organization representing Alberta dairy farmers. The organization is funded primarily by producers through membership assessments of marketing, nutrition and education, research and administration. Alberta Milk has a variety of resources available to educators to teach nutrition in the classroom. <http://www.albertamilk.com>

**Dietitians of Canada** leads and supports members to promote health and well being through expertise in food and nutrition. [www.dietitians.ca](http://www.dietitians.ca)

**Canada's Food Guide to Healthy Eating** is designed to help Canadians make wise food choices. The Food Guide translates the science of healthy

eating into a practical pattern of food choices that meets nutrient needs, promotes health and minimizes the risk of nutrition-related chronic diseases. [www.hc-sc.gc.ca/fn-an/food-guide-aliment/index\\_e.html](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html)

## Mental Health

**Be Cool** is recognized within the James Stanfield Publishing Company as the number one conflict management program in America through grade level programs developed to nourish the key elements of emotional intelligence and teaching children reflective thinking techniques. [www.stanfield.com/conflict-1.html](http://www.stanfield.com/conflict-1.html)

**Boys and Girls Clubs of Alberta** play a proactive and significant role in assisting new and existing clubs achieve maximum sustainability and growth. The clubs provide a safe, supportive place where children and youth can experience new opportunities, overcome barriers, build positive relationships and develop confidence and skills for life [www.bgcalberta.com](http://www.bgcalberta.com)

**Building Leadership for Action in Schools Today** (BLAST) is a youth leadership tobacco reduction program for grade 7 to 9 students. The program uses interactive methods to challenge youth to think critically about tobacco products, the Tobacco Industry and the health and social effects of using tobacco. [www.blastonline.com](http://www.blastonline.com)

The mission of **Challenge Day** is to provide youth and their communities with experiential workshops and programs that demonstrate the possibility of love and connection through the celebration of diversity, truth and full expression. [www.challengeday.org](http://www.challengeday.org)

**Dare to Care** includes peers, school staff, parents and the broader community introducing programs for developing life skills and bully proofing. [www.daretocare.ca](http://www.daretocare.ca)

The aim of the **Health and Life Skills Guide to Implementation** is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well being of self and others within the program of health in the Alberta Department of Education. [http://www.education.gov.ab.ca/k\\_12/curriculum/bySubject/](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/)

**Promoting Positive Body Image - A Guide for Schools** is provided by the Eating Disorder Program through the Calgary Health Region. The mission of the program is to provide leadership and excellence in the areas of promotion, prevention, early intervention, treatment and maintenance/restoration of eating disorders. <http://www.crha-health.ab.ca/eatingdis/guides/schools.htm>

## Comprehensive School Health

### **The Alberta Coalition for Healthy School**

**Communities** (ACHSC) promotes and fosters healthy school communities through a comprehensive school health approach that enhances the health of Alberta children and youth.

[www.achsc.org](http://www.achsc.org)

### **The Canadian Association for School Health**

(CASH) is a national association composed of 12 provincial/territorial coalitions whose members promote the health of children and youth through school-related health promotion. The association develops and implements projects, activities and services that promote a Comprehensive School Health approach. This approach helps community agencies, parents, educators, health professionals, youth and others to work together using the school as a strategic setting within the community.

[www.schoolfile.com/CASH.htm](http://www.schoolfile.com/CASH.htm)

### **Communities and Schools Promoting Health**

provides a library of school-based health promotion with links to world-wide comprehensive school health and health promoting school movements. The site contains extensive background information and explains the essential elements of a comprehensive school health approach.

[www.safehealthyschools.org](http://www.safehealthyschools.org)

**Lions Quest** programs are school-based, comprehensive, positive youth development and prevention programs that unite the home, school and community, to promote capable and healthy young people.

<http://www.lions-quest.org>

## Provincial and National Health Organizations

### **Alberta Alcohol and Drug Addiction Commission**

(AADAC) is an agency funded by the Government of Alberta to assist Albertans in achieving freedom from the harmful effects of alcohol, other drugs and gambling. AADAC promotes independence and well being through increasing the use of social, emotional, spiritual and physical resources.

<http://www.aadac.com>

**Alberta Cancer Board** visions an excellence in cancer control, which will be realized through innovation, national/international collaboration, high ethical and scientific standards, compassion, leadership and fiscal responsibility. Its mission is to provide evidence based prevention, screening, diagnosis, treatment and care.

[www.cancerboard.ab.ca](http://www.cancerboard.ab.ca)

**Alberta Health and Wellness** website has been developed to give Albertans access to current, evidence-based information about healthy choices and factors that affect health. The site is designed provide reliable health information and encourage healthier lifestyles.

[www.healthyalberta.com](http://www.healthyalberta.com)

The vision of the **Alberta Healthy Living Network** (AHLN) is to help Albertans lead healthy lives in healthy communities. The mission of AHLN is to provide leadership for collaborative action to promote and prevent chronic disease in Alberta. This includes issues of healthy eating, physical activity and tobacco reduction, integrated with mental health and injury prevention within a population health approach.

Support is provided for new initiatives at the local, regional and provincial settings such as schools.  
[www.health-in-action.org/AHLN](http://www.health-in-action.org/AHLN)

The **Canadian Cancer Society** is a national, community-based organization of volunteers with a mission to eliminate cancer and to enhance the quality of life of those living with cancer.  
[www.cancer.ca](http://www.cancer.ca)

**Heart and Stroke Foundation** is a volunteer-based health charity, which is leading in eliminating heart disease and stroke and reducing their impact through

the advancement of research and its application, the promotion of healthy living and advocacy.  
[www.heartandstroke.ca](http://www.heartandstroke.ca)

**Schools Come Alive** provides leadership for teachers and administrators through workshops, resource development and collaborative partnerships which focus on increasing physical activity opportunities and promoting healthy active lifestyles in Alberta schools.  
[www.schoolscomealive.org](http://www.schoolscomealive.org)

## Other

The mandate of the **Alberta Lung Association** is to raise funds in support of advocacy, community health education programs and professional education, and lung health research within Alberta and the Northwest Territories.  
[www.ab.lung.ca](http://www.ab.lung.ca)

The mission of **Character Kids** is to reach youth with the Love of Jesus Christ showing them through word and deed how to live a life of character based upon Biblical values.  
[www.characterkids.org](http://www.characterkids.org)

**Communities in Bloom** is a volunteer, non-profit organization committed to fostering civic pride, environmental responsibility and beautification through community participation and the challenge of national competition.  
[www.communitiesinbloom.ca](http://www.communitiesinbloom.ca)

**Concerned Children's Advertisers** works to be the credible, caring and authoritative voice of responsible children's advertising and communications.  
[www.cca-canada.com](http://www.cca-canada.com)

Each fall, as part of **Cops for Cancer**, police and emergency services personnel volunteer to cycle hundreds of kilometers on a pre-designated route through BC communities over the course of several days and nights, to raise money to fund pediatric cancer research and programs that help children and families.  
[www.copsforcancer.com](http://www.copsforcancer.com)

**International Trails Day** is a day to celebrate trails, their development, uses and the healthy lifestyle they encourage.  
[www.internationaltrailsday.com](http://www.internationaltrailsday.com)

**June Parks and Recreation Month** provides an opportunity to draw public attention to the important and varied benefits of recreation and parks to individuals, families, neighborhoods, communities and the province of Alberta as a whole.  
[www.june.arpaonline.ca](http://www.june.arpaonline.ca)

The **Learning Resources Centre** is a branch of Alberta Education dedicated to the efficient and affordable delivery of authorized resources in support of the Kindergarten to Grade 12 curriculum.  
[www.lrc.education.gov.ab.ca](http://www.lrc.education.gov.ab.ca)

**Other continued**

**Peacemakers** is a charitable organization mandated through research, education and training concerning conflict resolution and peace building.

[www.peacemakers.ca](http://www.peacemakers.ca)

**Positive Playgrounds** provides a manual and comprehensive resource of outdoor and indoor games with a proactive approach to dealing with behaviors on the playground and in schools with an emphasis on the importance of positive social skills and physical activity to the health and well being of all individuals <http://www.positiveplaygrounds.com/>

Jostens **Renaissance Program** inspires the acceptance and excitement for academics traditionally reserved for athletics. Through Renaissance, Jostens aims to increase student performance and teacher enthusiasm, and to raise the level of community participation in schools.

[www.jostens.com/renaissance](http://www.jostens.com/renaissance)

**Safe, Healthy, Active People Everywhere**

(SHAPE) is an Alberta-based non-profit multi-agency collaboration working together to provide a better quality of life for Albertans.

[www.shapeab.com](http://www.shapeab.com)

**Sport For Life** is a partnership of Alberta Health and Wellness, AADAC and CODA (the Calgary Olympic Development Association) that uses sport to promote the benefits of active lives without tobacco to Alberta youth.

[www.sportforlife.ca](http://www.sportforlife.ca)

**SummerActive** is a national community mobilization initiative designed to help Canadians improve their health by encouraging and supporting their first steps towards regular physical activity, healthy eating, living a tobacco-free lifestyle and participating in sport activity.

[www.summeractive.canoe.ca](http://www.summeractive.canoe.ca)

The mission of the Terry Fox Foundation is to maintain the vision and principles of Terry Fox while raising money for cancer research through the annual **Terry**

**Fox Run.**

[www.terryfoxrun.org](http://www.terryfoxrun.org)



# Ever Active Schools Members

Agnes Davidson School  
AMC Campus(Elem) - Foundation  
for the Future Charter Academy  
Ascension Of Our Lord School  
Aspen Heights Elementary School  
Avalon  
Banff Community High School  
Beaverlodge Elementary School  
Bisset School  
Bowden (Grandview) School  
Broxton Park School  
Bruderheim Elementary Junior High School  
Busby School  
C.J. Peacock School  
Caledonia Park School  
Cardinal Newman School  
Centennial School  
Charlie Killam School  
Delburne School  
Dorothy Dalglish School  
Dr Karl A Clark Elementary  
Dr Morris Gibson School  
Dr. Norman Bethune Secondary Campus -  
Foundation for the Future Charter Academy  
Earl Buxton  
Eastview Middle School  
Eckville Elementary School  
Ecole Beau Meadow School  
Ecole Bellevue School  
Ecole Providence School  
Ecole Secondaire Beaumont Composite High School  
Ecole St. Cecilia  
Ecole St. Martha School  
Ekota Elementary School  
Elk Point Elementary  
Elmer Elson Elementary School  
Elmer S Gish School  
Elmworth School  
Faith Lutheran School  
Father Doucet School  
Forestburg School  
Fort Saskatchewan Elementary  
Fox Run School  
G H Dawe Community School  
Glendale Middle School  
Glengarry School  
Glenmary School  
Good Shepherd School  
Grandview School (Red Deer)  
H.E. Bourgoin Middle School  
H.J. Cody School  
Holden School  
Holy Cross Elementary/Junior High School  
Holy Family School (Grimshaw)  
Holy Family School (Red Deer)  
Holy Trinity School (Calgary)  
Hunting Hills High School  
Innisfail Middle School  
Jack Stuart School  
John Costello Catholic School  
John Wilson Elementary School  
Lindsay Thurber Comprehensive High School  
Lochearn Elementary School  
Lougheed School  
Monsignor Neville Anderson  
Mother Mary Greene  
Mother Teresa  
Mountview School  
Nellie McClung School  
New Sarepta Elementary School  
Olds Elementary School  
Oriole Park School  
Our Lady Queen of Peace  
Poplar Ridge School  
Prairie Waters Elementary School  
Queen Elizabeth High School  
R.I. Baker Middle School  
Renfrew Campus - Foundation for the Future Charter  
Academy  
River Glen School  
Riverview Middle School  
Rolling Hills School  
Rosary Roman Catholic Separate School  
Ross Ford Elementary School  
Round Hill School  
Sacred Heart  
Savanna School  
Sifton Elementary/ Jr. High  
Southwood Campus - Foundation for the Future Charter  
Academy  
Sparling School  
Spruce View School  
St Leo Catholic  
St Paul Elementary Community School  
St. Alphonsus School  
St. Brigid School  
St. Cecilia (Bilingual) Elementary School  
St. Joseph Elementary Junior High School  
St. Margaret  
St. Matthews Catholic School  
St. Peter  
St. Philip Elementary  
St. Stephens Catholic School  
St. Vincent  
St.Lawrence Campus - Foundation for the Future Charter  
Academy -  
Stanley Jones / Alice Jamieson Girls Academy  
Steele Heights  
Steffie Woima Elementary  
Strome School  
Sunalta Elementary School  
Suzuki Charter School  
Thorsby Elementary School  
Vanier Community Catholic School  
Weinlos School  
Westlock Elementary School  
Westmount School  
Westpark Middle School  
Wild Rose Elementary School  
Woking School



# Promising Practices

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