



Activity Permissive Learning Environments Supporting Health and Academic Outcomes

Presented by: Ryan Fahey, Ever Active
Schools



Acknowledging The Land

- Our session today is being held on Treaty 7 land, which is the traditional territory of many nations, including many Nakota, Sarcee and Blackfoot peoples. We wish to acknowledge those peoples as Traditional Owners of these lands. We would also like to pay my respects to the Elders of these lands, both past and present, and the Elders from other communities who may be here today.



Objectives

- **Improve** our understanding of Activity Permissive Learning Environments (APLE)
- **Share** examples of APLE with our EAS Don't Walk in the Hallway resource
- **Explore** the relationship between APLE and health and Physical Literacy
- **Inspire** you to modify your own settings to promote PA and Health







Supporting Healthy School Communities in Alberta

Vision

All Alberta students belong to healthy school communities that enable optimal health and learning.

Mission

To provide provincial leadership that promotes and supports healthy, active school communities through a comprehensive school health approach.

Priority

Lead, support and connect work towards improved health and learning outcomes of children in Alberta.



Structure and Funding



A special project of the Health and Physical Education Council of the Alberta Teachers' Association

Funded by:

- Alberta Tourism, Parks and Recreation
- Alberta Education
- Alberta Health



What can you accomplish in 2 minutes?





Activity Permissive Learning Environments

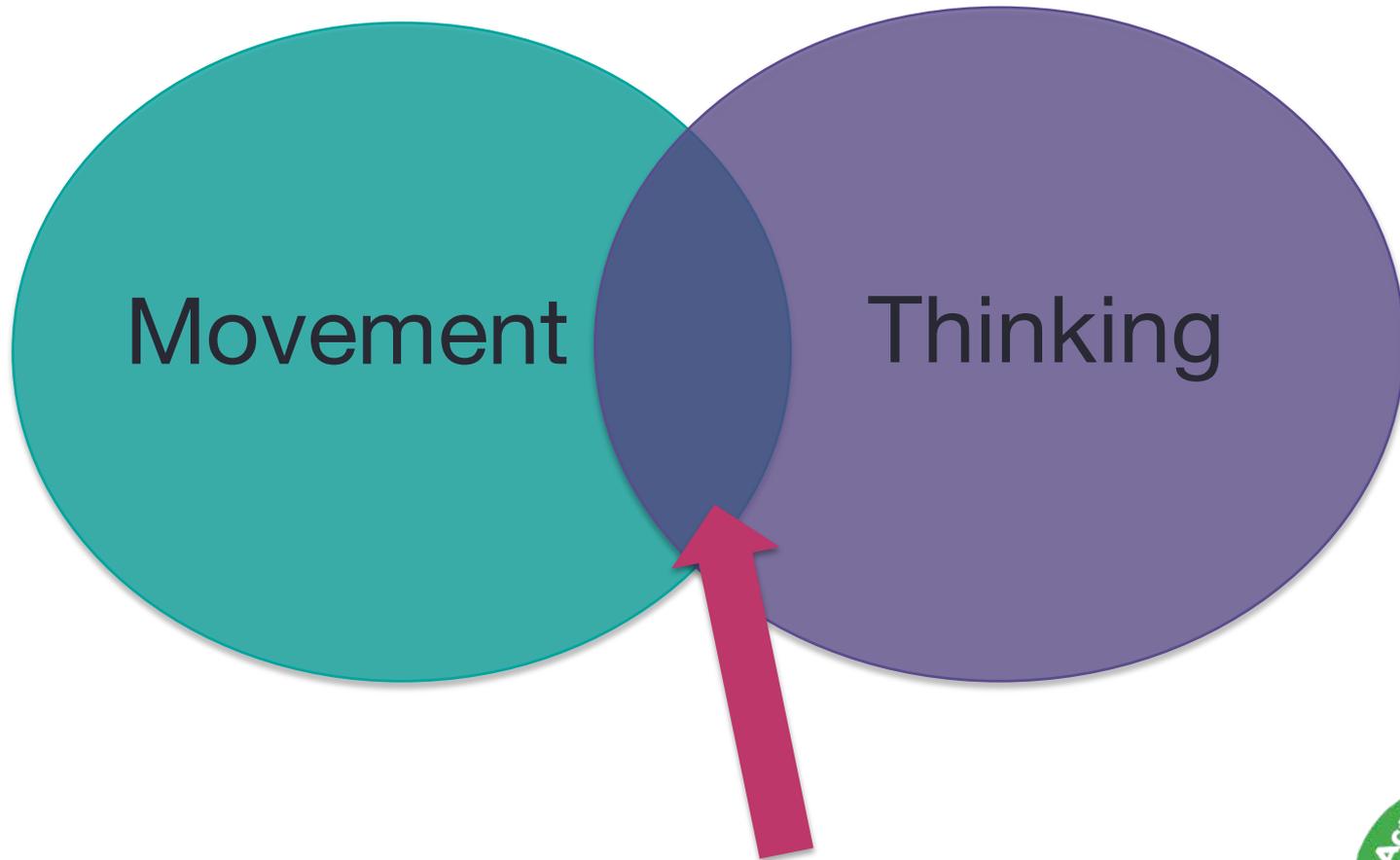
Activity promotes learning!



Movement

Thinking









Learning modalities

- **There are numerous ways students can learn. Movement Learning or “kinesthetic” learning is one of those modalities**





GUIDELINES

For optimal health benefits, children and youth (aged 5–17 years) should achieve high levels of physical activity, low levels of sedentary behaviour, and sufficient sleep each day.

A healthy 24 hours includes:



SWEAT

MODERATE TO VIGOROUS PHYSICAL ACTIVITY

An accumulation of at least 60 minutes per day of moderate to vigorous physical activity involving a variety of aerobic activities. Vigorous physical activities, and muscle and bone strengthening activities should each be incorporated at least 3 days per week;

STEP

LIGHT PHYSICAL ACTIVITY

Several hours of a variety of structured and unstructured light physical activities;

SLEEP

SLEEP

Uninterrupted 9 to 11 hours of sleep per night for those aged 5–13 years and 8 to 10 hours per night for those aged 14–17 years, with consistent bed and wake-up times;

SIT

SEDENTARY BEHAVIOUR

No more than 2 hours per day of recreational screen time; Limited sitting for extended periods.

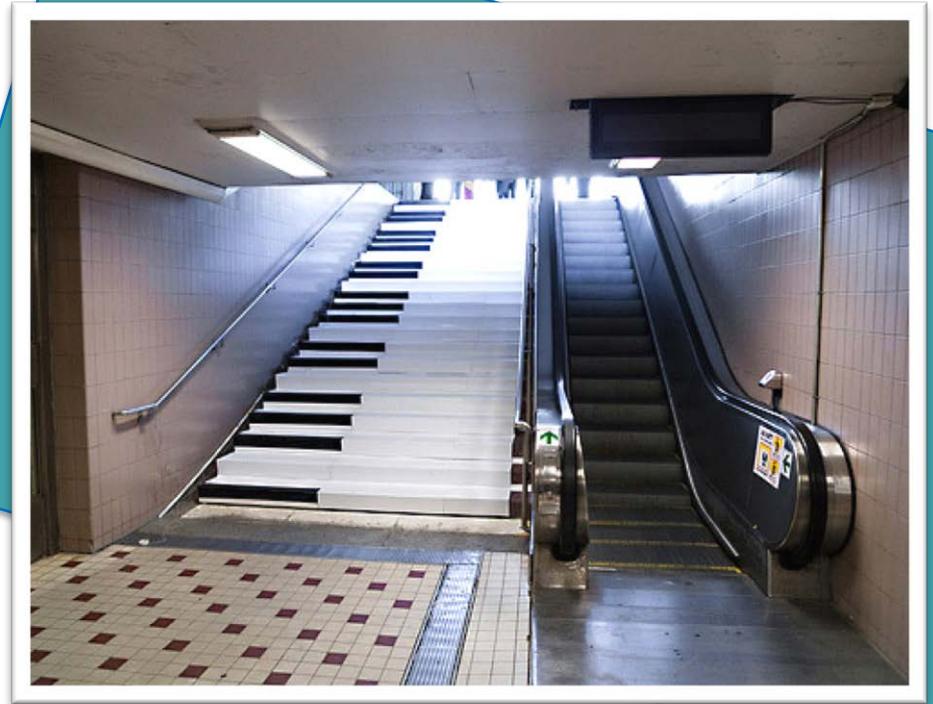
Preserving sufficient sleep, trading indoor time for outdoor time, and replacing sedentary behaviours and light physical activity with additional moderate to vigorous physical activity can provide greater health benefits.

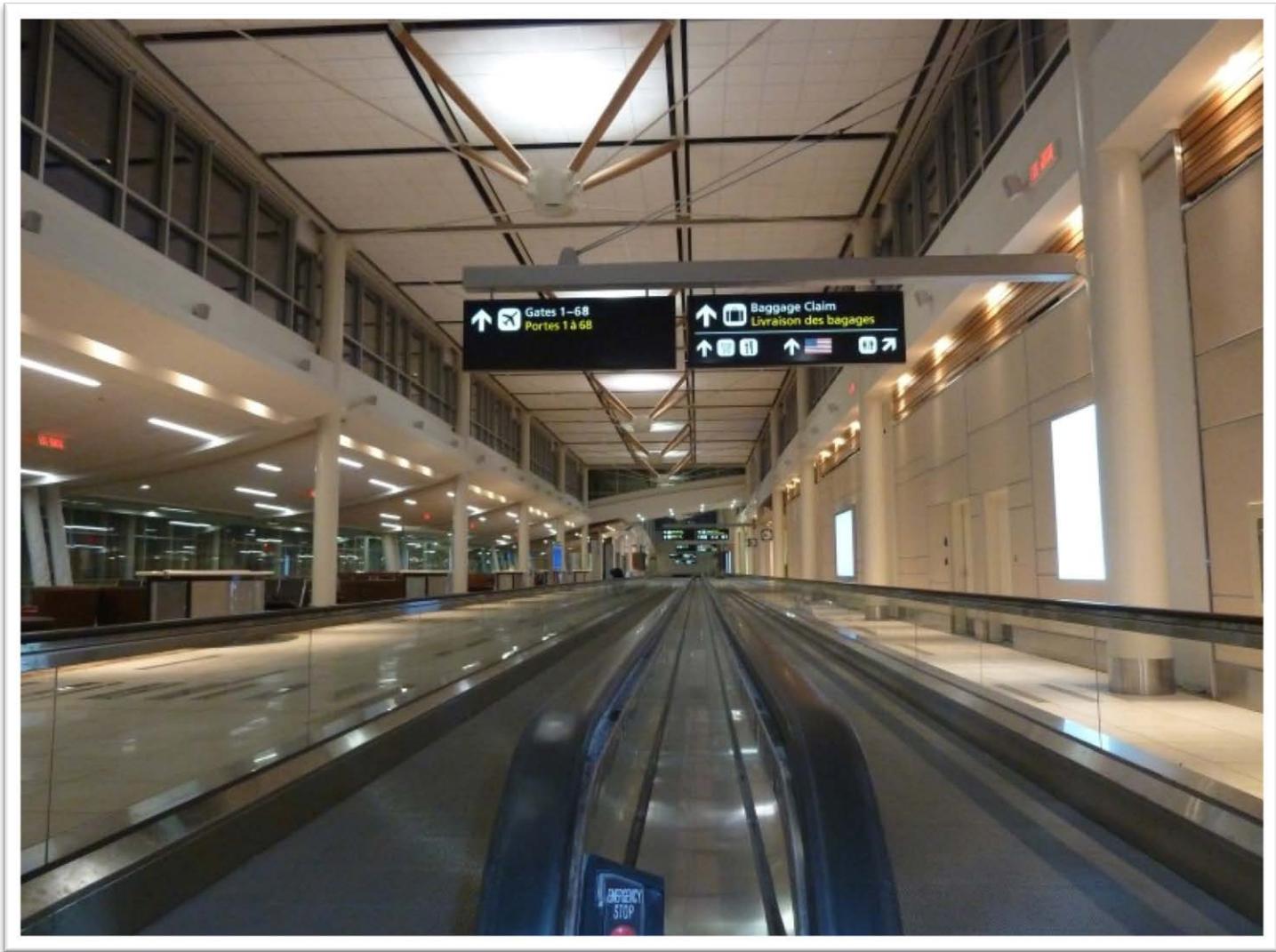


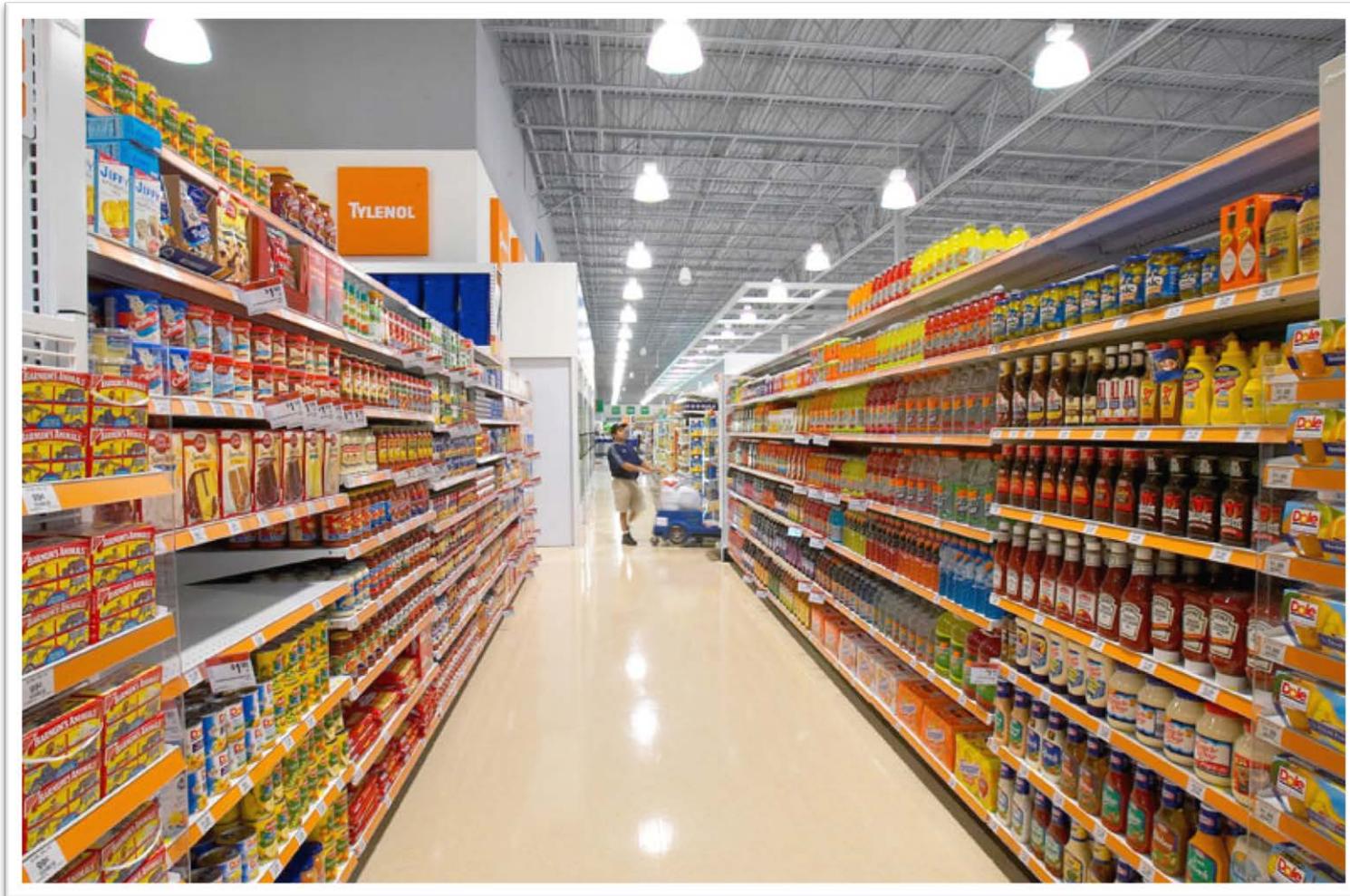
Activity Permissive Learning Environments

Environments shape behaviour!

<https://www.youtube.com/watch?v=2IXh2n0aPyw>



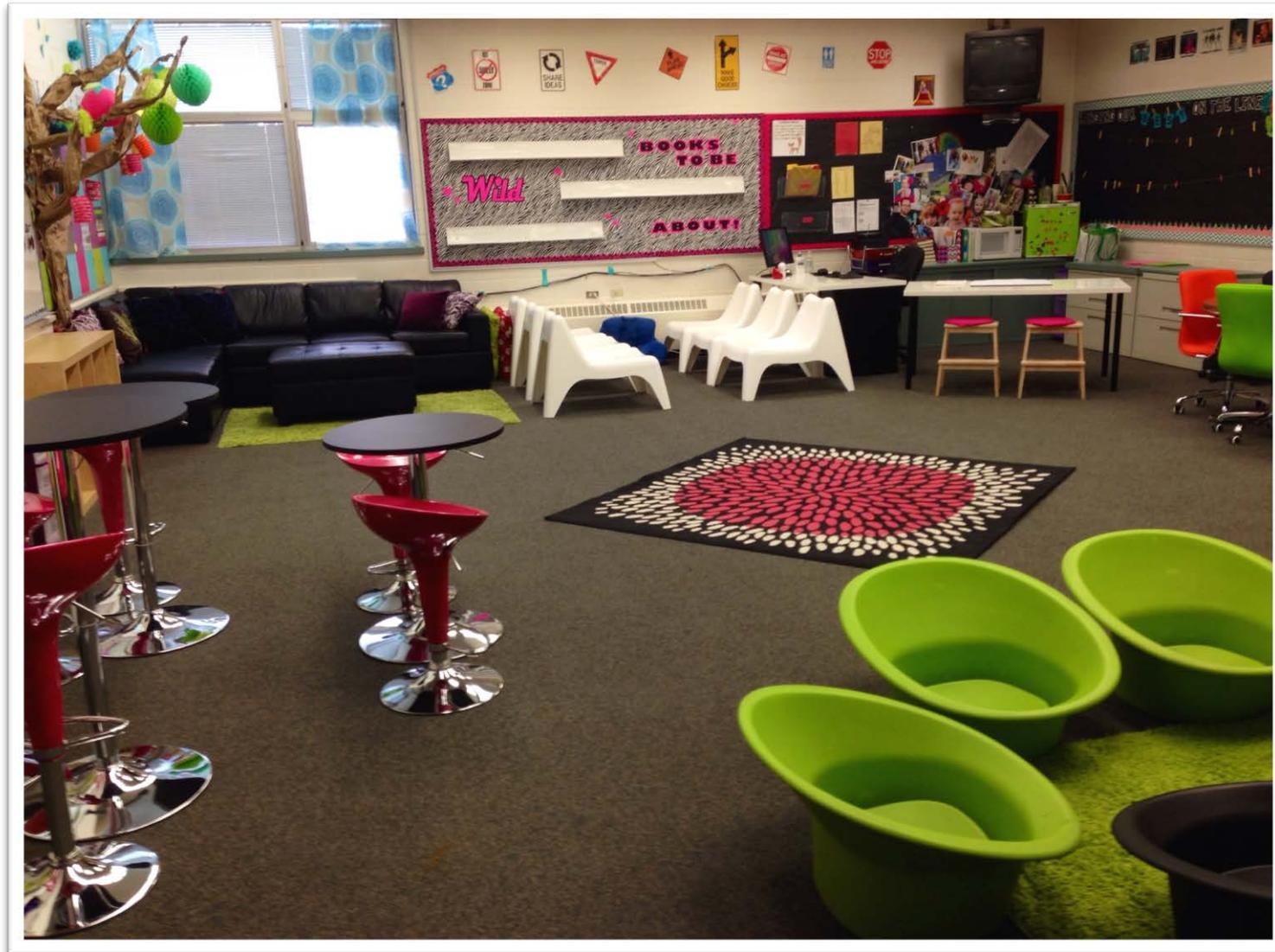


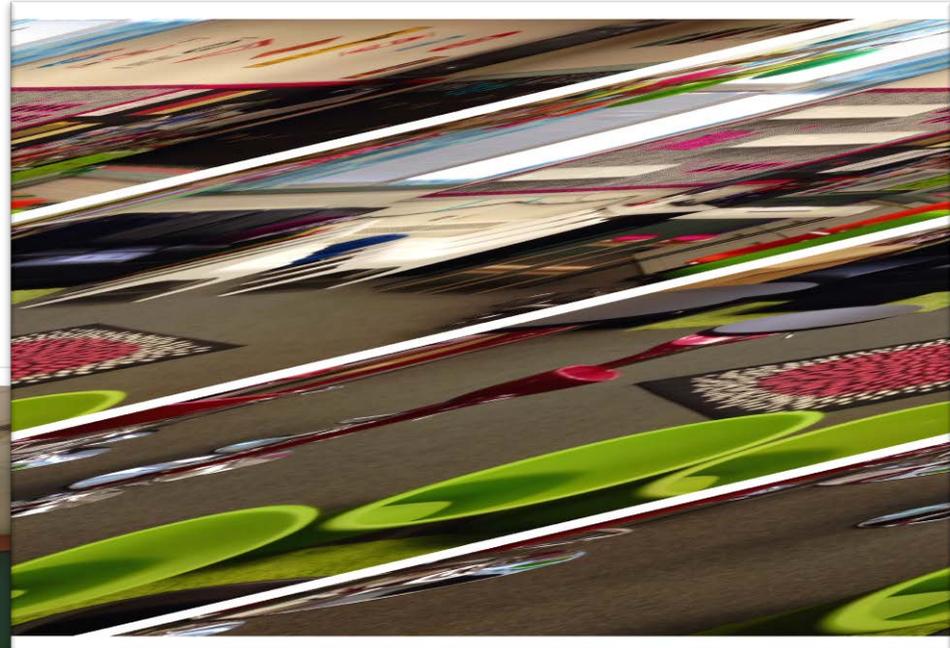
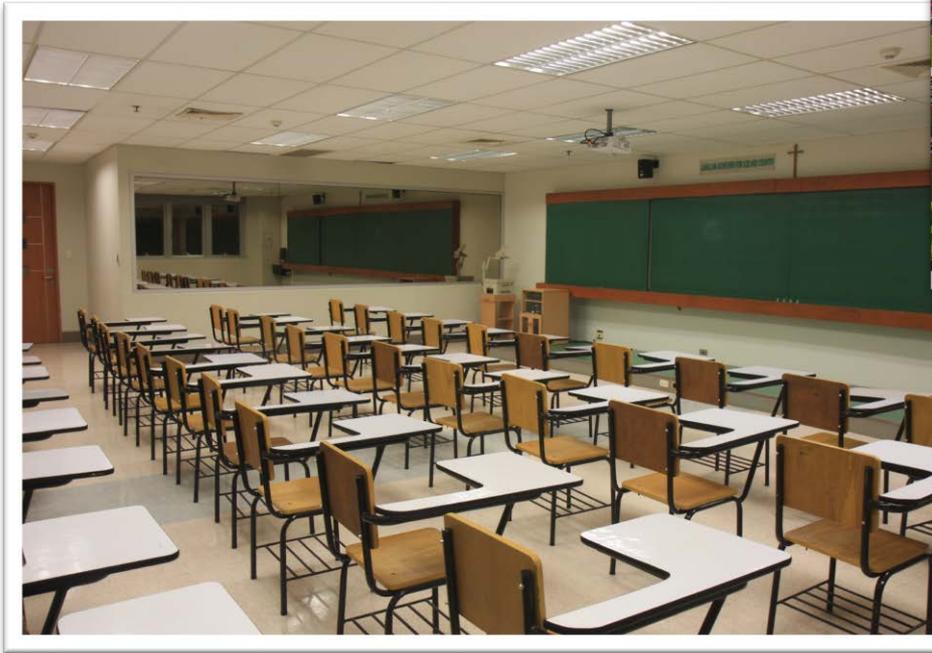












Why?

APPLE

2

Our environments shape our behaviour,
and therefore our health

Physical

Legal/
policy

Economic

Social/
Cultural



21st Century Spaces for 21st Century Learners

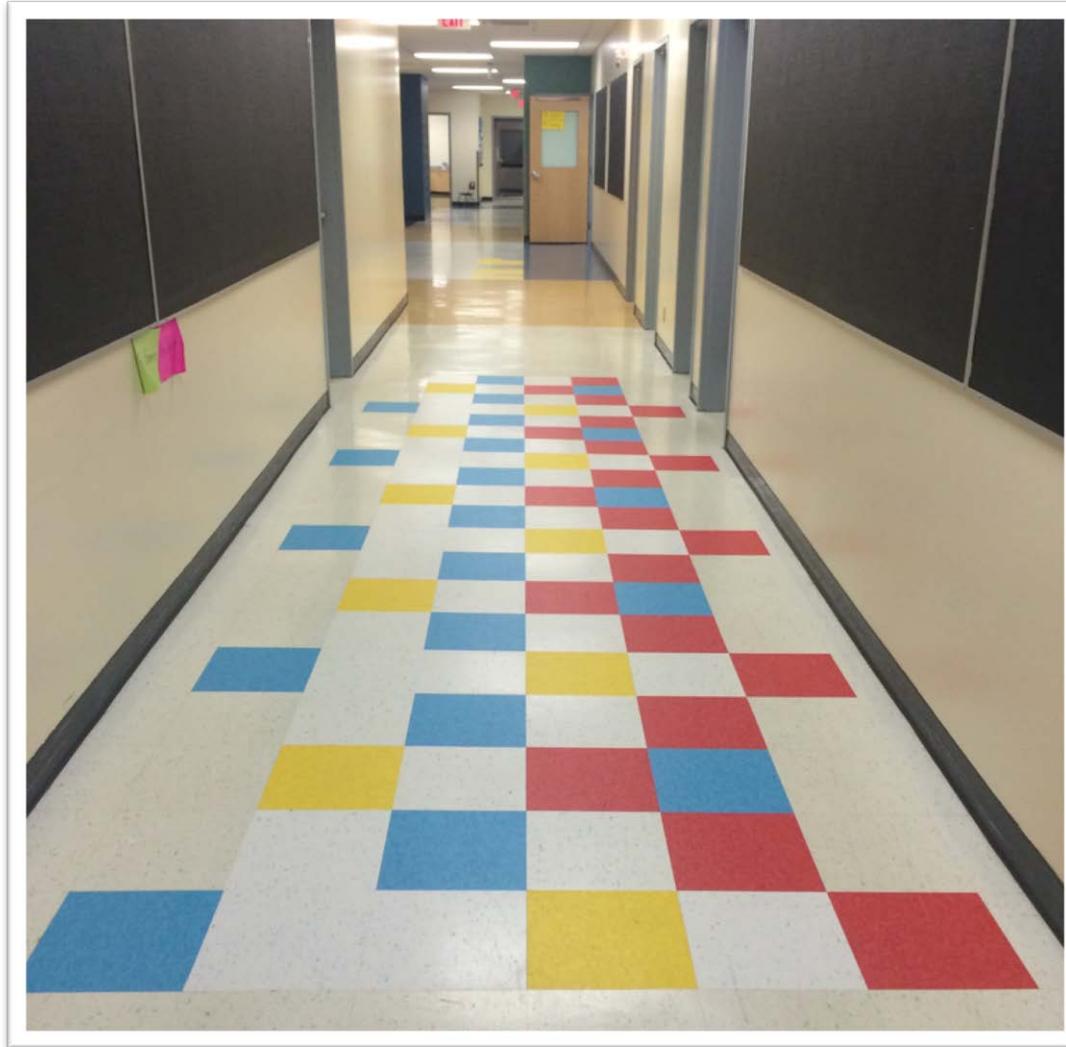
Ultimate aim is to create healthy learning environments in Alberta schools through support at policy and practice levels

Don't Walk in the Hallway → Increase physical activity through coloured floor tiles

Don't Sit Still in Class → Reduce sedentary time and promote natural and spontaneous movement through active classroom design



Don't Walk in the Hallway



Find Your Fitness

- Yellow = Push Ups
- Red = Squats
- Blue = Jumping Jacks
- Green = Stork Stand



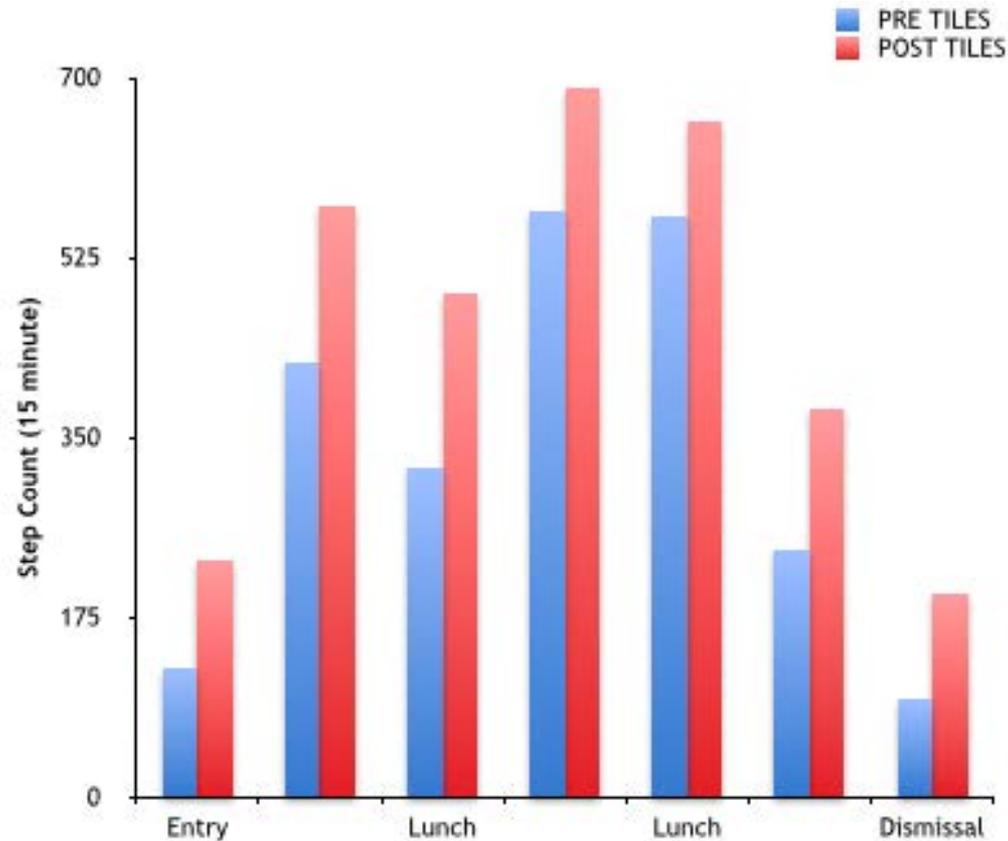
- **Break – 15 min**



Don't Walk in the Hallway

Significant increase in steps was observed

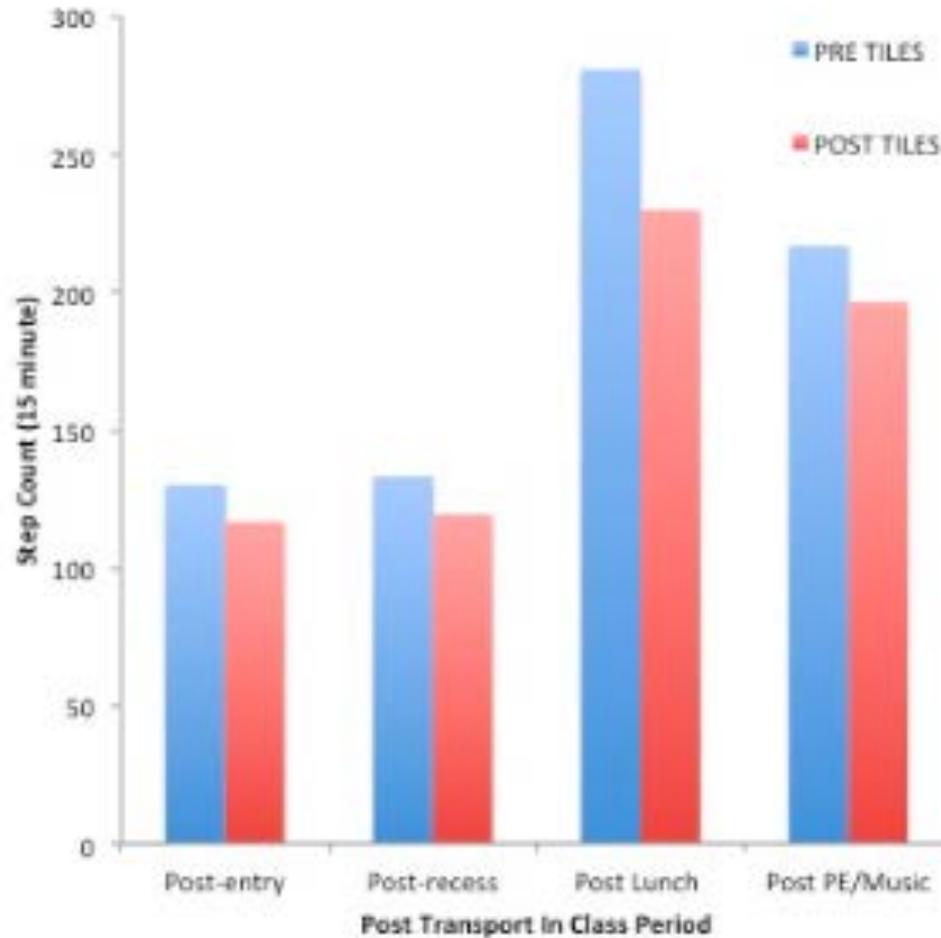
872 steps per day



Don't Walk in the Hallway

Decrease of 99 steps was noted during class time

Time on task behaviour

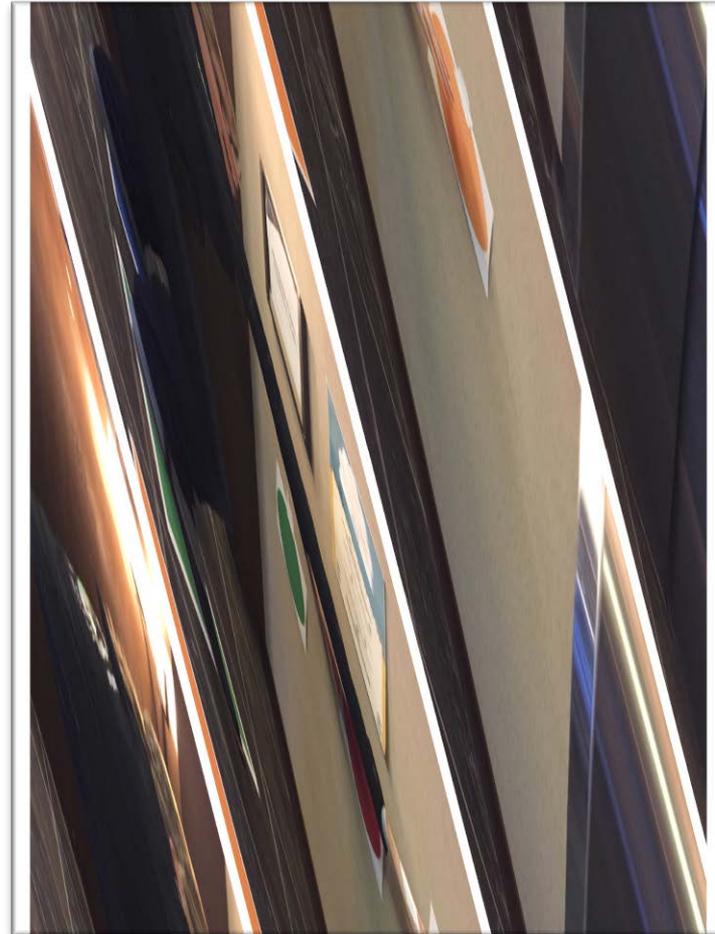
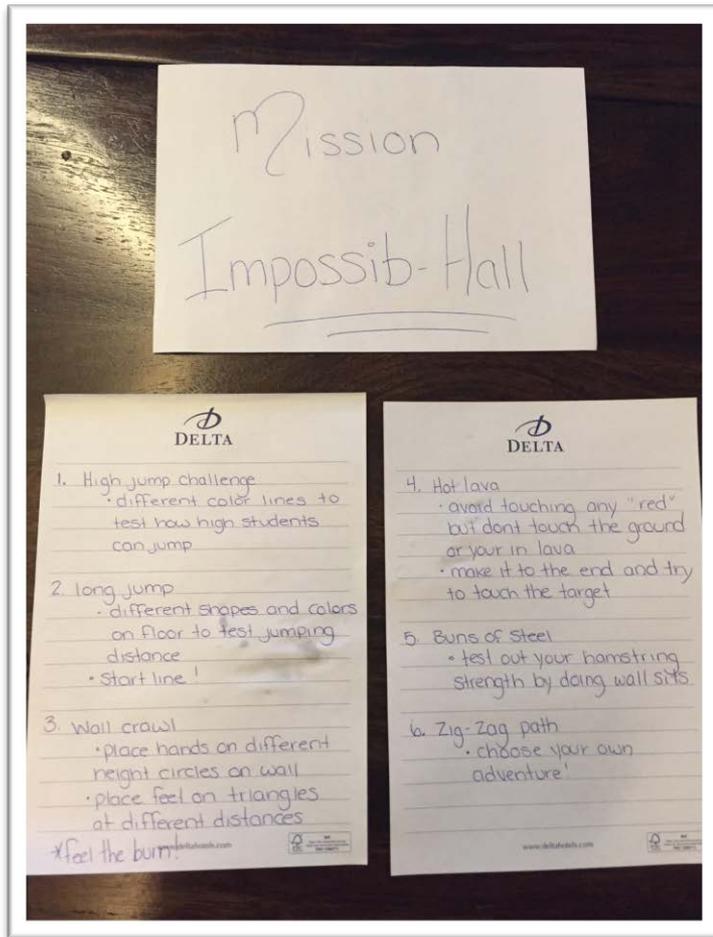


Don't Walk in the Hallway Resource

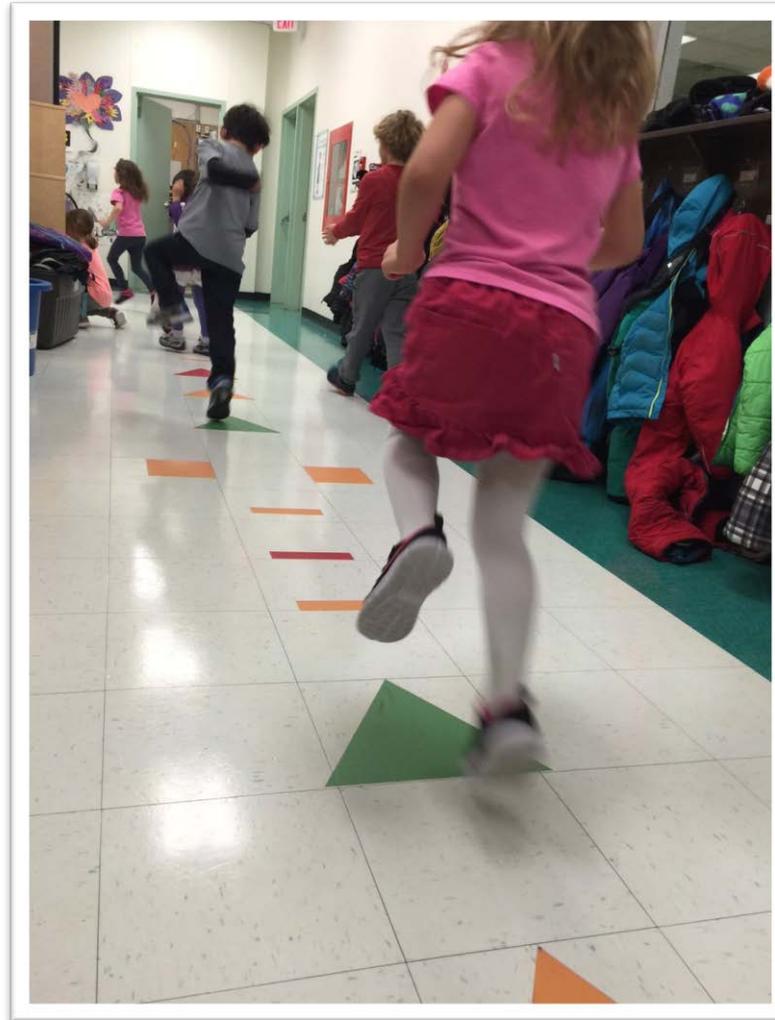
- 64 Semi-permanent decals
- Handbook
 - Conversation kit
 - A comprehensive school health approach
 - Pattern starting points
 - Energizer ideas
 - Curriculum links
 - Evaluation plan
 - Online supplement



Don't Walk in the Hallway Resource



Don't Walk in the Hallway Resource



- **Break**



Activity Permissive Learning Environments

Time to play!



Today's Play Task:

- Groups of 4-5
- Design a pattern
- Develop a game or a ***cross curricular*** lesson by using the tiles to reach an outcome
- 15 minutes
- Share with Group

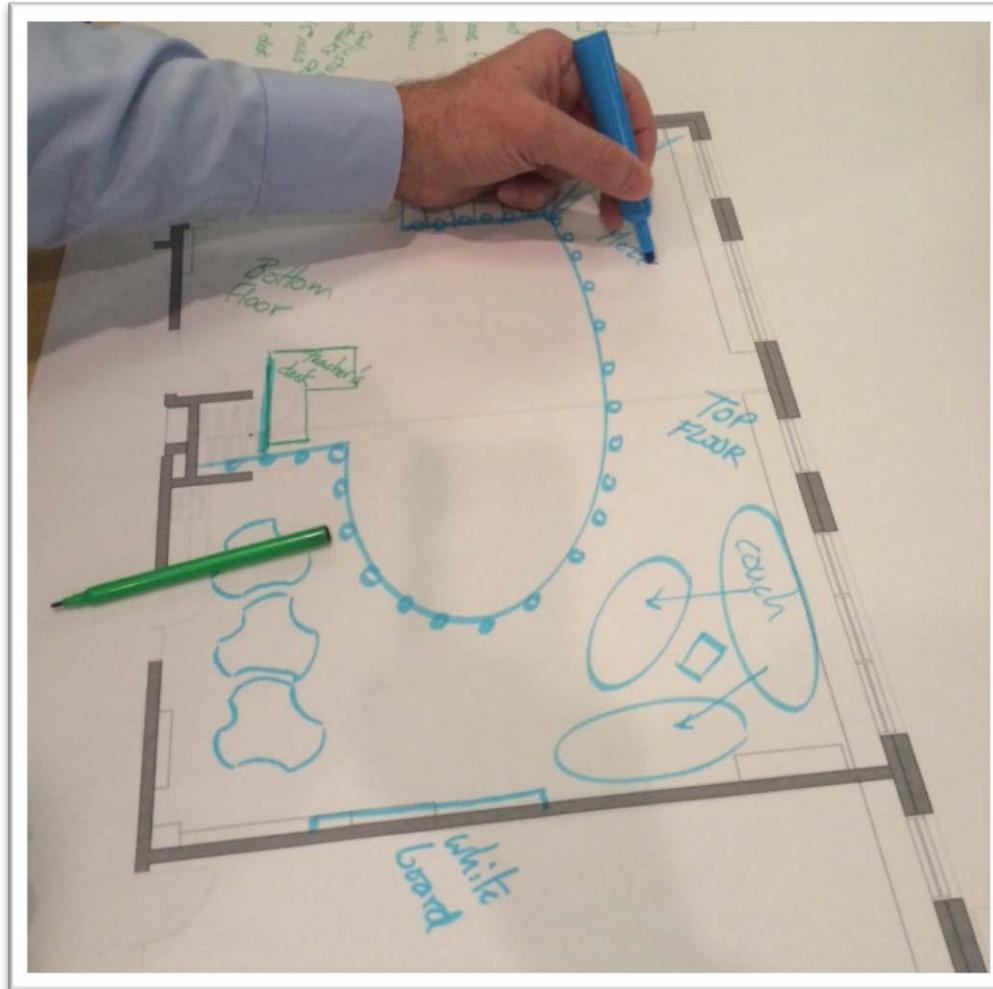


Don't Sit Still in Class

- Independent health risks for inactivity and sedentary behaviour
- Promotes spontaneous and natural movement
- Untethered, recoverable spaces
- Active body, active brain
- Postural Development

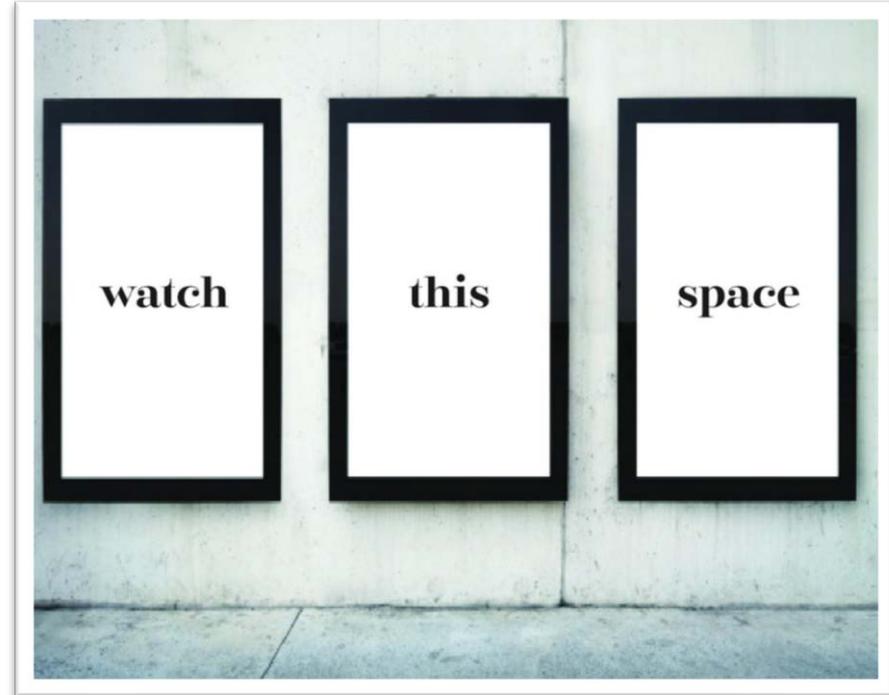


Don't Sit Still in Class



Don't Sit Still in Class

- Build a compelling case for classroom equipment budgets to be allocated differently



Activity Permissive Learning Environments

Moving is Fun! Time for some RPS Battle



APLE and Physical Literacy

- Components of Physical Literacy
 - Motivation and Confidence
 - Physical Competence
 - Knowledge and Understanding
 - Engagement for Physical Activity for Life



Motivation & Confident Movers

- Culture change
- Opportunities to move – public and private
- Spirit of participation
- Positive social Interactions



Physical Competence (Physical)

- Fundamental movement skills
 - Dodge, hop, skip, jump, roll, balance, kick, dribble, throw, catch, run, strike
- Align with Physical Education Outcomes
- Physiological brain development
- Reinforces concepts (repetition-based learning)



Knowledge and Understanding (Cognitive)

- Awareness of health and learning benefits
- Experience health and learning benefits
- Moving safely
- Practice self-regulation



Engagement in Physical Activities for Life (Behavioural)

- Integration across settings
- Personal responsibility for transitions
- Value moving for life
- Outside the school environment: Do students value moving after school, weekends?
- Are students respecting their peers during the activity?
- Can the activity be continuous?



Hallway Hacks

- Indoor recess
- Cross curricular use
- Combine shapes
- Dry erase markers
- Custom cut the decals
- Applying to other surfaces



APPLE on a Dime

Don't Walk in the Hallway



- Use tape, stickers, hoops, polypots or targets of any kind
- Ask students to be involved in arranging the hallway designs and patterns



APPLE on a Dime

Don't Sit Still in Class



- Elevate desks to standing height
- Create zones in your classroom, standing height, seated height, floor zones
- Visit the dollar store, clip boards and lap desks



Meaningful Next Steps

- Guidelines and standards for owned infrastructure
- Nudge PA promotion within schools by at least 2 min/day
- Be creative and open to APLE during all seasons
- Role Model – Students are always watching
- Share successes to further nudge student health and learning
- Be inspired to modify your own settings to APLE, be mindful of culture changes



Healthy Active School Symposia

Healthy Active Schools Symposia

H A S S

What do you do with an idea?

Supporting Healthy School Communities
through Student Leadership



EverActive.org/HASS
@EverActiveAB
#EASHASS

Alberta
Government

HPEC
Health & Physical
Education Council



everactive.org

#EASchat

June 1st @ 8pm MST



1. Why do you use technology in your teaching and what purpose does it serve?
2. How do we use technology as a tool to promote student thinking?
3. How can technology support inclusion?
4. What tech tools do you recommend to support student learning and why?

Ever Active Schools welcomes @MissHartl & @wellnessrf as our moderators for our June 1st #EASchat



Naomi is the PE Development & Tech Specialist of Sportime Spark



Ryan is the School Health Facilitator at Ever Active Schools



Supporting Healthy School Communities in Alberta



SHAPING *the* FUTURE

January 26th to 28th, 2017 - Kananaskis, AB



HPEC 2017 Jasper, AB.



May 11th-13th



Recipe Card Lesson Plans

Games
GRADES 7 – 9
1-1

Lesson 1 of 6

Net/Wall Games

EQUIPMENT
badminton nets » variety of nylon shuttlecocks (red, blue, green) » badminton racquets » pails » pylons

RELATED RESOURCES

- Play Practice: The games approach to teaching and coaching sports, A. Launder, 2001, www.humankinetics.com
- Alberta Badminton Association, www.albertabadminton.ca

Activity

Basic Skills	A8-6
Application of Basic Skills	

Clues that students are achieving the outcome...

“Students will select, combine and perform manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance” *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can make offensive shots by varying the placement and pace of the shuttlecock
- Students can select appropriate shots based on the position of their opponents and an airborne shuttlecock

Warm It Up
CLEAR THE FIELD

Double the number of playable badminton courts in the activity area by placing pylons along the centre service line of all badminton courts from the net to the endline to divide each court into two equal halves. Assign four students to each court and have them play *Clear the Field*. From the end line (or a modified location to meet students’ individual abilities), one student clears a shuttlecock as far as possible *directly towards* their opponents. After clearing this initial shot, the student will step *directly towards* their opponents. After clearing this initial shot, the student will step outside the court and move behind her/his partner. Meanwhile, the first player on the opposing team returns the clear shot, attempting to clear the shuttlecock to the opponents’ backcourt. The game continues with players attempting to “push back” their opponents by making deeper clearing shots. When a shot is not successfully returned, the opposite team initiates a new *Clear the Field* rally.

Safety First!
2008 Safety Guidelines page 100.

FICHES DE LEÇONS

M-3^e ANNÉE | PREMIÈRE SÉRIE



UN TOTAL DE 36 LEÇONS
réparties dans six unités de six leçons, dont cinq unités portent respectivement sur chacune des dimensions du programme d'éducation physique de la maternelle à la 12e année de l'Alberta (danse, jeux, types de gymnastique, activités individuelles, milieux différents) et la sixième porte sur l'activité physique quotidienne.

CHAQUE LEÇON INCLUT :
Mise en train (échauffement préparatoire à l'activité principale de la leçon), Action (activité principale de la leçon), et Détente (récupération).



CHAQUE LEÇON EST DIRECTEMENT LIÉE
aux résultats d'apprentissage du programme d'éducation physique de la maternelle à la 12e année de l'Alberta et aux lignes directrices sur la sécurité de l'activité physique dans les écoles de l'Alberta.

www.education.alberta.ca/francals.aspx www.aicr.ualberta.ca



Ever Active Schools | www.everactive.org



Lucky 7's Resource

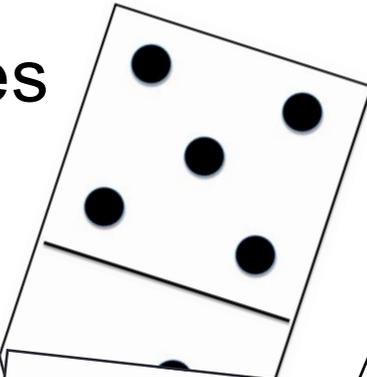


Free Resources

FITNESS DICE
WWW.EVERACTIVE.ORG/PHYSICAL-ACTIVITY-NEW

- 1 AIRPLANE BALANCE**
HOLD FOR 20 SEC
- 2 HIT THE DECK**
CONTINUE FOR 20 SEC
- 3 SUPERMAN BANANA**
CONTINUE FOR 20 SEC
- 4 RAG DOLL**
HOLD FOR 20 SEC
- 5 STAR JUMP**
CONTINUE FOR 20 SEC
- 6 FLOOR JACK**
CONTINUE FOR 20 SEC

Alberta
Ever Active Schools




Broccoli Avenue
10 squats

PUMPING it UP
A Heart Health Resource
for Grades 5 to 7



2010

Pop Over

Place bean bag on the floor and hop side to side over the bean bag with both feet together. Bring your arms up in front as you 'pop' over the bean bag.





Supporting Healthy School
Communities in Alberta

Thank You! Questions?

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Quick Survey

<https://www.surveymonkey.com/r/PL020162017>

or

goo.gl/cYQwUZ

