

**Daily Physical Activity
Early Leader School
Models**

K-9

June 2008

BEAIRSTO ELEMENTARY (SD#22) - K-7

APPROACH:

Beairsto Elementary utilized a classroom-level and school-level approach to DPA implementation, focusing on minimum 30 minute physical activity sessions per day.

Class schedule adjustments were made to integrate DPA into the school timetable. Each primary class was paired with an intermediate class for sessions in the school's "fitness studio" – an extra classroom converted into an exercise area with 3 fitness circuits. Teachers were assigned specific times each day they could use the fitness studio. Several "free" time slots were also made available for teachers to sign up their classes.

Activities were led by classroom teachers or the PE Specialist, the latter of whom would work with 85% of the classes for 45 minutes each week during PE class. Venues used for DPA included the fitness studio, gymnasium, classrooms, school field, and hallways.

SCHEDULING & IMPLEMENTATION:

- Each class was scheduled into the school's fitness studio three times a week for 30 minute sessions, and into the gym 2 times a week for 45 minute sessions (their minimum required indoor gym periods);
- Teachers allowed flexibility to fulfill DPA requirements in their classrooms too, if their allotted studio/gym times conflicted with other classroom activities;
- School assemblies were used to get the entire school active – playing music, group dance, group exercises.

ACTIVITIES & RESOURCES USED:

Typical Activities:

- Fitness Circuit
- Yoga
- Distance Running
- Wall Sits
- Strength and Flexibility Exercises
- Dancing
- Pilates
- Activity Modeling - teacher models activity and students mimic it.

Resources Used:

- Action Schools bins (ropes, balls, cones, frisbees, etc.) shared between an intermediate and a primary class
- The Fit Deck Jr. (by Phil Black)
- Fit Spots (available through Flaghouse online)

- Circuit CDs (created by the school using Garage Band on Mac computers) - contain 40 seconds of upbeat music followed by 12 seconds of dead air (used to signal rotation to next fitness circuit station)
- Fitness DVDs and videos for sign-out at school library and use in the studio.

TRACKING:

Grade 1, 4 and 7 classes completed monthly school surveys reporting how much DPA they were getting, how they felt about it and what sort of a difference they felt it made. Teachers completed a weekly DPA survey to keep administration aware of what they were doing on a weekly basis to fulfill their DPA requirements.

Surveys were collected by the principal, vice-principal and PE specialist. Student surveys were collected once a month over a three month period. Teacher surveys were collected once every two months. Student surveys were amalgamated by grade each month, and the results were processed and evaluated - final results were stored electronically. Staff surveys were evaluated to see that each teacher was meeting daily DPA requirements - staff surveys were stored in a folder.

STUDENTS WITH MEDICAL ISSUES OR DISABILITIES:

Medical Exemptions: None. Goal was to adjust activities to meet the needs of students with medical issues.

Students with Disabilities: Several Certified Educational Assistants were available to provide students with extra assistance or attention during various activities. In class, teachers adjusted activities so that all students could participate at their level. In the fitness studio, the school district physiotherapist created adapted/modified studio circuit spots to provide students with alternative options to activities that they cannot do (or don't feel comfortable doing).

COMMUNICATION STRATEGIES:

- A short DVD was created by the school's PE Specialist, showing the school in action during the course of one day. The DVD was shown at a school-wide assembly, a staff meeting, a PAC meeting, a board of education meeting, and at a principals' and vice-principals' meeting.
- Students were informed of DPA via their classroom teachers or the PE Specialist.
- Staff was kept abreast of all DPA activities at staff meetings.
- Parents were informed of school DPA plan via the monthly school newsletter (both paper and online), as well as at PAC meetings and formal meeting times. (Parent/Teacher Conferences and Student-Led Conferences).

FEEDBACK & RESULTS:

- Students are consistently saying how much they love being able to look forward to at least 30 minutes of DPA everyday.
- Teachers are also noticing positive results with their classes, while their main concern is still just trying to find enough hours in the day to make sure that they can fit in the 30 minutes.
- Parents are overjoyed to have physical activity starting to regain some prominence in elementary school.

CHALLENGES IDENTIFIED:

None.

WHAT WORKED:

The school decided to use what it has and create what it did not have to meet DPA requirements. Staff is focused on developing inexpensive and innovative ways to fulfill DPA.

The school's approach was to make DPA as simple and approachable as possible. Providing the "fitness studio" option that would meet the DPA requirements, coupled with flexibility, really worked for the teachers.

The school makes use of its fitness studio, gym, outdoor fields and classrooms. At any given time, there can be as many as 5-7 classes completing their DPA.

With DPA, the administration and PE specialist went in with the idea that this was something that was happening and so they needed to make it as user-friendly as possible. With this idea in mind and with constant discussions among school staff as to their wants, needs and ideas surrounding DPA, they have found that DPA has really had the ability to hit the ground running at their school.

CILAIRE ELEMENTARY (SD#68) - K-7

APPROACH:

Cilaire Elementary utilized a classroom-level and school-level approach to DPA implementation, including weekly school-wide runs, daily PE classes and various classroom activities. Some class schedule adjustments were made, particularly for Kindergarten and K-1 classes. Some of the gym classes were scheduled for the afternoon when the Kindergarten students were gone, so time was added to the morning to ensure Kindergarten student's received their 15 minutes of DPA.

Activities were led by the principal, teachers and student leaders. Venues used for DPA included the gymnasium, classrooms, school field, and playground.

SCHEDULING & IMPLEMENTATION:

- All classes did a "jump at the bell" activity 3 times a day - morning, after recess break and afternoon, after recess break.
- School wide runs every Friday afternoon (second school wide runs were planned for after Spring Break).
- Daily PE classes - school assessed what the "real" amount of time that classes are physically active during the 30 minute PE sessions to gauge what additional amount of time needed to be added to meet daily DPA requirements.
- Classes used Action Schools bins more extensively to add additional 10-15 minutes to their day to meet the DPA requirements.
- Some classes would "go out early" for structured activities on the playground prior to a recess break.

ACTIVITIES & RESOURCES USED:

Typical Activities:

- School-wide runs every Friday from 12:55PM to 1:25PM, including warm-up, run and cool down, led by principal or individual teachers;
- "Jump at the Bell" - 5-10min, 3 times a day. Jumping outside led by teachers or student leaders, then to classroom for stretching and warm-up, led by classroom teacher;
- Action School breaks throughout the day (e.g. using Action Schools DVDs);
- Extra 10 minutes prior to recess breaks for outdoor playground activity circuits, tag games or skipping;
- Regular gym class with an increase in actual time involved directly in physical activity;
- One Grade 7 class built in DPA as part of their PE and Language Arts program - students divided into pairs and assigned a day where the pair had to lead their class in 10-15 minutes of physical activity - students were marked on their oral presentation as well as their choice of activities and organization;

Activities generally took place in the classroom or outside, unless during scheduled PE, and were generally led by classroom teachers;

Resources Used:

- Action Schools bins - lots of easy access materials
- Action Nanaimo
- Playground

Healthy Buddies was also used, although students were becoming “bored” with that program.

TRACKING:

A school template was created that allowed teachers to submit the amount of time in PE class, doing Action Schools activities, or other ideas. Information collected included amount of DPA per day, what type of activities were employed, and feedback on any challenges faced.

Teacher DPA logs were submitted to the principal every two weeks. Each DPA log sheet was tracked for 2 week time frames. DPA logs were collected and organized by the principal and stored in a DPA binder.

STUDENTS WITH MEDICAL ISSUES OR DISABILITIES:

Medical Exemptions: None. If there was an illness/injury, the activity was modified for the child.

Students with Disabilities: Intensity and duration were modified for students who had physical disabilities – one with rheumatoid arthritis and one with MS/scoliosis. An EA would stay with them during more intense activities to help monitor as the students are young and want to give 100% - part of the goal was to help them self-monitor and know when to slow down.

COMMUNICATION STRATEGIES:

- The DPA plan was communicated to students through verbal communication and dialogue/discussion in class.
- Staff were informed of DPA updates via staff meetings, Monday morning news messages and informal conversations.
- Parents were informed of DPA updates via PAC meetings, SPC meetings, notices sent home with students, and school newsletters.

FEEDBACK & RESULTS:

- Greater acceptance by the students regarding increased level of physical activity;
- Students showing real pride in their improvements and recognition for improving;

- Students tend to be upset when missing out on PE or have not had the physical activity for the day;
- Students can do the activity longer without stopping – seeing a real improvement in fitness levels;
- Calmer behaviour in the classroom after the activity;
- Students are keen to improve their fitness and are less fidgety in class;
- Staff has been very supportive;
- Some parents do join in when present – on jumping, school walk/run, etc.

CHALLENGES IDENTIFIED:

- Limited budget to supplement and replace activity equipment
- Having sufficient staff expertise to address DPA requirements
- Finding time to meet demands on teachers and administrators, in addition to DPA
- Incorporating more "whole school" initiatives for the mid-year pilot initiative as class schedules were already set
- Finding additional indoor spaces for activity – gym is in full use and, being an older three storey building, some activities (e.g. jumping) may disturb other classrooms
- Keeping materials “fresh” to keep students interested
- Court ruling regarding charging students for field trips

WHAT WORKED:

- Using a variety of activities and resources to keep students interested – e.g. Action Schools, Action Nanaimo, etc.

FUTURE PLANS:

School administrators plan to integrate more "whole school" activities (e.g. second weekly school-wide run, likely Wednesday mornings from 11:40 a.m.-12:00 p.m., and may add an additional section to the school report card for DPA participation.

Larger goals would be to purchase more "lifestyle" equipment (e.g. yoga mats, exercise balls), and TVs/DVD players for all classrooms to quickly access exercise DVDs, budget permitting.

DISCOVERY PASSAGE ELEMENTARY (SD#72) - K-6

APPROACH:

Discovery Passage Elementary utilized a classroom-level and school-level approach to DPA implementation, including daily school-wide walk/jog/runs, regular PE classes and various activity options for students. Some class schedule adjustments were made – for example, 1 hour of ballroom dancing for Grade 5/6 students on Mondays and Wednesdays during the month of February.

Activities were led by classroom and PE teachers. Venues used for DPA included the gymnasium, classrooms, and outside on the school grounds.

SCHEDULING & IMPLEMENTATION:

- Entire school participates in a walk/jog/run for 15 minutes every day before recess, weather permitting. During poor weather, school-wide activity is aerobics in the gym or exercise in classrooms;
- All Grade 4-6 students involved in intramural volleyball and basketball;
- Most Grade 5/6 students involved in extracurricular volleyball and basketball (games and practices) or in the school running club;
- Regularly scheduled PE classes;
- 1 hour of ballroom dancing for Grade 5/6 students on Mondays and Wednesdays during month of February;
- Basketballs, soccer balls, tetherballs, skipping ropes and hula hoops made available to students during recess and lunch and used all of the time. Students are also always playing four-square and using the climbing apparatus outside.

ACTIVITIES & RESOURCES USED:

Typical Activities:

- 15 minute school-wide walk/jog/run in surrounding neighbourhood every day, before the long lunch recess, led by all teachers. Substituted with aerobics in gym on rainy days;
- Various activities at scheduled times throughout the day/week led by classroom teachers. Activities included scheduled PE classes, in-class armchair aerobics and classroom exercise programs, and physical activities in the gym or outside;
- Kindergarten focused on daily stretch poses, daily leg movements, outside play and gym games/exercises;
- Grades 1/2 students engaged in outside play with equipment when weather permitted;
- Grades 4/5/6 students engaged in intramural programs;

Resources Used:

- Act Now Resource Book;
- Action Schools BC Planning Guide;

- Active Playground;
- Healthy Opportunities for Primary;

Some teachers tried Yoga Kit For Kids, but had trouble demonstrating some of the positions.

TRACKING:

Amount of time spent doing DPA tracked on tally sheet of scheduled and extra activities, and in daybook.

Principals collected tally sheets once per week. Teachers collated and stored DPA information in their daybooks.

STUDENT PARTICIPATION:

Medical Exemptions: One student has arthritis and often had to sit out of the daily walk/jog/run. The student participated when she could.

Students with Disabilities: N/A

COMMUNICATION STRATEGIES:

- The DPA plan was communicated to students through a school assembly and the school newsletter;
- Staff were informed of DPA updates through staff meetings, the school assembly and the school newsletter;
- Parents were informed of DPA updates via the school newsletter and PAC meetings.

FEEDBACK & RESULTS:

- Classroom calmer and much more focused;
- Calming effect on students after activities;
- Better student behaviour;
- Improved performance (Challenge results);
- If PE held first thing in the morning, those students who normally could be 'off task' and demonstrate behaviour issues seemed more focused after physical activity.

CHALLENGES IDENTIFIED:

- Minor timetable constraints
- Small gym
- Classrooms too small for a lot of exercises
- Limited equipment for DPA purposes

WHAT WORKED:

In the busy day-to-day activities of a classroom, it would appear that it could be very easy to 'forget' to do DPA. Also, the gym schedule may not be such that 'drop-in' times really work effectively. For these reasons, would recommend that DPA be at a scheduled time in most instances.

FUTURE PLANS:

Future plans include further scheduling of days/times for DPA activities.

SIMONDS ELEMENTARY (SD#35) - K-7

APPROACH:

Simonds Elementary utilized a classroom-level approach to DPA implementation that did not require class scheduling adjustments; individual teachers may have adjusted their own schedules to accommodate their planned activities but there was nothing adjusted on a school-wide basis. Some classes chose to do their activities together so they both adjusted their own schedules so that it could happen (i.e. "buddy classes").

Individual teachers led their own classroom activities. There were times when two classes were together and then, often, one teacher led the activity and the other teacher was in a support role handling classroom management issues. Venues used for DPA included the gymnasium, classrooms, multi-purpose room, and outside on the school grounds.

SCHEDULING & IMPLEMENTATION:

- All of the classrooms participate in outdoor walks, however individual classrooms select their own time, place and activity (most teachers went out first thing in the morning, or just before recess or lunch);
- Teachers were made aware that they could split up the daily DPA requirements as long as they use minimum 10 minute sessions (most elected to go with 30 minute or longer sessions);
- Multi-purpose room set up for yoga and aerobics.

ACTIVITIES & RESOURCES USED:

Typical Activities:

- Outdoor classroom walks around the school and in the community (parents filled out "blanket" permission form that allowed teachers to walk with their students off the school grounds);
- There were four Tuesdays where 96 of the intermediate students participated in a skiing and snowboarding program at Mount Seymour. The balance of the students went swimming twice and skating twice to insure that the DPA occurred for them too;
- Yoga in multi-purpose room (room set up with CD player with yoga music, class set of mats, yoga instructions mounted onto tag board with a ring through them and hung on the wall along with posters of yoga poses);
- Aerobics (in-class chair aerobics developed by Action Schools, TV mounted in ceiling of multi-purpose room with Action Schools Fit Kids DVD ready to go);
- Strength exercises using resistance bands (buckets of resistance bands made available to classes in multi-purpose room);
- Action Schools exercises (buckets of Action Schools materials placed on shelves of multi-purpose room);
- Skipping in the gym as part of the "Jump Rope for Heart" initiative;

Resources Used:

- Action Schools Kits - These were already in the school and available, and were particularly developed for use outside of the gym so the materials could be used in classroom;
- Energy Blasts – These are short and also have names so they can be assembled into individual classroom workouts;
- Fit Kids Videos – The teacher can plug them in and the kids can follow. These are also short and don't require a large amount of room;
- Bins of resistance bands of different sizes were made available for primary and intermediate students;
- The DPA Resource Package – There were ideas that could be used in the classroom, did not require the gym facility and required a minimum of teacher instruction time;
- Parents donated a class set of umbrellas so that students and staff could walk outside rain or shine;
- A resource duo-tang was put together for each teacher. It was categorized into activities for strength, endurance and flexibility and gave suggestions for long and short workouts.

TRACKING:

Individual student data was not collected. Instead, we collected class data on how many minutes of DPA students engaged in each day, and whether the activity they selected enhanced, strength, flexibility or endurance. Individual teachers kept track of this information in a duo-tang.

The school's DPA teacher leader collected class information from teachers every five weeks. Information was stored electronically and a spreadsheet was created to represent class participation.

STUDENT PARTICIPATION:

Medical Exemptions: None. We chose activities that every child could participate in regardless of their physical disabilities or health concerns. Children were taught to make their own adaptations to particular aspects of the exercises but none were encouraged to not be involved.

Students with Disabilities: Students with disabilities participated with their classmates with the same kind of adaptations that are made for other aspects of their education. They would do some things with help or would be escorted if need be.

COMMUNICATION STRATEGIES:

- Students were informed of the DPA plan via their classroom teachers;
- The teacher leader and the principal had conversations with the staff at staff meetings regarding DPA updates, and also provided the resource duo-tang;

- The school newsletter presented DPA ideas and highlighted various activities which kept parents informed, in addition to PAC meeting reports.

FEEDBACK & RESULTS:

- The younger students are learning more about their community. A grade three class walked over to the high school and had a visit and a picture with the principal;
- Students are enjoying walking and talking;
- Teachers are noticing that their classes are more settled and focused during working and instructional time;
- The teachers have noticed that the kids have “bought into it [DPA]”. When the daily schedule is posted the first thing students check is when the physical activity will take place today. If it’s not on the schedule they complain;
- Teachers are noticing that they have a better relationship with students, especially with some kids, because they have a chance to walk and talk with them;
- Teachers are getting more collaboration time because they can walk and talk together while they are walking with their class;
- A lot of parents are coming and participating in the physical activity, especially in those classes where it takes place first thing in the morning.

CHALLENGES IDENTIFIED:

- Time-consuming to source out available DPA resources.

WHAT WORKED:

All the activities that were chosen were selected because they required virtually no teacher instruction other than modelling. The students didn’t have to wait to receive instructions and the teachers were not having to learn to “teach” a whole new set of activities.

A lot of planning was done ahead of time so they didn’t try things that didn’t work. There were some ideas that might not have worked so they weren’t pursued. For example, school-wide intermediate and primary aerobics was discussed but it was decided it would become too dependent on the teacher who was leading. It would’ve also meant that it would require a schedule and any interruptions would’ve meant that students wouldn’t get their DPA that day.

The school intentionally promoted activities that did not require a lot of equipment to make it easier for teachers thereby increasing the possibility of happening.

Allowing teachers to work with their own classrooms allowed the school to overcome potential staffing and scheduling challenges. Having a multi-purpose room and empty classrooms in the school provided a variety of available venues for DPA.

The school has had a good physical education program that has been focused on a wide range of physical activities. Because of this philosophy the school has a well-balanced and well-stocked inventory of equipment.

The resource duo-tangs for teachers were good because they were not overwhelming, but gave teachers basic ideas to make DPA work without creating a lot of work for them.

Action Schools bins were a huge help - without them teachers would have had a challenge financially.

The DPA pilot has been largely successful at Simonds as implemented. The staff, students, and parents in the school community have been very supportive. It has been very helpful to have a teacher who has been willing to assume leadership in the implementation of this initiative.

RED BLUFF LHTAKO ELEMENTARY (SD#28) - K-7

APPROACH:

Red Bluff Lhtako Elementary utilized a classroom-level and school-level approach to DPA implementation, primarily focused on scheduled daily PE and the Healthy Buddies program to fulfill DPA requirements. Some classroom schedule adjustments were made – the school’s PE schedule was used as the starting point in September. In September, the school completed the gym schedule BEFORE doing any other school scheduling (ie. library, computer time) or individual class scheduling.

Activities were led by classroom teachers, a youth care worker, and the school principal. Venues used for DPA included the gymnasium, classrooms, the school grounds and alternate locations (the school accesses community resources sometimes for PE and sometimes for additional activity - ie. skiing, swimming, skating, bowling, rock climbing, curling).

SCHEDULING & IMPLEMENTATION:

- Scheduled daily PE for every class in order to meet the DPA requirement. We have 10 divisions in our school and by breaking the PE schedule into 40 minute blocks, we were able to get all classes scheduled daily;
- We have two classes scheduled in the gym for three of the blocks each day. Buddy classes go down to the gym and do “fitness circuits” during these times. The buddy classes put older and younger students together, set up through the Healthy Buddies program structure. Our entire school is participating in the Healthy Buddies program;
- Individual teachers at our school place importance on physical activity and movement so many also incorporate physical activity above and beyond the required DPA into their classroom schedules (e.g. movement breaks throughout the day) but this is not something that we monitored or tracked;
- Additional school level activities across all grades (although they are not part of the required “DPA”, we value activities and learning that place emphasis on health including nutrition and physical activity):
 - Primary skating;
 - Swimming, grades 4/5;
 - Curling, grades 5-7;
 - Downhill skiing, grades 6/7;
 - High extra-curricular participation in volleyball, basketball, cross country running (119 students out of 222);
 - Intramurals

ACTIVITIES & RESOURCES USED:

Typical Activities:

- DPA requirements were generally fulfilled through daily PE and the school-wide Healthy Buddies program (1 x 30 minute physical activity session per day);

- Outdoor/playground activities at recess/lunch - four square, skipping, snowshoeing, tag games, wall ball, tetherball, soccer etc;
- Intramurals (one or two times a week) take place at lunch and other activities take place after school (volleyball, basketball, cross-country running);
- Field trips - gymnastics, skating, swimming, skiing, curling, rock climbing, bowling;
- Action Schools activities;
- Brain gym;
- Teacher created activities/games;

Resources Used:

- Healthy Buddies
- Action Schools Resources
- Dance - Step Lively
- BCTF lesson aides
- CAHPERD
- Brain Gym

TRACKING:

Since DPA requirements were met mainly through PE; classroom teachers tracked participation in DPA by their PE attendance.

Information was not collated or stored.

STUDENT PARTICIPATION:

Medical Exemptions: None. Teachers made adaptations so that all students can participate in the least restrictive way for their needs.

Students with Disabilities: Adaptations were made for all students with physical disabilities at our school.

COMMUNICATION STRATEGIES:

- Students were informed of the DPA plan via the Student Leadership Council, classroom teachers and announcements;
- Staff were informed of DPA updates via staff meetings and memos;
- Parents were informed of DPA updates via school newsletters, PAC meetings and the Monthly Principal's Report.

FEEDBACK & RESULTS:

- Students, staff and parents are happy and supportive of daily physical activity and recognize the value of it.
- Teachers have stated that DPA has a positive effect on classroom behaviour.

- Students are more settled and are able to focus better on their work once they have had the opportunity to move. Many teachers at the school prefer having PE first block in the morning and compete for this scheduled time.
- Teachers also notice the over level of student fitness is better now than it was in September.
- The teachers have commented that Healthy Buddies is a superior resource.

CHALLENGES IDENTIFIED:

- Limited budget for purchasing PE equipment and accessing community facilities.
- Providing resources (\$) for training staff and teachers – e.g. on understanding the differences between DPA and PE, how to plan and implement DPA effectively, etc.

WHAT WORKED:

Healthy Buddies is a program that provides peer-taught lessons and promotes not only student physical development but also nutrition, healthy choices, inter-personal and intra-personal skills. The Healthy Buddies program has made REMARKABLE changes for our school community. The interaction on the playground has evolved to be much more inclusive this year with older, younger students. The students are ALL busy and active during all play times. Students are not standing around. Even in grade 6 and 7!

We cannot say enough good things about the Healthy Buddies program. The Healthy Buddies program is a resource that has been funded and developed to be used over the course of a school year. There is MUCH potential for this resource to be expanded to allow teachers to continue to use the program over consecutive years with variety in fitness circuits and review or continuation of the peer lessons.

We are fortunate to have a supportive PAC who is willing to use its money to cover bussing costs for physical activity excursions to community facilities. These are not places that we can walk to.

The school overcame potential scheduling and space issues by doubling up classes for some PE. The school has a large gym so that scheduling two classes in the gym is feasible.

We have fully enjoyed being a pilot school for DPA. Our school (parents, students, staff) highly values healthy initiatives including physical activity, nutrition and emotional and social well-being. We believe in providing many opportunities and also modelling being active alongside our students. We have a high percentage of our teachers coaching children for extra-curricular (volleyball, basketball, cross country running) and this is a testimony to our values and beliefs about children being active.

ROGERS ELEMENTARY (SD#61) - K-5

APPROACH:

Rogers Elementary utilized a school-level approach to DPA implementation, primarily focused on offering structured recess and lunch time activities to all students. No classroom scheduling adjustments were made.

Activity leaders varied based on the particular station or activity:

- Vice-principal led yoga
- Principal-led daily hike up hill
- Outside supervisors monitored all station activities and watched carefully the more popular and high-pace games like blacktop hockey
- Student leaders led some activities that required supervision, ie: monitoring the ever-popular pogo sticks
- Some stations and activities ran themselves

Venues used for DPA implementation also varied based on the station or activity:

- Yoga in the multi-purpose room;
- Daily hike up a hill outside of the school yard (6 minutes each way);
- Dance in the gym;
- Outside activity venues included the soccer field, play apparatus, school fields and paved areas.

SCHEDULING & IMPLEMENTATION:

- Structured recess and lunch time activities for all of the grades, every day at the same time;
- 1 x 10 minutes during the 20 minute morning recess.
- 1 x 20 minutes during the 30 minute lunch recess.
- While there were little grade differences for activities used, there are schedules for grades at different stations. For example, the daily hike starts out on Monday with grade 1, and sequentially ends on Friday with grade 5. The blacktop hockey games alternate between grades K-3 and 4/5.

ACTIVITIES & RESOURCES USED:

Typical Activities:

- Christmas Hill Hike
- Tag Games
- Dance in the gym
- Yoga/Pilates in the Multi-Purpose room
- Basketball (inside and outside)
- Blacktop Hockey
- Indoor floor hockey

- Four Square
- Hopscotch
- Playground Challenges
- Action Schools! BC Circuit
- Skipping/Chinese Jump Rope
- Wall Games
- Apparatus Play
- Frisbees
- Scoops and Balls
- Lacrosse
- Pogo sticking
- Soccer

Resources Used:

- Sports equipment (basketballs, hockey sticks and balls, etc.)
- Action Schools! materials
- Playground apparatus
- Jump ropes
- Frisbees
- Pogo sticks

Initially, we had an Action Schools! BC trainer come into the school to train a group of students with co-operative games so they could be used as stations activity leaders. This worked really well in the beginning. We also had a group of students learn the game of squareball by visiting another school that plays it daily. While both of these ideas appeared to be supportive of the DPA requirements, the timing was not in sync. The training occurred well before the implementation of DPA, so the students lost the momentum.

TRACKING:

A weekly DPA survey was done in classes - teachers surveyed students to find out their participation levels (Most, some, none).

As well, we did a survey on one of the aspects of the BC Performance Standards for Social Responsibility - contributions to the school community, particularly on friendship and participation. We re-wrote the aspect for grades K-3 and 4-5 in student friendly language. The same format was used where teachers survey students. As with all surveys, the information was individually subjective.

Teachers collected the information on DPA participation in classes and the DPA team collected the school wide information once per week for 6 weeks. The team will be using the information collected in the surveys as part of our Network of Performance Based Schools action research project being done around social responsibility and the implementation of DPA.

Information was collated and stored on a survey tally-table, of which every teacher had a personalized copy.

STUDENT PARTICIPATION:

Medical Exemptions: None

Students with Disabilities: We have one student with downs syndrome, who is slightly slowed down, but not disabled physically. He takes part where he can and is guided by an educational assistant. It was reported that this student was trying the pogo sticks, which is a great feat for this child.

The principal spoke to the mother of the boy with downs syndrome to invite her personally to provide feedback to the Ministry of Education's DPA guidelines draft document about special needs students. She was delighted to have the opportunity for input and submitted her suggestions.

COMMUNICATION STRATEGIES:

- The DPA plan was communicated to students via:
 - Powerpoint at an assembly
 - Individual announcement to classes
 - Daily announcements during the beginning of DPA start-up
 - Weekly announcements
 - DPA maps in classrooms
 - DPA map on the front bulletin board in the front foyer of the school
- The DPA plan was communicated to staff via:
 - September staff meeting – initial information
 - Student powerpoint at an assembly
 - February staff meeting – informational powerpoint
 - Hype in school (bulletin boards, announcements, etc) about DPA is heard by all.
- The DPA plan was communicated to parents via:
 - September PAC meeting – initial information
 - Powerpoint at January PAC meeting
 - One page advertisement about DPA in February newsletter

FEEDBACK & RESULTS:

- We track our playground behaviour and there was a substantial drop in the number of students sent to the office in the three months of DPA implementation.
- The students have caught on and they love it.
- We had an activity “control group” of 7 students, who were all students who do not participate in recess activity and remained sedentary most of the time at recess. We selected these students at the beginning of DPA. They each began by reporting that they do not meet expectations (1) in DPA participation. By the end of the six week survey, 5 of the 7 students in the control group self-reported that they moved to fully

meeting (3) and 2 self-reported as moving from a 1 to an approaching expectations (2). This is good news!

- When the DPA pilot was introduced to the staff, it was met with frustration about having another addition to the busy day. After much exposure to the DPA idea since September, teachers were shown the same powerpoint that the PAC was shown, only one month following the implementation of the DPA. DPA was met with many questions and criticisms, as is always the case with new initiatives. The response that was given to the teachers by the principal and vice-principal was that this is not a choice and will be mandated in 2008-09 but that all the constructive feedback is welcomed so as to make the implementation of DPA as successful as possible for all impacted by it.
- The PAC was given a powerpoint presentation about DPA, created by the principal, and they were extremely supportive of DPA. After the powerpoint presentation, they offered to fund equipment for DPA, which is a clear message about their desire to see it happening for their children.

CHALLENGES IDENTIFIED:

- Attitude of teachers to committing to ‘another initiative’ regardless of the obvious benefits.
- Limited staff and scheduling issues for organizing and overseeing the various facets of DPA implementation.
- Purchasing bins and equipment.

WHAT WORKED:

The need for DPA has not caught on as yet, so we decided to find a creative way to introduce it in a more gradual manner, which the structured recess times provided.

We did not even attempt to do DPA in classrooms during the daytime, based on knowing that DPA was seen by some as an interference to the already taxed and interrupted precious classroom time. Many teachers do not understand that attitude, they know that knowledge and skills are a part of the whole child that they are educating. Many see their role being only in the core curricular areas. The paradigm shift has occurred for some and will occur for more educators as the message about health becomes stronger and more embedded within everything we do.

We hired a student teacher, on an honorarium, to assist with the planning.

We have an extremely large playground area with many opportune and diverse places to set up DPA stations. As well, we have the luxury of having a nature sanctuary (Christmas Hill) in our school’s backyard which added an additional opportunity. (Any off-school-yard site can pose as a daily opportunity). As well, we live in Victoria, where the grass is always green, so we are not hindered by snow. However, there are many enjoyable and exciting DPA snow activities that could be created.

The DPA early leader school funds and the generous PAC support allowed us to purchase physical activity equipment. We will continue to equip the school with ongoing DPA and PAC funds.

FUTURE PLANS:

As a school administrator who believes strongly in the need for daily physical activity, I appreciate and support DPA and will continue to positively promote it in my school.

CENTRAL MIDDLE SCHOOL (SD#59) - 7-9

APPROACH:

Central Middle School utilized a classroom-level approach to DPA implementation, combining regularly scheduled PE with 10 minute classroom activity breaks in select blocks as per teachers' individual discretion. No school-wide class schedule adjustments were made.

The majority of the activities are led by the classroom teacher, although some teachers have mentioned that they are working towards having the students lead DPA activities. Venues used for DPA included the gymnasium, classrooms, hallways and outside on the school grounds.

SCHEDULING & IMPLEMENTATION:

- DPA was left up to the individual teachers, but all were encouraged to participate.
- Grade 7s have 40 minutes of daily physical education at the end of the day, so a scheduled time was set for them.
- Grade 8s have 40 minutes of PE every second day.
- Grade 9s are on a semester system in our school, so each teacher decides at what point in the block they are going to do DPA. The majority are doing DPA at the end of the block. The non-math/science teachers are doing 10 minutes of DPA in their block. With four blocks a day, the students should be getting 40 minutes each day in non-PE classes. Some students will have had their 80 minutes of DPA, as PE is every second day.

ACTIVITIES & RESOURCES USED:

Typical Activities:

- Stretching
- Balancing on exercise balls
- Aerobic (30 seconds running, 1 min walk)
- Strength (push ups, sit ups, chair push ups)
- Hallway walks
- Calisthenics
- Textbook lifts
- Chair/desk lifts
- Grade 9 math/science classes have had their chairs replaced with exercise balls to work on core strength

Resources Used:

- Teaching PE Knowledge – book;
- Yoga classes teachers have taken;
- Aerobics classes teachers have taken;

- Ready to use PE Activities for 7-9 – book;
- OP/PT reports for core building suggestions that are child specific (from the teacher who teaches the special needs students life skills).

A hip-hop chair dancing video was tried out, but was not “hip-hop” moves or music – more geared for younger students.

TRACKING:

No tracking systems implemented.

STUDENT PARTICIPATION:

Medical Exemptions: Some students in wheelchairs etc, but they were doing stretching activities through OT/PT. There were no reports of students not being able to do anything at all.

Students with Disabilities: Students with disabilities were already on a daily physical activity program.

COMMUNICATION STRATEGIES:

The DPA plan was communicated to:

- Students through teachers, administration and newsletters
- Staff through the principal and athletic director at staff meetings and emails
- Parents through the PAC and school newsletters

FEEDBACK & RESULTS:

- Students have all been compliant with doing DPA.
- Some students are having trouble with the exercise balls in that they are unable to sit still and would rather have their chair back. We made individual concessions for students with disabilities that made the use of an exercise ball a hardship.
- Teachers are finding that taking a break in the middle of class is a good way to get students re-focused, whereas others like to do the DPA at the end of the block as it creates less distractions.
- Teachers doing DPA at the beginning of the block (especially if it is first thing in the morning), are finding that it shakes the cobwebs out and wakes students up.

CHALLENGES:

- Space for DPA activities.
- Budget for additional equipment (e.g. pedometers for grade 8 students).
- Weather – outside is not an option for most of our school year.
- Student attire – e.g. flexibility exercises do not work well for students wearing tight jeans.

- Noise - the hallway walk can be a challenge with a chatty group of students. One does not want to be disrupting other classes while walking through the hallway.

FUTURE PLANS:

We are looking for corporate partners to help us purchase bulk supplies of pedometers.

GEORGE BONNER MIDDLE (SD#79) - 6-8

APPROACH:

George Bonner Middle utilized a classroom-level and school-level approach to DPA implementation, including daily PE, monthly school-wide “theme” runs, and a wide offering of inclusive extra-curricular sports programs. No class schedule adjustments were made.

Activities were generally led by PE teachers, however sometimes a parent (Aerobic instructor) would come in to lead a warm-up for the school-wide runs. Venues used for DPA included the gymnasium, outside on the school grounds, and community facilities.

SCHEDULING & IMPLEMENTATION:

- Classroom DPA activities scheduled during daily PE (Gym & Field) - 40min sessions
- Monthly school-wide theme runs scheduled from 9 a.m.-10:10 a.m.;
- Extensive “no cut” extra-curricular sports programs;
- Intramurals;

No school-wide class scheduling adjustments were made.

ACTIVITIES & RESOURCES USED:

Typical Activities:

- Monthly school-wide theme runs (5km road runs) - we link a theme to each run to raise awareness of an issue or to increase the fun. E.g: Anti-bullying run – students wore pink; jingle bell run at Christmas, etc. All staff participate in and supervise these runs.
- Various sports and activities: basketball, flag football, volleyball, lacrosse, cross-country, frisbee golf, ultimate frisbee, yoga, cycling, weight training, dance, aerobics, rugby, soccer, badminton, field hockey, floor hockey, minor games, cooperative games, orienteering, circuit training, soft ball, track and field, gymnastics, curling (grade 8’s only) and bocce (grade 8 only).

Resources Used:

- Daily PE structure;
- 570 m. running chip trail;
- Two gyms;
- Two tennis court size fenced asphalt playing surfaces. One with basketball hoops;
- Playground selected and designed for upper body strengthening;
- Well-equipped weight room.

TRACKING:

Daily PE classes were scheduled and students evaluated.

STUDENT PARTICIPATION:

Medical Exemptions: No. Excused students are expected to participate to the best of their ability. This often includes re-hab activities. Less than 1% of students had medical issues, including a few autistic students.

Students with Disabilities: Students with disabilities would participate to the best of their abilities, and were supported by educational assistants.

COMMUNICATION STRATEGIES:

The DPA plan was communicated to:

- Students through a presentation from the vice-principal;
- Staff through staff meetings; and
- Parents through the school newsletter (May 2008), school's outside sign, PAC meetings and the DPA survey.

FEEDBACK & RESULTS:

- This is difficult to assess, since we moved to daily PE and (DPA) about 15 years ago.
- We have strong support from the community and parents for our physical education, intramural and sports programs.

CHALLENGES IDENTIFIED:

- Shortage of PE specialists.
- 40 minute periods make it tight to fit everything in.
- During some PE units (eg: Active Living) there is some classroom instruction, meaning some students did not get their required DPA in PE.
- We have two Band 8 classes (60 students) that take band class during two of their weekly PE classes. A survey by hands indicated that all but 6 of these students met the DPA requirements by involvement in other activities.

WHAT WORKED:

We implemented the daily PE schedule, knowing that the age group needed regular activity for their good health and that it would impact their behaviour and performance for the good - and it has.

FUTURE PLANS:

We are thinking about taking Grade 8 band students out of French next year instead of PE, which will solve any scheduling discrepancy for DPA.

VERNON CHRISTIAN SCHOOL (INDEPENDENT) - K-6

APPROACH:

Vernon Christian School utilized a classroom-level and school-level approach to DPA implementation, including daily school-wide walks, and regularly scheduled PE classes and classroom activities. The school had already included DPA activities into the class schedules (the school has been implementing daily physical activity for the past four years).

Activities were led by homeroom teachers and staff. Venues used for DPA included the gymnasium, classrooms and playground.

SCHEDULING & IMPLEMENTATION:

- DPA activities were conducted at both the school and classroom level at Vernon Christian School with full participation of administration, teaching and classroom support staff.
- We have PE twice per week for 45 minutes.
- As part of our schedule students walk for 15 minutes each day.
- On days when classes do not have PE, teachers do activities in their classrooms or on the playground.
- On occasion, all students met in the gym or on the playground for school-wide activities.
- School wide activities such as the daily 15-minute walk happened at the start of each day and involved walking around the school. All staff participated in the walk.
- Individual classroom activities generally took place at transition times between classes and lasted 15 minutes or longer. The homeroom teacher led the activities unless 2 or 3 staff got together to do something together.

ACTIVITIES & RESOURCES USED:

Typical Activities:

- Action Schools activities
- School-wide walks

Resources Used:

- Our major source for activities was the Actions Schools activity packages.
- Teachers also augmented DPA activities with their own personal resources. Teachers at different grade levels would offer different activities consistent with that grade level.

TRACKING:

Homeroom teachers tracked student attendance - compliance has not been an issue.

STUDENT PARTICIPATION:

Medical Exemptions: None

Students with Disabilities: None

COMMUNICATION STRATEGIES:

- Student information about DPA was communicated to students by homeroom teachers.
- Staff was informed of DPA by administration
- Parents were made aware of DPA through our monthly newsletter.

FEEDBACK & RESULTS:

- Difficult to assess - we have been doing DPA at a school level for the past 4 years.
- I can say that we did notice students have been more alert since implementation but we have not kept stats on them.

CHALLENGES IDENTIFIED:

None

WHAT WORKED:

I can honestly say that there were no barriers to implementing DPA at our school. This is probably due to the 4-year history of DPA we already have under our belts.