

**Daily Physical Activity
Early Leader School
Models**

**10-12 and K-9/10-12
Combinations**

June 2008

THOMAS HANEY SECONDARY (SD#42) - 8-12

APPROACH:

Thomas Haney Secondary utilized a structured, school-level approach to DPA implementation, including regularly scheduled PE, traditional and alternative intramurals, extra-curricular activities, a workout gym and a walking program. No class scheduling adjustments were made since the school's DPA was not offered during instructional time (except PE classes).

Activities were generally led by PE teachers. Venues used for DPA varied by activity:

- Gym: intramurals
- Small workout gym: workout club
- Alternate intramurals: tech lab
- Walking program: around our field outside
- Ski & snowboarding: Whistler
- Extra curricular sports: varies depending on sport

SCHEDULING & IMPLEMENTATION:

- PE offered 3 times per week for grades 8-10, and as an elective for grades 11 and 12;
- Intramurals offered in main gym 5 days a week (3 days are structured activities, the other 2 days are open gym with mainly basketball available);
- Workout Gym open 5 days a week - a club has been formed but anyone can participate and drop in to workout at lunch and some after school times as well;
- A walking program has just been started with some grade 8 pods, walking 1-to-2 times per week between back to back classes with the same teacher (15-20 minutes in length);
- Alternate Intramurals - we did a pilot of Guitar Hero to see if we could generate interest before buying the Wii system. The purpose is to engage the inactive students who are mainly focused on technology as an interest rather than physical activity. Done at lunch (45min) 3 times per week additional to other intramural programs. We have also tried out the Dance Dance Revolution: just drop in and try it for fun!;
- Ski & Snowboard Club offered to grades 8-to-12, 3 full-day trips per season
- Extra Curricular Activities offered: Volleyball 8-12 girls/boys, Basketball 8-12 girls/boys, Curling 8-12 girls/boys, Rugby 8-12 girls/boys, Track & Field 8-12 girls/boys, Swimming 8-12 girls/boys, Field Hockey 8-12 girls/boys, Cross Country 8-12 girls/boys, Golf 8-12 girls/boys, Soccer 8-12 girls/boys;
- Terry Fox Run - Once per year, every student participates in a 2 km run, jog or walk in order to raise money for cancer and awareness for cancer research;
- Action Park – we have a facility for skateboarding, BMX, in-line skating on site.

ACTIVITIES & RESOURCES USED:

Typical Activities:

- PE
- Intramurals (structured activities and open gym sessions)
- Skiing/snowboarding
- Dance Dance Revolution
- Workout club in workout gym
- Walking
- Extra-curricular sports teams
- Skateboarding/BMX/in-line skating

Resources Used:

- PE equipment
- Dance Dance Revolution video game machine
- Fitness/exercise equipment
- Action Park

TRACKING:

Did not track DPA.

STUDENT PARTICIPATION:

Medical Exemptions: None. In PE, in the past 5 years I have only had 1 student who had a medical exemption for the entire year. This medical exemption was supported by medical documentation and I found another way for this student to complete PE 10 which is a mandatory requirement for graduation. But the medical exemption issue is a concern and goes along with our concerns about what do we do if the students don't participate.

Students with Disabilities: Students with disabilities are welcome to participate in all school activities at THSS. Often some students are afraid to get involved in the organized intramurals so the fitness club and our open gym days work well for this group of students.

COMMUNICATION STRATEGIES:

- A DPA committee was formed amongst our staff in order to brain storm ideas for implementation.
- Our DPA options are put on daily announcements, posted on bulletin boards, news letters and promoted by our staff. We are always trying to encourage daily activity but not as something that is being implemented but as a healthy and fun choice.
- DPA updates were discussed at PAC meetings.

FEEDBACK & RESULTS:

- Based on our current structure with intramural, workout club etc... the feedback from teachers, parents and students is that it helps to build positive school culture, it provides fitness opportunities and an outlet for students during the day, it is also fun!
- Most people that we discussed this with thought the idea of DPA was great but everyone failed to see how it could work properly at the high school level. Questions arose surrounding the use of academic time set out by the Ministry of Education to do DPA, lack of training for individual teachers, who should track it, consequences for those who don't participate and the number of minutes per week/daily.

CHALLENGES IDENTIFIED:

- Financial resources for equipment and training,
- Lack of teacher training in physical activity,
- Staffing for monitoring/tracking/reporting,
- Consequences for non-participation,
- Scheduling DPA without taking away from other courses,
- Space for DPA (particularly during bad weather),
- Potential for PE equipment to go missing,
- Organization and timetable changes to support 30 minute DPA requirement for grades 8 and 9,
- Timetable implementation of DPA due to late start in Early Leader Schools initiative.

WHAT WORKED:

We have found ways for students to access physical activities in their free time that might appeal to them including intramurals, clubs and extra-curricular activities. We are also trying a walking program with some of our grade 8's in order to see if this could work while taking time out of the classroom.

During our brainstorming session with our DPA committee, we determined that a simple walking program would likely have the most success since everyone can walk and no equipment was needed. Also no teacher training needed.

The use of technology (e.g. Dance Dance Revolution) with our intramurals was also a good move and motivated less active students to get involved. Our hope is that this trend will continue with the Wii intramurals that are coming up soon.

FUTURE PLANS:

Our school did not track DPA, but we did generate some ideas for tracking:

- Grades 8-9: In our school, our teacher advisors could track this as part of our advisory program. This may be best recorded on a recording sheet that could be checked off.
- Grade 10: 150 mins per week is covered off by PE 10.
- Grades 11/12: Graduation Transitions could monitor this.

TIMBERLINE SECONDARY (SD#72) - 10-12

APPROACH:

Timberline Secondary utilized an unstructured, school-level approach to DPA implementation; therefore no class scheduling adjustments were made.

Activities were led by PE teachers. Venues used for DPA included the gymnasium and school grounds.

SCHEDULING & IMPLEMENTATION:

No scheduling for DPA was implemented. Students engaged in DPA via:

- PE classes (mandatory for grade 10)
- Intramurals
- Extra-curricular (school teams)

ACTIVITIES & RESOURCES USED:

Typical Activities:

- PE classes, intramurals, extra-curricular activities;
- Timberline 1000 walk/jog/run organized as a whole school activity at the beginning of the second semester to introduce DPA;
- Yoga classes were offered to both students and staff on Mondays for 4 weeks, and TaiChi will be given for the next four weeks.

Resources Used:

- PE Equipment

TRACKING:

A DPA log was used to track endurance, strength, and flexibility in 10 minute segments on a daily basis in our A-block classes. Students self-identified the number of minutes of strength, endurance, and flexibility activities they had completed each day. A teacher verification signature is required at the bottom of each sheet. This signature indicates that the teacher monitored completion of the form - not completion of the exercise. The log also allows students to chart their monthly plan for exercise on a calendar and provides definitions for each of the categories for exercise on the log.

The Home Room teachers in A-block have overseen the collection of the information. We have a staff member in charge of Graduation Transition Plans who will ensure that all information is stored for each student.

Many staff members collect the information daily, whereas others collect the data once or twice per week. The teacher leader in charge of our Healthy School Committee is collecting the sheets.

STUDENT PARTICIPATION:

Medical Exemptions: 5% of the student population had medical exemptions - they have been excused from participating in activities if necessary and have not completed the forms.

Students with Disabilities: Special needs students have participated at their ability level with the assistance of a teacher or an EA if necessary.

COMMUNICATION STRATEGIES:

The DPA plan was communicated to :

- Students:
 - A DPA representative was appointed from each A-block class and representative assemblies have been held to share information and develop plans for activities.
 - Timberline 1000 was organized as a whole school activity at the beginning of second semester to introduce the activity to students and staff.
 - Teachers in Smart Start, Foods, PE and some science courses have focused on good nutrition and the importance of daily activity for good health.
 - T-shirts and water bottles with our “Balanced For Life: Now Playing At Timberline” logo were purchased and given as prizes at Healthy School Activities. The logo and what it stands for is being marketed around the community by business-ed students through formal presentations.
- Staff:
 - A wellness moment begins each staff meeting.
 - The plans were developed with a committee of about 10 staff members.
 - Yoga classes were offered to both students and staff on Mondays for 4 weeks, and tai chi will be given for the next four weeks.
 - All staff has done the DPA monitoring in A-block class.
- Parents:
 - A feature was run in the Campbell River Mirror as part of our monthly school newsletter.
 - The PAC has been fully informed of activities that we have been conducting and has given its approval for the DPA monitoring project.
 - A student in Business 12 has written a handbook for healthy living that will be distributed to the community and the school.

FEEDBACK & RESULTS:

- No particular effects from DPA have been reported.
- Teachers are positive about the idea of DPA, but are frustrated with being asked to use class time from their subject area to do the tracking.

CHALLENGES IDENTIFIED:

- Volume of data collection and budget for purchasing Scantron forms.
- Resistance from staff to using curricular time to do DPA recording.
- Staff to provide more activities in addition to those provided through traditional PE programs.
- Scheduling DPA within the semester system and the current structure for credits needed to graduate.
- Budget to expand venues for “lifestyle” physical activity (e.g. working out in a fitness room, skateboarding, etc.).
- Networking with community resources and programs to assist with providing activity opportunities and recording when students are active within their programs.

WHAT WORKED:

We tried two versions of the DPA Log to create the most efficient data collection instrument.

ADDITIONAL COMMENTS AND FUTURE PLANS:

In the long term, a staff member will be designated to complete the data collection task. We are planning to try an automated Scantron card for collection of data in May. While this is more expensive, in that the cards need to be designed and purchased throughout a year, the data collation would be easy and provide some very good information.

DUNCAN CHRISTIAN SCHOOL (INDEPENDENT) - K-12

APPROACH:

Duncan Christian School utilized a structured, classroom-level and school-level approach to DPA implementation, including bi-weekly activity sessions for the secondary campus, and daily individual classroom activities for the elementary campus. Some class scheduling adjustments were made.

For school-wide activities, activity leaders included teachers, educational assistants, and community specialists (e.g. fitness instructor). Classroom activities were led by teachers.

Venues used for school-wide DPA were generally outdoor locations – track, lacrosse box, trails. Classroom activities were held inside the classroom and outside on the school grounds.

SCHEDULING & IMPLEMENTATION:

- Twice a week, the school offered Special Physical Activities (SPA) for the secondary (8-12) grades, blocking out 40 minutes in the timetable just before lunch to run these activities. Community specialists would come in and lead the activities – e.g. Jazz Exercise Instructor.
- At the elementary campus, school-wide physical activities were implemented for an entire afternoon (more than 30 minutes a day) during a one week period in February.
- For the individual classroom activities, teachers structured DPA in a variety of ways. Individual teachers allocated either 30 minute, 2 x 15 minute, or 3 x 10 minute intervals.

ACTIVITIES & RESOURCES USED:

Typical Activities:

- Various fitness/exercise activities led by community specialists (e.g. Jazzercise).
- Hula hoops for grade 5's at 10-minute intervals as flexibility and endurance activity.
- Walking/running the track for grades 1s, 4s, 6s, and 7s, in either 15 or 30 minute intervals as an endurance activity.
- Lunch-time hockey games for intermediate grades on a daily basis as an endurance activity.
- Grade 3's tried jumping jacks to math as endurance training.
- Grade 2's washed cars as their service and physical activity to build in strength and endurance.
- Grade 1's on a few occasions, utilized the playground as a circuit activity to build in strength and agility.
- For grades 8 and 9 the activities varied from weight training, squash, walleyball, downhill mountain biking, jazz exercise, tai-bo boxing, trail running, ball hockey, soccer.
- All activities we ran built in a variety of strength, flexibility, and endurance.

Resources Used:

- Hula hoops
- Exercise videos
- Hockey sticks
- Community facilities (e.g. squash courts, weight rooms, walleyball).

TRACKING:

We did record attendance and participation in a number of events. Overall staff “assessed” whether students were engaged or not everytime an activity was done.

Attendance and participation were recorded in the teacher's daybook.

STUDENT PARTICIPATION:

Medical Exemptions: 0.5-1.0% of student population. As per school policy, we required a doctor’s note. Depending on the activity and the student’s condition, we either modified the activity or the time the student participated.

Students with Disabilities: We encouraged participation of students with disabilities. Depending on the student and activity, we modified or adapted. Supervision by an EA was important for success. With some activities, like downhill mountain biking, students with physical disabilities could not participate because of risk to injury and school liability. In these cases, we guided students with special needs to an activity that will benefit their IEP and overall development.

COMMUNICATION STRATEGIES:

The DPA plan was communicated to:

- Students through announcements, assemblies and chapels;
- Staff through staff memos and staff meetings;
- Parents through parent newsletters.

FEEDBACK & RESULTS:

- Student behaviour varied. Some students were engaged and a few found it difficult. I think for those that had difficulty it was a body image thing.
- The feedback from staff was positive. All felt the flexibility and variety was helpful to work with. The comments from staff include, “I appreciate the choice to schedule in options like a 30 min or 2 x 15 min periods of physical activity.”
- We did not engage a lot of parent participation. However, I do not foresee difficulty in getting parents involved. Some of our parents have already shown interest in the DPA.

CHALLENGES IDENTIFIED:

- Some financial barriers to purchasing some equipment for teachers.
- Organization and timetable changes to support 30 minute DPA requirement for grades 8 and 9.
- Some space issues for DPA implementation.

WHAT WORKED:

- We used what we had available to us. The staff was quite resourceful in finding ways to either get to a location or utilize community expertise to come in and teach an activity. The Hula hoops, for example, were made by an EA for the grade 5 class.
- We used what the community had to offer - squash courts, walleyball, and weights were some of the resources and tools used for grades 8 and 9 during special physical activities.
- We discovered that the community is willing to work with us. They were accommodating in either providing a venue or being flexible in coming in to lead.

FUTURE PLANS:

- Some changes may be made to the PE program for next year to further facilitate DPA.
- What we determined is that for some activities the focus was one aspect –weight training and strength. We need to ensure students try a variety of activities instead of focusing on one. Perhaps a rotation of activities for next year can encourage kids to try a different aspect – like flexibility or endurance.
- As we look ahead we will be purchasing some additional tools and resources for classes to use –exercise balls, exercise mats, jumping ropes, more hula hoops. Additional resources may include poster paper or other tools to equip teachers in recording and monitoring participation for the DPA.
- The question for schools is to evaluate whether the activity is “moderate to vigorous”. We will need to come up with some “definition” or “visual” for students and staff to assess and self-assess what a “moderate to vigorous” activity is. It will vary depending on the grade level participating.
- The school will be getting a new gym at the high school campus, which will provide additional space for indoor activities. The school will also be gaining a weight room and playground.
- We may look at giving someone on staff, time to coordinate DPA.