

Daily Physical Activity

Kindergarten to Grade 12

Planning and Resource Guide (Updated 2011)

Ministry of Education



This resource is based on the Alberta Education resource *Daily Physical Activity: A Handbook for Grades 1–9 Schools* (Edmonton, AB: Alberta Education, 2006), and was adapted with permission from Alberta Education.

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Part I: Introduction

Daily physical activity (DPA) refers to physical activity that people do on a daily basis. DPA includes activities that help develop endurance, strength, and flexibility.

Strong evidence exists that physical activity contributes to the overall well-being of all individuals. People of all ages can substantially improve their health and quality of life by including a moderate amount of physical activity in their daily routines. Participation in physical activity contributes to physical, mental, and social well-being, providing benefits to the individual and the community.

Being physically active on a daily basis is crucial to the health and wellness of all Canadians, especially children.

Students do not automatically develop the requisite knowledge, skills and attitudes that lead to active, healthy lifestyles, and such learning should begin in childhood. Administrators and teachers can help provide physical activity opportunities and develop a desire for lifelong participation in physical activity.

The Province of British Columbia sets the requirements for daily physical activity for students. Daily physical activity can be as simple as walking, running, jogging, bending and stretching—bearing in mind local circumstances, the age of the students, and their physical capabilities.

► Requirements

**Effective September 2011, the Daily Physical Activity requirement for students in Grades 8 and 9 will follow the 30 minutes daily or 150 minutes weekly requirement as determined by Boards/Authorities.*

Kindergarten to Grade 7 30 Minutes Daily	Grades 8 and 9 30 Minutes Daily <u>or</u> 150 Minutes Weekly	Grades 10 to 12 150 Minutes Weekly
Boards/Authorities will offer 30 minutes of daily physical activity as part of students' educational program.	Boards/Authorities will have the flexibility to decide whether a school follows the 30 minutes daily or 150 minutes weekly requirement. <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: fit-content;"> Boards/Authorities decide which requirement to follow. </div> <ul style="list-style-type: none"> • <i>The 150 minutes weekly requirement for students in Grades 8 and 9 will not form part of their Graduation Transitions program.</i> 	Students must document and report a minimum of 150 minutes of physical activity at a moderate to vigorous intensity per week. <ul style="list-style-type: none"> • <i>The 150 minutes weekly requirement for students in Grades 10 to 12 will form part of their Graduation Transitions program.</i>

Responsibilities of Boards of Education/School Authorities

Boards of Education/School Authorities

- have the autonomy to use school time (i.e., instructional and non-instructional) as they see fit to implement school-based DPA
- are responsible for developing implementation guidelines
- will report to parents on the attainment of the DPA requirement via report cards, as consistent with provincial guidelines

- are responsible for providing options to students working on the 150 minutes per week requirement for how they will meet physical activity requirements at school, at home, and/or in the community
- are responsible for making decisions regarding student DPA exemptions

DPA Prescribed Learning Outcomes and Suggested Achievement Indicators

Prescribed Learning Outcomes	Suggested Achievement Indicators *
<i>In each grade from Kindergarten to Grade 7, it is expected that students will:</i>	
<ul style="list-style-type: none"> • participate in physical activities for a minimum of 30 minutes during each school day 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in daily physical activities <input type="checkbox"/> participate in physical activity in blocks of at least 10 minutes at a time, totalling a minimum of 30 minutes per day (students in half-day kindergarten programs will be expected to participate in physical activities for a minimum of 15 minutes during each school day)
<ul style="list-style-type: none"> • participate in a range of endurance activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in physical activities that help develop their cardiovascular endurance <input type="checkbox"/> participate daily in endurance activities (e.g., brisk walking, swimming, cycling, jogging, soccer, aerobics, dancing, cross-country skiing, relay games, tag games)
<ul style="list-style-type: none"> • participate in a range of strength activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in activities that help develop their strength <input type="checkbox"/> participate daily in activities that help to develop the strength of different muscle groups (e.g., rope climbing, push-ups, racquet and ball games, core strength training, skating)
<ul style="list-style-type: none"> • participate in a range of flexibility activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in activities that help develop their flexibility <input type="checkbox"/> participate daily in activities that help to develop the flexibility of different parts of the body (e.g., stretches, pilates, dancing)
<i>In Grades 8 and 9, it is expected that students will meet the Prescribed Learning Outcomes and Suggested Achievement Indicators of the K-7 (30 minutes daily) or Grades 10-12 (150 minutes weekly) Daily Physical Activity requirement followed by their school.</i>	
<i>In each grade from Grade 10 to Grade 12, it is expected that students will:</i>	
<ul style="list-style-type: none"> • participate in moderate to vigorous physical activity for a minimum of 150 minutes per week 	<ul style="list-style-type: none"> <input type="checkbox"/> document physical activity using print tracking sheets, electronic tracking devices, letters, or other evidence
<ul style="list-style-type: none"> • demonstrate the knowledge, attitudes, and positive habits needed to be healthy individuals, responsible for their own physical and emotional well-being 	<ul style="list-style-type: none"> <input type="checkbox"/> indicate how chosen activities align with their personal activity goals, reflecting lifestyle and physical limitations

*Students who complete the “Suggested Achievement Indicators” will fully meet expectations for the corresponding Prescribed Learning Outcomes. These achievement indicators are not mandatory. They are suggestions only, provided to assist teachers in assessing how well their students achieve the Prescribed Learning Outcomes. Teachers may develop alternative achievement indicators to meet the unique needs of learners.

Physical Activities Categories

Endurance Activities

Cardiovascular endurance activities help the heart, lungs, and circulatory system stay healthy and provide increased energy. Activities that increase endurance should be moderate to vigorous:

- *moderate physical activity* causes some increase in breathing and/or heart rate, but not enough to prevent an individual from carrying on a conversation comfortably during the activity. Examples of moderate physical activities include brisk walking, dancing, swimming, and biking.
- *vigorous physical activity* is aerobic activity, which increases the breathing and heart rates enough for cardio-respiratory conditioning. This type of activity may, depending on fitness level, cause “huffing and puffing,” so that talking is possible but the ability to carry on a conversation is limited. Examples of vigorous physical activities include jogging, basketball, aerobics, fast dancing, and fast swimming.

Strength Activities

Strength activities help muscles and bones stay strong, improve posture, and help to prevent diseases like osteoporosis. Strength activities are those that make us work our muscles against some kind of resistance, like pushing or pulling hard to open a heavy door. To ensure good overall strength, include a combination of activities that exercise the different muscle groups – in the arms, mid-section, and legs. Strive for a balance of upper body and lower body, right and left sides, and opposing muscle groups (e.g., both the front and back of the upper arm). Examples of activities that build strength are rope or stair climbing, bat and racquet games, push-ups, weight training, rowing, and skating.

Flexibility Activities

Flexibility activities help bodies to move easily, keeping muscles relaxed and joints mobile, and reducing the risk of injury. Regular flexibility activities can help us to live better, longer, so that quality of life and independence are maintained as we get older. Flexibility activities include gentle reaching, bending, and stretching of all muscle groups. Activities that help increase flexibility include stretches, pilates, dancing, gymnastics, and swimming.

Reporting of DPA

Kindergarten to Grade 9:

When students are meeting the Prescribed Learning Outcomes of Daily Physical Activity, a comment of “**Meeting requirement**” will be made on term and final reports.

A comment of “**Not meeting requirement**” will be made at any time when students are not meeting the Prescribed Learning Outcomes of Daily Physical Activity. Where a “Not meeting requirement” comment is made, it is recommended that a further comment is added to outline a plan for the student to meet the requirement.

Grades 10 to 12:

When students are meeting the Prescribed Learning Outcomes of the Graduation Transitions Program, a comment of “**Meeting requirement**” will be made on term and final reports.

A comment of “**Not meeting requirement**” will be made at any time when students are not meeting the Prescribed Learning Outcomes of the Graduation Transitions Program. Where a “Not meeting requirement” comment is made, it is recommended that a further comment is made to outline a plan for the student to meet the requirement.

Upon successful attainment of the Graduation Transitions Program, “**Requirement Met (RM)**” will be recorded on the student’s transcript.

Tracking Students' Physical Activity

Boards/Authorities will be responsible for developing policies and procedures to track daily physical activity of all students. Schools are free to develop their own tracking tools or to use common provincial tools that will be available to schools and students.

Exemptions

The expectation is that the vast majority of students will be able to meet the DPA requirement. For the few who are not able to participate, a process can be developed for these students to be exempt from DPA either in whole or in part. The Ministry of Education recommends that Boards of Education and Independent School Authorities follow these suggested guidelines to develop their own consistent process for exempting students.

Daily Physical Activity Exemption Guidelines:

- School staff should consider each student's request to be excused from daily physical activity. If students are not able to participate in daily physical activity due to physical disabilities, medical conditions, or personal circumstances, exemptions can be granted by the school principal.
- The principal should make the final decision about granting exemptions through consultation with the student, parent and/or school-based team.

► Students with Special Needs or Health Conditions

It is important for all children and youth to develop the same lifelong healthy routine of physical activity, including students with special needs.

Students with special needs may have physical impairments, sensory impairments, and/or cognitive impairments. A range of ability and limitation exists within each of these kinds of impairments. Expectations regarding intensity and duration of physical activity should be based on the individual's physical condition and capabilities. Some children with special needs or health conditions will be able to participate fully in the regular classroom program, while others will require adaptations or modifications to enjoy participating and experience success.

Students with extensive special needs or health conditions may require an individualized physical activity program developed in conjunction with the student's Individual Education Plan (IEP). This may require consultation with specialists or health professionals who are trained in the related area of disability. In some instances, a program designed to focus on flexibility and/or strength can be successfully implemented as a whole class action.

Strategies for ensuring maximum participation of all students include reviewing students' Individual Education Plans (IEPs). For example:

- Become familiar with:
 - information about the student's areas of strength and need
 - information from various assessments, including skill assessments
 - information about any medical conditions and any activities that should be avoided
 - any adaptations required by the student
 - any equipment or equipment adaptations required by the student
 - any other important considerations.
- Establish class routines that include the student.
- Be flexible in your instructional approach.

- After each activity, reflect on the student’s participation, giving special attention to appropriateness of the activities, facilities, and equipment used. Consider whether the student is participating at an appropriate level.
- Work closely with other teachers to share information and coordinate instructional strategies.

► **DPA and Distributed Learning**

DPA is a requirement for all students in BC, including those who are educated via distributed learning.

At the K to 9 level, the DPA requirement will become part of the Student Learning Plan, which outlines required areas of study, including anticipated timeline for completion. A special consideration for K to 9 distributed learning students is that physical activity done in the home or community is considered part of the student’s school-based time and would satisfy the provincial DPA requirements. Students and/or parents record the activity and report it according to the distributed learning school’s instructions.

For Grade 10 to 12, the DPA activity will be integrated with the student’s Graduation Transitions requirement. Grade 10-12 students who are cross-enrolled in a distributed learning school, and where the distributed learning school is not their school of record, must meet the DPA requirements through their school of record.

Part II: Supporting DPA at All Grades

► School DPA Implementation Plan

School administrators can assist the implementation of DPA by developing and implementing a DPA plan for the school. In addition, administrators can facilitate DPA implementation by

- using effective strategies to provide physical activity opportunities organized by the school
- monitoring and adjusting the implementation plan on an ongoing basis and integrating DPA into the school's planning and reporting processes
- taking an active role in the planning, delivery, and supervision of daily physical activity
- making appropriate decisions regarding students with special needs
- promoting an active, healthy lifestyle
- ensuring that teachers possess the necessary knowledge, skills and attitudes to implement DPA
- seeking participation and input from parents/guardians
- facilitating professional development opportunities for teaching staff
- forming teams and partnerships to enhance existing expertise in the school
- learning how the introduction of DPA is affecting students, staff, parents/guardians, and the community
- celebrating the successes and accomplishments of the students and staff with parents/guardians, colleagues, and the community
- providing an objective set of eyes that confirms and celebrates growth or provides support and encouragement to facilitate a change.

Developing, Monitoring, and Assessing a School Implementation Plan

In developing a school implementation plan for DPA, consider the following:

- Establish goals and objectives related to promoting an active lifestyle that includes daily physical activity.
- Create a DPA year plan to reflect a variety of physical activity opportunities that include all dimensions of the program of studies and that are inclusive of and adapted for students with special needs.
- Assess staffing needs. Identify staff with a physical education background or staff with a personal commitment to an active lifestyle who could provide leadership and mentoring.
- Complete an inventory of school facilities that can be used for DPA. In addition to the gymnasium, consider all indoor and outdoor spaces that would accommodate activity (e.g., stage, foyer, atriums, lunch rooms, cafeterias, playing fields, tarmacs, courtyards).
- Complete an inventory of equipment that can be used for DPA.
- Establish a resource centre for staff composed of print and video resources, music resources, posters and other materials suitable for DPA displays. Provide a variety of printed resources along with informational and instructional videos relevant to DPA
- Complete an inventory of recreation opportunities in your school's community. Provide this information to parents/guardians through the school newsletter, web site, and onsite displays. Provide brochures for programs and advertise events and facilities. The information could be gathered by the students as part of an active living program.
- Work with the parent advisory council and staff to provide monthly family activities, such as skating parties, dances and nature walks. Plan school-wide fun theme days or special event days that emphasize the health benefits associated with physical activity.
- Establish partnerships with community agencies and clubs and incorporate them in your physical education and DPA programs.
- Celebrate DPA by inviting the media to report on successes and to participate in a special event with students.
- Create opportunities for students to develop leadership skills through mentoring and leadership programs that coordinate intramural programs, playground activities and special events

- Contact community sports and recreation associations and clubs to bring in a specialist that can help introduce new activities to your school.
- Develop an outside activity circuit and an indoor walking circuit. Encourage staff, students and parents/guardians to use the circuits before school, during the noon hour and after school.
- Expand on current intramural programs by offering clubs that are fun and accessible for all students, such as running clubs, skipping clubs or dance clubs.
- Develop a school culture that emphasizes participation, enjoyment and lifelong involvement in an active, healthy lifestyle. Connect an active lifestyle with a good nutrition program as part of a healthy school culture.

As the DPA implementation plan is realized, there should be evidence that indicates its degree of success. After DPA has been initiated in the school and there have been opportunities for monitoring its implementation, it may be necessary to gather data or evidence in a systematic way so that key findings emerge. These findings will help the DPA team draw conclusions, make commendations, consider recommendations and make the required changes to ensure that the school's DPA implementation is continuously improving.

In assessing the implementation and ongoing success of the school's DPA plan, keep the school's DPA vision clearly in mind. Collect data from a variety of sources on an ongoing basis, for example, teacher/parent/guardian surveys, students' physical activity logs and teachers' reflections on their use of DPA activities. Use the data collected to assess the success of the school's DPA plan.

When monitoring the implementation of DPA, consider asking the following questions.

- Has there been an increase in student physical activity levels?
- Did the DPA plan provide for activities that ensure all students have the opportunity to achieve a measure of success?
- Was there an increase in student knowledge of the benefits of physical activity to a healthy, active lifestyle?
- Was there an increase in understanding of the intended expectations of DPA by students, staff and parents/guardians?
- Did DPA-related professional development increase staff confidence and comfort levels with the delivery of DPA?
- Were there improvements made to the physical environment of the school; e.g., bulletin board displays, optimized use of activity space?
- Were there opportunities for staff sharing of "craft knowledge" or best practices?
- Did the DPA plan support staff responsibility?
- Were there opportunities for staff to critically assess past practices, eliminate barriers and risk trying new strategies and activities?
- Has there been ongoing and regularly scheduled DPA monitoring and assessment?
- Has the DPA plan included delivery strategies to ensure students participate in a variety of activities?
- Were there opportunities for staff and or parent/guardian-initiated DPA projects and ideas to support and increase physical activity levels?
- Was an effort made to increase and maintain parent/guardian support for DPA?
- Was an effort made to support targeted professional development to address staff and school needs?
- Has there been an increase in the positive focus on DPA in discussions at meetings, in the staff room, in newsletters or at assemblies?
- Has there been support for the development of school-initiated processes for collecting input from staff, students, parents/guardians and community?
- Has an effort been made to provide frequent, open and clear communication among all stakeholders regarding DPA?
- Did the plan optimize the use of resources (materials, equipment, facilities and personnel) to support DPA?

- Was there evidence of the improvement and enhancement of staff and student attitudes toward physical activity?
- Has information been provided as needed to the school board to demonstrate the effectiveness of DPA?

A sample strategy for developing a DPA implementation plan is included in Appendix B of this guide.

► **Student Safety**

Developing habits and routines early in the school year and reinforcing them throughout the year can help reduce the risk of injury. Consider the following when planning physical activities:

- Include age-appropriate activities in program preparations.
- Plan and continually reinforce safe practices.
- Use logical teaching progressions.
- Use common sense observation.
- Maintain a safe environment.

All activities, regardless of the complexity or simplicity of the action, have an inherent level of risk. Such factors as skill level, previous experience of the students and teacher, weather conditions, facilities and available equipment may all affect the level of risk of any activity. Schools should be familiar with and follow safety policies as defined by their board of education/school authority. Safety awareness is based on up-to-date information, common sense observation, action, and foresight.

The safety of all students is paramount when planning and facilitating daily physical activity. Routines that are developed early in the school year and reinforced throughout the instructional and non-instructional time can help to reduce the risk of injury.

When considering the safety of your students, consider the following:

- Is the activity suitable to the age and mental and physical condition of the participants?
- Have the participants been progressively taught and coached to perform the activity properly and to avoid the dangers inherent in the activity?
- Is the equipment adequate and suitably arranged?
- Is the activity being supervised properly for the inherent risk that is involved?
- Do any students have health conditions (e.g., asthma) that may need to be monitored?

► **Whole School or Large Group Activities**

Organizing physical activities on a school-wide level offers a number of benefits. For example, they:

- allow students to complete physical activity over a sustained period of time
- encourage the development of school identity and co-operation skills in students of different social groups, skill levels, cultural backgrounds and classes
- provide opportunities for students to act as leaders (e.g., mentoring programs, coaching and coordinate intramural activities, supervising playground activities, and organizing special events)
- provide opportunities for the community and parents/guardians to be involved and interested in the school
- expose students to activities they might not otherwise experience and potentially foster new hobbies and interests.

Examples of opportunities for school-wide physical activities include:

- sports days, mini-Olympics
- festivals and celebrations (e.g., winter festival, cultural festivals)
- fundraising and awareness campaigns (e.g., Terry Fox Run, Run for the Cure, AIDS walk)

- national health-related campaigns (e.g., Jump Rope for Heart, Hoops for Heart)
- bike rodeos
- scavenger hunts, treasure hunts
- outside or indoor activity circuits
- intramural programs and active clubs (e.g., running, skipping, dance, tai chi) that are fun and accessible for all students

To help ensure the success of whole-school and large group activities, consider the following:

- Use these events as an opportunity to build school spirit and to improve/enhance student and teacher relationships.
- Consider existing school and community equipment, resources, and facilities when planning events and activities.
- Increase intramural opportunities as a positive way to increase physical activity in the school setting.
- Organize a school recreational equipment swap in which families and the community bring in unwanted or unused sports equipment and trade it with other families.
- Start a student leadership initiative in which older students volunteer to organize and promote school spirit days, special events, dances, or daily morning activity sessions.
- Contact community sports and recreation associations and clubs to bring in a specialist that can help introduce new activities to your school.

Linking to *Seasonal Topics and Events*

Linking physical activities to seasonal topics and events can provide a meaningful context by connecting the activity to experiences the students may have outside of class.

Topics and events that lend themselves to DPA integration include the following:

- various holidays (e.g., Thanksgiving, Halloween, Diwali, Chinese New Year)
- large-scale sporting events (e.g., Summer Olympics, Winter Olympics, Commonwealth Games, Canada Games, PanAm Games, BC Games, Arctic Winter Games, North American Indigenous Games)
- sporting events happening in the local community (e.g., regional, provincial, national, or world championships for particular sports)
- observances and events related to health and physical activity, such as
 - Terry Fox Run – September
 - AIDS Walk – September
 - Run for the Cure – September/October
 - International Walk to School Day – first week in October
 - Visibility Awareness Campaign – mid to late October
 - Diabetes Month – November
 - National Non-Smoking Week – January
 - Heart Smart Month – February
 - School Traffic Safety Week – March
 - Family Day – February
 - Earth Week – April
 - World Health Day – April
 - Canada Health Day – May
 - World Red Cross Day – May
 - World No Tobacco Day – May
 - National Sneaker Day – Second Friday of May
 - Bike Month – June
 - Clean Air Week – June
 - Canadian Environment Week – June
 - World Environment Day – June

► Promoting a Healthy School Culture

Develop a school culture that emphasizes participation, enjoyment, and lifelong involvement in an active, healthy lifestyle. Connect an active lifestyle with a good nutrition program as part of a healthy school culture.

Administrators can facilitate a healthy school culture by modelling physical activity and a healthy active lifestyle. Include strategies such as the following:

- Encourage staff to take part in students' daily physical activity school-based options.
- Have staff (depending on school size) work in groups to plan monthly staff activities.
- Encourage variety in the location and the intensity of activities. Include both individual and group activities on the calendar.
- Post tips on how to be active at work, motivational posters and incentives around the school to encourage staff participation.
- Facilitate staff in accessing professional development related to of physical activity.
- Share ideas with other school staff at professional development or district days.
- Have a round table of sharing positive physical activity stories about staff or students at staff meetings.

► For More Information

Additional information to support the implementation of DPA can be obtained from a number of sources:

Appendix C of this resource contains links to useful web sites and sources of information.

The **Program Guide for Daily Physical Activity: Kindergarten to Grade 12** outlines the government policy and requirements for DPA.

The **Daily Physical Activity Catalogue of Activities: Kindergarten to Grade 7** provides a starting place for teachers and DPA supervisors to easily access a range of physical activities appropriate at different grade levels and different environmental settings.

The following government website contains the most up-to-date information about daily physical activity and other healthy living issues:

- **Ministry of Education:** www.bced.gov.bc.ca/DPA
- **Healthy Families BC:** www.healthyfamiliesbc.ca

Part III: Implementation for Grades K to 7

Schools have the autonomy to use school time (i.e., instructional and non-instructional) as they see fit to implement school-based DPA for Kindergarten to Grade 7. Schools may choose to deliver DPA

- as a discrete, dedicated part of the daily timetable
OR
- integrated with various subject areas
OR
- a combination of these two approaches

Whatever approach is taken, teachers need to ensure that DPA

- adds up to a minimum of 30 minutes per day (15 minutes for half-day Kindergarten programs)
- as much as possible, occurs in blocks of at least 10 minutes of continuous activity
- includes activities that help build students' endurance, strength, and flexibility throughout the school year (DPA does not need to include all three categories every day, but should address each regularly).

► Scheduling

Physical education classes are an appropriate strategy for meeting the daily physical activity requirement. On days when physical education classes are not scheduled, schools need to plan and provide students with physical activity opportunities for a minimum of 30 minutes daily.

Factors influencing the scheduling of DPA include

- gymnasium size
- class size
- student enrolment/size of school
- timetable structure (e.g., the length of instructional periods)
- availability of alternative facilities, such as ancillary rooms, empty classrooms, playing fields, creative playground structures, all-weather hard surface areas, lunch rooms, stage areas and community facilities
- shortened school days
- accessibility of community facilities.

Sample strategies for scheduling DPA include the following:

- Schedule each class in the gymnasium on a daily basis.
- Schedule two classes in each time period. One class uses the gymnasium while the other class uses alternative facilities, such as playground structures, playing fields, lunchrooms, stages, open areas and empty classrooms.
- Shorten all classes by a few minutes to create a new block of instructional time in the timetable.
- Schedule grades 1, 2 and 3 students in the gymnasium on a daily basis while older students use the gym two to four days per week and use alternative spaces for daily physical activity or vice versa.
- Designate a time during the school day for whole school or multi-grade activity on a weekly basis, for example tai chi, folk dance, square dance, creative dance, line dance, or fitness circuits.
- Provide each class with an activity box filled with equipment to support physical activity in the classroom at recess or during lunch hour.
- Consider offering a variety of physical activities as an option, for example, dance, outdoor education, pilates, strength training, walking or rhythmic gymnastics.
- Schedule a school walking program. This can be done as an individual class activity, multi-class, multi-grade or as a whole school activity.
- Set up a number of equipment bins outside for recess (one for each division, if sharing an outdoor area) and encourage students to participate in routine physical activity.

- Intramural activities or clubs can be organized before, during or after school hours to accommodate individual needs.
- Scheduling two classes in the gymnasium at one time can provide opportunities for mass participation activities, such as pilates, tai chi, dance.

For additional suggestions, see “Whole School or Large Group Activities” in Part IV of this guide.

► **Integrating DPA with Other Curricula**

Look for opportunities to integrate DPA into various required subject areas. For example

- dance: individual, group, and whole-class dance activities meet DPA requirements, with a particular emphasis on developing flexibility and endurance
- drama: activities that focus on the use of the body as a creative and communicative instrument can be used to meet DPA requirements
- health and career education: use physical activity to develop interpersonal skills
- health and career education: provide opportunities for older students to take responsibility for organizing and leading daily physical activities
- mathematics: use data analysis skills to track class- and school-wide participation in DPA
- mathematics: students can use their bodies to explore and classify 3-D objects and 2-D shapes
- music: use movement activities to respond to beat, rhythm, and melody
- social studies: use mapping skills in indoor or outdoor orienteering and obstacle course activities.

► **DPA at Recess and Lunchtime**

Activity at recess or lunchtime is a possible strategy to meet the DPA requirement of 30 minutes daily. Having teachers and playground supervisors promote physical activity during recess is a viable solution to reducing the sedentary behaviour of young children.

An organized approach to an active recess will vary from school to school, depending on existing programs, staffing resources and the actual playground itself.

An active recess or lunchtime will assist in achieving the following:

- increased physical activity
- development of movement and manipulative skills
- promotion of fair play
- reduction in bullying
- improved creativity and problem-solving skills
- development of co-operation and respect for others
- equal opportunity and inclusion for all students
- fun and participation.

Tips for promoting an active recess or lunchtime

- Ensure all playground areas are adequately supervised.
- Do a safety check on equipment and playground structures regularly.
- Instruct students in the safe use of all playground equipment and structures.
- Use the tarmac areas and paint them to provide another active area.
- Provide equipment for students to use during recess and lunch (e.g., various types of balls, skipping ropes, footbags, flying discs, hula hoops).
- Use assemblies to introduce and promote more active break times.
- Extend an afternoon recess and organize a whole group activity and then break into smaller group activity stations. Use seasonal themes throughout the year.

- Modify equipment, skills, and distances/space/location to include all students.
- Develop and discuss rules and regulations with students. Post and enforce playground rules.

► **Working with Aboriginal Communities**

Teachers should consider working with local Aboriginal communities to identify games and activities specific to the region. As Aboriginal communities are diverse in terms of language, culture, and available resources, each community will have its own unique protocol to gain support for integration of local knowledge and expertise. To begin discussion of possible activities, teachers should first contact Aboriginal education co-ordinators in their district who will be able to facilitate the identification of local resources and contacts such as Elders, chiefs, tribal or band councils, Aboriginal cultural centres, Aboriginal Friendship Centres, and Métis or Inuit organizations.

Part IV: Implementation for Grades 8 and 9

Boards/Authorities have the flexibility to decide whether a school will follow the K-7 (30 minutes daily) or Grades 10-12 (150 minutes weekly) requirement for Grades 8 and 9 students.

Schools implementing the 30 minutes daily requirement for Grade 8 and 9 students will find useful resources in “Part III: Implementation for Grades K to 7” of this guide (pages 17-19).

Schools implementing the 150 minutes weekly requirement for Grade 8 and 9 students will find useful resources in “Part V: Implementation for Grades 10 to 12” of this guide (page 22).

Part V: Implementation for Grades 10 to 12

At the Grade 10 to 12 level, students can choose to meet the DPA requirement of 150 minutes per week through a variety of options. Students can choose one or a combination of options to best address their needs.

Schools are responsible, however, for providing options to give Grade 10 to 12 students a number of choices for how they will meet the daily physical activity requirements at school, at home, and/or in the community.

School-Based Options	Home- and Community-Based Options
<ul style="list-style-type: none"> • provincial courses (e.g., PE 10-12; Dance 10-12) • BAA courses (any course that includes a significant activity component may qualify, although the most obvious are those in the areas of physical education or dance) • school sports teams • school clubs that include physical activity (e.g., martial arts, outdoor pursuits) • independent or organized activity during lunch time or spare blocks • circuits (indoor or outdoor) set up for student use • supervised gym time available before and after school for “free-play” activity such as three-on-three basketball, badminton, running laps, weight training, pilates, floor exercises etc. 	<ul style="list-style-type: none"> • active transportation (e.g., walking, cycling) to and from school, work, or other community activities • playing on community sports teams • community recreation activities (e.g., swimming, skating, tennis, tai chi, folk dance, canoeing). • informal games and activities with friends or family (e.g., basketball, flying disc, hockey, soccer, hiking) • doing active chores around the home (e.g., raking leaves, shovelling snow, chopping wood, walking the dog) • part-time jobs that include physical activity (e.g., delivering newspapers, stocking shelves)

Any of these activities meet DPA requirements as long as they

- are completed in increments of at least 10 minutes (wherever possible), adding up to a minimum of 150 minutes per week
- include activities that develop endurance, strength, and flexibility (students do not need to include all three categories in each activity, but should address each regularly)
- include moderate to vigorous activity
- are documented using a means prescribed by the school (e.g., standardized log or form, electronic tracking sheet; with independent verification if required by the school/district).

► Tracking Students’ Physical Activity

Schools will be responsible for developing their own policies around accountability for the daily physical activity requirements of all students. Web-based electronic tracking tools for student use are available online at www.bced.gov.bc.ca/dpa/log.htm.

Appendices

Appendix A: Sample Physical Activity Logs

Included here are examples of the types of logs that can be used by students, teachers, or administrators to record participation in DPA.

Appendix B: Sample Strategy for Developing a DPA Implementation Plan

One example of a planning strategy is included as a starting point for school implementation teams.

Appendix C: Selected Web Sites

These web sites provide additional information to support the implementation of DPA.

Appendix A: Sample Physical Activity Logs

Daily Physical Activity Log

Name: _____

Dates: _____

For each physical activity you do, record the date, a description, whether it develops endurance (E), strength (S), and/or flexibility (F), and the number of minutes you participated in continuous activity.

Date	Description of Physical Activity (what you did, where, with whom)	E	S	F	# Minutes
Total:					

Daily Physical Activity

This log can be used to track DPA on a class or school-wide level. (Each square represents 5 minutes of physical activity.)

		Endurance Activities					Strength Activities					Flexibility Activities					Total Minutes
wk #	M																
	T																
	W																
	Th																
	F																
wk #	M																
	T																
	W																
	Th																
	F																
wk #	M																
	T																
	W																
	Th																
	F																
wk #	M																
	T																
	W																
	Th																
	F																
wk #	M																
	T																
	W																
	Th																
	F																

Appendix B: Sample Strategy for Developing a DPA Implementation Plan

1. Organize the DPA Plan team.

- Create ways for participants to reflect on their personal vision before bringing them together to do shared vision work.
- Consider using a facilitator from outside the school to allow all participants to fully participate in discussion and activities.
- At the organizational meeting, discuss the concept of shared responsibility for school implementation and the need for everyone's involvement in making DPA a success.

2. Discuss the vision and evaluate the current situation.

- Provide a logical explanation and rationale, highlighting the need for, and benefits to be derived from, the plan.
- Create a forum for discussion in which individuals have the freedom to share their feelings and beliefs. This provides the opportunity to discuss existing challenges and to share vision and goals for the students.
- Divide the team into groups and have each group contribute thoughts and ideas on the topic. Rotate and have the groups add to the work of the group before them. At the end, have each individual mark the most important points. Count up the marks and focus on the points that were marked most often.

3. Create DPA action plans.

- Using a solution-focused approach is often the most successful strategy to develop action plans. A “how can we do this” perspective for providing daily physical activity allows staff to provide positive input.
- Create mentoring relationships that allow more experienced teachers to provide leadership to teachers less familiar or comfortable with DPA.
- Create staff pairing or small groups to allow teachers with similar needs to collaborate, network and support each other.
- Provide sufficient time for stakeholders to consider the proposed actions and their effects.
- Encourage individuals to suggest new or alternative activities or organizational formats for annual events that would help DPA.
- Develop a leadership program for students and involve them throughout this process.

4. Follow DPA action plans.

- Develop and post class and school calendars that indicate dates for activities and events.
- Acknowledge the challenges that may be encountered and that adaptations to the original plan may be necessary.
- Align the change process related to DPA with professional development opportunities.
- Provide sufficient professional development opportunities to create an understanding of DPA and to allow individuals to build and strengthen their DPA practices.
- Include DPA information in all newsletters to parents/guardians.

5. Review and evaluate progress.

- Monitor and adjust the implementation time line and strategies when necessary.
- Evaluate the involvement of all students when determining the success of DPA implementation strategies.

Appendix C: Selected Web Sites

The web sites listed here are provided to identify potentially useful ideas for supporting the implementation of DPA. The Province of British Columbia is not responsible for maintaining these external sites, nor does the listing of these sites constitute or imply endorsement of their content. The responsibility to evaluate these sites rests with the user. All web site addresses were confirmed as accurate at the time of publication but are subject to change.

Aboriginal Sport Circle

<http://aboriginalsportcircle.ca>

The Aboriginal Sport Circle is Canada's national voice for Aboriginal sport, which brings together the interests of First Nations, Inuit and Métis peoples. Established in 1995, the Aboriginal Sport Circle was created through a national consensus-building process, in response to the need for more accessible and equitable sport and recreation opportunities for Aboriginal peoples.

Action Schools! BC

www.actionschoolsbc.ca

Action Schools! BC is a best practices model designed to assist schools in creating individualized action plans to promote healthy living.

Active & Safe Routes to School

www.saferoutestoschool.ca

Active & Safe Routes to School promotes the use of active and efficient transportation for the daily trip to school, addressing health and traffic safety issues while taking action on air pollution and climate change. The web site provides resources, tools, information and links for schools and communities to create their own unique Active & Safe Routes to School program.

Active Living for Canadians with a Disability

www.ala.ca

The Active Living Alliance for Canadians with a Disability (ALACD) promotes, supports and enables Canadians with disabilities to lead active, healthy lives. We provide nationally coordinated leadership, support, encouragement, promotion and information that facilitates healthy, active living opportunities for Canadians of all abilities across all settings and environments.

Active Healthy Kids Canada

www.activehealthykids.ca

Active Healthy Kids Canada is a charitable organization advocating the importance of quality, accessible, and enjoyable physical activity participation experiences for children and youth. Active Healthy Kids Canada provides expertise and direction to decision makers at all levels, from policy-makers to parents, in order to increase the attention given to, investment in, and effective implementation of physical activity opportunities for all Canadian children and youth. Included at the web site is information about **Activ8**, a program that complements school curriculum and features developmentally appropriate physical activity challenges that are achievement-based not performance-based. The program includes curriculum modules, a fund-raising and event guide, and participant recognition incentives.

BC Recreation and Parks Association

www.bcrpa.bc.ca

A not-for-profit organization dedicated to building and sustaining active healthy lifestyles and communities in BC.

BC School Sports

www.bcschoolsports.ca

An organization of member schools that encourages student participation in extra-curricular athletics, assists schools in the development and delivery of their programs, and provides governance for inter-school competition.

Be Fit for Life Network (BFFL)

<http://provincialfitnessunit.ca/about-bffl>

The Be Fit for Life Network (BFFL) distributes healthy lifestyles information and resources to encourage Albertans to be physically active. Nine regional centres focus on providing services, programs and resources to promote the health benefits of active living and physical activity. Schools, communities and workplaces are welcome to access these services.

Get Active Tip Sheets from the Public Health Agency of Canada

<http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/04paap-eng.php>

Information and tips to help build physical activity into a healthy lifestyle.

Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS)

www.caaws.ca

CAAWS is a national non-profit organization working to encourage girls and women to participate in and lead physical activity and sport.

Heart and Stroke Foundation

www.heartandstroke.ca

This web site contains a variety of resources (in the For Our Kids section) designed to help teachers incorporate physical activity into their daily classroom schedule, engaging students in a variety of activities each day in order to raise heart rates and improve health.

Physical and Health Education Canada (PHE Canada)

www.phecanada.ca

PHE Canada is a national professional organization for physical and health educators dedicated to supporting schools in becoming Health Promoting Schools through a range of programs, resources and initiatives.

Our Schools in Action

www.education.gov.ab.ca/physicaleducationonline/Edmonton2001

These resources, developed in Alberta as a legacy of the 8th IAAF World Championships in Athletics, include developmental lessons focusing on the basic skills of running, jumping and throwing. Track and field activity-specific drills for sprints, hurdles, long jump, high jump and shot-put are included.

Premier's Sport Awards Program

www.psap.jwsporta.ca

Resources for teachers, coaches and instructors teaching children basic sport skills.

Recess Revival: An Implementation Guide to an Active Recess

www.ciraontario.com/content/RecessRevival.pdf

This downloadable implementation guide was created for the promotion of physical activity and co-operative play for elementary-aged students.

Sport BC

www.sport.bc.ca

Sport BC exists to promote the power of sport and increase the positive impact that sport has on our communities and our individual lives.

Sport Canada

www.pch.gc.ca/sportcanada/index-eng.cfm

Sport Canada supports the achievement of high performance excellence and the development of the Canadian sport system to strengthen the unique contribution that sport makes to Canadian identity, culture and society.

Weight of the World: Facing Obesity through Physical Activity

www.weightoftheworld.ca

This site includes a downloadable guide provides teachers and parents with great tools and activities to promote physical activity at school and at home. It was developed in partnership with the Canadian Broadcasting Corporation and the National Film Board in both English and French.