

**Summary of Ideas
from the
Ministry of Education Meeting
on
Daily Physical Activity Meeting
held
June 2, 2008**

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Introduction

Physical education and health courses alone are no longer enough to counteract the increasing temptations of an inactive lifestyle and unhealthy foods choices. Statistics show that three out of five school-aged children in Canada (ages 5-17) are not active enough for optimal growth and development. One in every four children in B.C. between the ages of two and 17 is overweight or obese. Doctors are seeing effects like the early signs of diabetes in children as young as five.

The benefits of an active, healthy lifestyle are also well documented. Students who are active on a daily basis are healthier and perform better academically than their inactive peers.

The Daily Physical Activity program will augment the existing Physical Education and Health curriculum by mandating that B.C.'s K – 12 students participate daily in healthy levels of activity. The Ministry of Education Daily Physical Activity (DPA) initiative is part of the Province of British Columbia's commitment to improve the health and well-being of the citizens of BC. Daily Physical Activity works alongside other Government initiatives, such as the Healthy Schools Network, Action Schools! BC, the School Fruit and Vegetable Snack program and revisions to guidelines for the sale of food and beverages within schools, all of which are tackling B.C.'s obesity and healthy living challenges.

Health Canada recommends that children and youth achieve 90 minutes of physical activity a day to ensure optimal growth. By offering K-9 students 30 minutes of activity daily and requiring grades 10 – 12 students to complete 150 minutes of physical activity a week, the Ministry of Education will help students fulfil that recommendation. Students are encouraged to be active for more than just the minimum daily activity time.

This report documents the thoughts of teachers and administrators gathered to discuss the implementation of Daily Physical Activity at a meeting held on June 2, 2008 in Richmond, BC.

Facilitated by Ian Curtin of IC Possibilities Consulting Inc. and Ed McKenzie of Learning by Heart Consulting, the meeting used Open Space Technology to collect the extensive knowledge, experience, and wisdom of the participants, who included district and school administrators, teachers, and Ministry of Education staff.

It was the quality of their participation and their willingness to both share ideas and create new ones that made this meeting so valuable. We have worked to accurately reflect those ideas here, without editorial comment.

Part I: Challenges/Concerns/Issues

Challenges/concerns/issues were the focus of the morning session within the overall theme of “*Deepening Our Understanding: Our challenges and initial ideas for solutions*”. Participants identified the following as challenges, concerns and/or issues.

Timetabling in Secondary Schools:

- Should secondary level schools be re-organizing their timetables to incorporate DPA?
- Can we count DPA as instructional time?
- Timetabling grade 8/9 within grade 10 – 12 in a semester system
- Difficulty of running a linear timetable due to declining enrolment/teacher resources
- Mixing linear and semestered timetables
- Fitting 30 minute requirement into blocks of 70-80 minutes
- Even in a linear school, how do we timetable without stealing from other areas?
- High school- who owns this?
- Grade 8/9 semestered PE?
- Timing – districts and schools have set timetables already
- Scheduling – solutions affect timetable, breaks, day duration etc.
- Exemptions – students must be supervised when exempt from organized physical activity
- Grades 8/9s scheduled into PE 8 semester rather than linear – how to make DPA work?
- Bussing schools

Tracking/Reporting at the Grades 10 – 12 Levels:

- 880 students – How do you get all of that paperwork back?
- Time in the day to track!
- How do you track DPA outside of school?
- What about non-compliance by students?
- What happens for “Requirements Not Met”?
- How do we track over 2100 students?
- Who determines moderate/vigorous activity and maintain integrity?
- How does the tracking time get staffed or funded?
- Who tracks it?
- Paperwork
- How will we know who is not complying?
- Diligence – how often? By whom?
- Do students not graduate if they don’t meet the DPA requirement?
- How much “checking” is required?
- Concern that this will become a paper processing activity rather than something valuable (Will it become a “checklist”?)
- Collection of tracking sheets
- How do we ensure that some students are not lying?
- Who should have authority to sign off on activities?
- Tracking student understanding/responsibility
- Can kids track this through parent/outside coaches?

- If kids can demonstrate that they are meeting the requirements can the school say they met the requirements?
- Who supervises?
- How to track 2200 students
- Self-reporting – validity/honest, especially with younger students?
- Some supports already set up (grad transitions). What about grades 8/9?
- Consistency – is it necessary district-wide?
- What about kids who don't meet learning outcomes?
- Parent sign-off on tracking forms?
- In high school, when not in contact everyday, how to track and/or allocate time?
- How will it be reported/?
- What will reporting look like for students who are questionable?
- Continuity of reporting – definitions of what each activity is
- Discrepancy between schools in reporting template
- How much latitude will schools have in reporting in the first year of implementation?
- Instructional hours? 30 minutes – how does it fit in?

Timetabling in K-7 Schools:

- How to ensure our most vulnerable children take part if recess/lunch is used?
- How do we build in recess and lunch activities without structuring it?
- Let staff incorporate on their own – let fit their own schedule
- Multi-purpose room – yoga mats – sign-up daily
- Use hallways
- School-wide permission for off-grounds walks
- 30 minute walks
- Teacher tracked on her day planner: E, S, F, and how many minutes
- DPA at recess and lunch
- Do attendance outside, then let them go on a walk – staff goes one direction, students the other – helps with supervision
- Two-storey schools – *Do Action Schools!* BC activities 5 minutes before the bell or 5 minutes after recess –everyone “disturbed” at once – don't have to deal with excessive noise from “upstairs”
- Student leaders used at recess/lunch
- K-7 school – DPA log after recess – E, S, F 0 - self-monitored
- Healthy Buddies program stations in the gym
- Resistance bands/handgrips while silent reading
- Chair aerobics – 10 minute blocks 3x/day – helped with behaviour
- PE and DPA happened daily - students only upset if DPA was dropped
- Parents – join in a.m. walk – encouraged kids to be ready with appropriate clothing/shoes
- Newsletter, PAC messages: Why DPA – help kids be ready
- Sport Fit – beginning of year and again at end of year
- Sport fit Canada program: /Stations/monitors your own improvements rather than against a standard/Grade 7s run the stations www.sportfitcanada.com
- Educate the community

- Hallway walking – quietly get to listen to music – Ipods etc.
- Staff fitness 2x/week – good modelling

Supporting Students:

- How do you get at kids in grades 10-12 who are inactive?
- How do you get to the activity resisters?
- Convincing students to participate
- Low-socio-economic students?
- What to do with exempt students?
- What about hygiene issues?
- Girls don't often choose P.E. when given the choice
- How to change behaviour/motivation – something has to change – do something different to get different results
- Senior high – how to get students to understand the importance of and what DPA is – not just going to the gym
- Students who are not meeting the expectations vs. kids who are definitely getting that physical activity already
- Taking class time away from kids who are already very active but lack in academics
- Often not part of intramural programs
- How can we make sure all kids move everyday?
- Older kids get bored of the same routine
- Identifying students who need it in a timely way
- What do we do to encourage grade 6/7 girls to participate?
- High risk students – how do we support them?
- Competition from student jobs and other commitments?
- How do we focus our energies on the at-risk students?
- Dress code (street clothes to do DPA)
- Students who work don't have time after school.
- Low income families not able to support community recreation program fees
- Students not participating in organized activity – responsibility of student or school?
- So many kids driven to school
- Kids in front of computers
- Many overweight kids will not participate in P.E.
- Labour intensive to get idle kids moving
- What is the actual amount of activity?
- Older kids not really enjoying the activity
- Primary boys need a lot more structure
- Will Action School activities work in a secondary classroom?
- Could we use recess or lunch?
- 74% of our kids are active – Can we just focus on the kids who are “at risk” (resources will go farther)
- Kids who must work (living independently)
- High academic focus – no time – exemption?

- If DPA is recess/lunch, do you close the lab?
- Computer/TV is endemic – how to counter that?
- Do you make the computer a reward?
- How to approach students /parents who aren't meeting the DPA requirements?
- What do you do when some students are otherwise actively involved (i.e. hockey before school, walking to school) and then required to do “more” (and resistant) to get other students to “catch up”?

Parents:

- Societal issue (parent buy-in, student buy-in)
- How do we communicate the importance of this to parents – especially those who do not normally buy-in?
- How do we involve parents, staff in DPA?
- Research says one hour of physical activity. We need to send message to parents that 30 minutes is not enough...should be one hour
- Cannot only be of educational importance – community parental involvement necessary
- Educating parents that this is going on- dress for outside
- Parent consent forms needed for off-school grounds

Teachers:

- Generalist teachers – how do they have expertise to teach things like yoga, kick-boxing?
- Should specialists for PE be hired?
- Concerns over staff members who are not fit who may be extremely anxious about leading DPA
- Leading stretches can be daunting for teachers who are not confident/passionate about teaching PE
- Burn-out of staff – sustaining DPA over a year
- Generalists feel inadequate
- Some see this as “just one more thing” to do
- In-service for staff needed
- Force teacher to do another thing?
- How do you get buy-in from staff to give up time to do this?
- How do we ensure that all teachers are going to support DPA?
- Teachers who are already volunteering the most (coaches) are being asked to maintain equipment, help those who need it, attend meetings with no extra time
- Based on selected models of implementation, do we need training in place?
- Teacher attitudes – it's another thing in their day

Safety/Legal Issues:

- What is adequate supervision?
- Safety concerns are huge
- Potential for schools to be sued, with teachers who are untrained to facilitate activities with a PE/PA focus. Techniques are not known by unqualified individuals ie. reverting to old practices of stretching that may be detrimental. Must have knowledge
- Safety if before/after school

Facilities:

- Not enough gym time (no gym available or too large a school)
- No gym – enough gym room
- Packed classrooms
- Access to facilities, weather conditions
- Equipment – broken/gone
- Issues around small rural communities – need for more facilities and experts
- Noise/interruptions
- No extra rooms, no playground space, completely booked gym
- School on busy highway – can't go for a walk
- Working out in hallway is too loud for others who are working in class
- Facilities: injury in activities that are too large

Community Resources:

- How can we make community resources more accessible?
- How to engage the community resources to make a goal a reality?

PE – PA:

- If kids already get 30 minutes PE do you need to have DPA?
- Will some schools replace PE with DPA?
- How does DPA support PE?
- PE vs. PA – how do we make sure it does not replace PE?
- Danger to attach to PE – not need to be skilled in sports to get active
- There needs to be a clear and distinct PA/PE difference

Resources:

- Resources for schools with less budget available
- Funding to find resources
- Budget

Sustainability:

- How will we sustain this program if leadership at the school/district level is not supportive?
- How do we keep the momentum going?

Communication:

- Public awareness?
- How do we get parents, schools, community working together?
- How do we get kids to be active after school, weekends, etc. so they do not go home onto the computer?
- How do we get people to value this – staff etc...?
- We need to share statistics – communication of this is key

Time Away from Academics

- How to integrate and incorporate DPA into class time/school time and not detract from current system?
- Where does one fit in “one more thing”?
- Other new curriculum to implement (math)
- Must add transition time (especially when going outside)
- If inside the timetable, where does the time come from?
- Whose curriculum gets 10% taken away? (All subjects are important)

Other:

- Admin. buy-in – what if they are not supportive?
- How do you acknowledge elite athletes and their training schedules which might not parallel 30 minutes per day?
- Two levels exist in beliefs – converted and non-converted
- “Schools will look after it” message concerns us – problem will escalate
- Change the mentality of the entire community – teachers, students, parents?
- Who supervises the quality of instructors?
- Structured vs. unstructured use of time to meet these requirements
- Concern that this will become an issue of implementing 30 minutes of activity rather than a need for fundamental behaviour change
- Need to expand the students’ perceptions of what constitutes physical activity
- What does moderate to vigorous mean?
- Does a lower level for a longer period of time count?
- Do you have to raise “heartbeat? Raise sweat?
- Is just offering opportunities enough?
- Regular recess and lunch doesn’t involve all kids

Part II: Solutions/Strategies/Ideas/Approaches/Actions:

Solutions, strategies, ideas, approaches and actions were the focus of the afternoon session within the overall theme of “*Making It Work: Moving to Action: Strategies/Ideas/Approaches*”. Participants identified the following as solutions, strategies, ideas, approaches, and actions.

Secondary Schools – Grades 8-12 (with challenges of timetables, ferry schedules, bus schedules, duty-free noon hours for teachers and 30 minutes per day for Grade 8 and Grade 9)

Scheduling models proposed:

- Staggered start to the day – grades 8 and 9s start 30 minutes earlier – report to DPA- grades 10-12 can go voluntarily or not go
- Use an “assigned time” block for support for kids’
- Linear PE in a semestered school/ back with core or supplementary courses or time
- Incorporate DPA into Planning 10
- 1st block – extra 30 minutes long or 1st and 2nd block extra 15 minutes long – grade 8 and 9 students walk or run
- First 30 minutes of the day the grade 8/9s do physical activity, the grade 10-12 have tutorial.
- 10 minutes assigned to 3 blocks in the day in the classroom for gr. 8/9
- Scheduling students in phys. Ed in grade 11/12 or a BAA if they are not meeting expectations
- PE all year long –students record and hand in to the PE teacher what they did on the “non-PE” days
- Adjust the timetable to allow a tutorial/independent study block to access “at risk” students to meet DPA goals
- Create an advisory block each day that could be accessed to meet DPA goals, Grad transitions, and literacy focus e.g. gr.8/9: DPA, gr. 10: literacy strategies, gr. 11/12: Grad Transitions
- Grade 8-9: 30 minutes per day (prior to lunch) – each subject would lose 30 minutes/week of instructional time
- 8-9: second block – 30 minutes before lunch, go to 8 stations in and around school to participate in physical activity
- 8-9: shorten blocks by 30 minutes –use time as DPA when student is not taking PE – use 30 minutes for remedial reading/math/study skills. Gr. 10-12 use 30 minutes as study block
- Bus stop 15 minutes from school – pick-up the same
- All grade 8/9 students go for a run or walk every day for 30 minutes before lunch
- Linear PE backed up with other subject: math, French, English, H&CE – do activity in the classroom
- Build it into instructional time – 30 minutes at the start of the day, while 10 -12 have study block/USSR/etc.
- Funding subject areas in gr. 8 and 9 that would support 30 minutes of DPA – team teaching
- Integrate physical activity in all subjects – take it out of the PE department hands

Beyond the scheduling:

- Lunch activities organized
- Weight room open
- Intramurals run by athletic leadership

- Open gym from 8:00 – 8:30 a.m. with PE staff supervising in lieu of hallway supervision
- Partner with local recreation centre
- Use facilities other than the gym
- Intramurals at lunch
- Full school run/walk
- Utilize one teacher to “lead” students through a large group activity
- School-wide activity to promote physical activity in schools (monthly theme)
- Beat the Teacher pedometer challenge – prizes
- All school in the gym first thing in the morning

Tracking:

- Student success is dependant on us(schools/teachers) knowing ASAP those students not complying
- Individualized expectations based on existing level of activity
- Collaborate with parents – partner to plan for improved physical activity
- Staff engagement – relationship with students – staff claiming students – mentorship for all kinds of reasons: academic, social, emotional, career, physical
- Tracking –three options: centralized – one person keeping tract or decentralized – a small group, or teacher advising- TAG
- Person tracking grad transitions will track DPA requirement
- Focus on individual students who you know will need “help” meeting requirements
- Kids monitor selves – take time to review - the way to self reliance
- On-line tracking
- Allow coaches/parents to sign off for the DPA
- Tracking form - make it simple, make it electronic
- Person responsible for tracking: grad advisors? PE teachers? Homeroom teachers?
- Hire CUPE worker to manage paper work/data
- Cariboo-Chilcotin uses MS Access tracking system taken from work experience/portfolio/GTs to track this – support staff in career centre in the school does the clerical work
- Systems in place to intervene if/when student falls behind 150 minutes/week
- Treat students individually re: meeting requirements
- Cross-graded homeroom every Friday – continuity a good thing
- PE department to drive DPA – recording, tracking
- 10-12 tracked by Grad Transitions teacher and PE department but suggest this should be spread out so that all staff, community “buy in”
- Include parents in the reporting out
- To get them involved with monitoring, inform parents/students at assembly as to why the “system” is doing DPA
- Provide time for school-based leader to take this on
- Track in home rooms
- Sign off by parents and staff member
- Grad transitions coordinators and parents used to verify record of activity
- PE staff track activity but the counsellor will do interventions
- Tracking during advisory block

Supporting Individual Students:

- 10-12: Grad transitions coordinator works with student to develop personally relevant physical activity plan
- Assess the students – are they meeting the requirements? If not, what will be done?
- Provide opportunities – track participation rates, assist those who aren't meeting the expectation. The goal is every student – physical activity every day.
- Test kids' fitness levels
- Primary focus needs to be: 1) identify those at-risk, non-involved students 2) provide activities that work for them
- Work on the most vulnerable students – those are the ones who need the activity
- Identify “at-risk” group, focus efforts on supporting these kids
- Activity surveys or other method of identifying non-active kids
- Need to establish baseline criteria to determine who to focus on
- Develop action plans with groups of kids, revisit regularly
- Adapted goals for individual students
- Identify your target group of students who need more support, closer tracking
- If kids aren't meeting DPA refer to counsellor/admin for follow up.
- Survey students early in September to find out interest in activities
- Intramural programs targeted at non-active students
- Community recreation centre partnerships
- Get the at-risk student together to discuss ideas
- Community problem – get group together – students/RCMP/community rec./family services – integrated approach
- Basketball in the early morning, open gym when gym is available, weight training after school
- Home-Ec./PE combination class (See Early Leader Schools Report: Timberline Sec.)
- Stair walk for staff and students
- Create BAA course to educate/motivate non-active students

Getting the message out:

- Have a zealot at each school who works with a committee at the school and pushed the initiative forward
- Develop an *Action Schools! BC* committee to brainstorm support activities
- Educate all students on the increasing health risks faced by sedentary/overweight students
- Have staff develop DPA plans, share with students
- Presentation with statistics on students' health and explaining the why
- Healthy schools committee at each school
- Get teachers/parents onside through an awareness campaign

Best Advice:

- Create literacy/understanding that goes beyond just learning how to play a sport
- Not meant to be prescriptive but districts/schools must manage this in a way so that all students are meeting the outcomes; how we achieve this is flexible
- Look at many options – make it happen

- Make it part of the school climate – (students will) become what they do at school
- Increase program and length in baby steps – start with small steps and let it grow
- Continue to recruit other than PE staff to be leaders – this takes the intervention role from the PE teachers but gets them involved in program communication to other school members i.e. Counsellor, coordinators etc.
- Required to offer as part of educational program. The application of this requirement is that we need to monitor and ensure that all students are involved.
- Make it a broad appeal to change any negative attitude towards physical activity
- Role-modelling important by all staff
- Pedometers- # of steps = 30 minutes activity
- Check Ontario Education website
- Just get started with grade 8's and 9's – change the culture of the school

Learning from a lead secondary school – Timberline Secondary, Campbell River

- Tried Scantron Cards – way too time consuming but a modified Scantron sheet would work
- The recording tool needs to be simple
- Every Monday morning during announcements all students recorded what physical activity they did and where they worked (e.g. stacking shelves).
- The tracking sheet had a definition of DPA – endurance, flexibility, strength and number of minutes (see sample tracking sheet in the DPA Planning and Resource Guide).
- The teacher collected the sheets each Monday morning for safekeeping until the next Monday. The sheets were forwarded to the Grad Transitions teacher weekly. (See Timberline's report in the report of the Early Leader Schools on the Ministry website.)
- Monthly tracking form – built using Excel, web-based template, CUPE hired to input data, Grad Transitions coordinator monitored/tracked down students
- Looking to see independence – grades 11/12 years
- Use PE 10 and Planning 10 in grade 10 year
- Contact block in week for monitoring (Grad Transitions teacher coordinated this); students on study block would meet with principal/vice-principal
- Using Grad Transitions teacher FTE to support this
- Weight room, tai chi, yoga, ping pong club, pedometers
- “Bike to Work” week
- “Timberline 1000” – school as a whole waked 1000 km in 10 minutes – class competition – draw prizes
- Healthy School Committee: met once a month – generate/coordinate ideas/12 people of a school of 800 students/public health nurse invited

Middle School - Practical applications/ideas

- PE linear, every other day with the following ideas for the other days:
- 10 minute routines in classrooms
- Exercise balls in math/science or other class

- Every 4th week new teacher gives 30 minutes out of class for DPA
- Pedometer, supplement to DPA – to see if the students are active or not
- *Action Schools! BC/Jump Rope for Heart*
- House programs (Intramurals involving whole class)
- Healthy Buddies program
- Getting DPA time from Advisory block, Exploratory subjects, SSR,
- Gym time just for girls – unstructured gym activity

A Grade 7 – 9 school’s solution: An academic intervention block (37 min.) with DPA

Mt. Slesse Middle School, Chilliwack:

- Academic intervention time 37 minutes after lunch
- Classes are 66 minutes – 4 classes/day
- Day 1 is DPA. Day 2 is Academic Intervention
- Were concerns over prep time but addressed by special teacher intervention
- Day 1 is academic/Day 2 is PE
- PE and DPA alternate – therefore, 30 minutes of physical activity every day
- No gym classes are scheduled during DPA
- Advisory teacher will enter the comment in BCeSIS

Elementary Schools -Ideas for schools with generalist teachers

- Use recess and lunch (see topic following)
- Playground pals program
- One private school is increasing the minutes of instructional time
- Team approach – back DPA time with academic interventions time on days students don’t have PE
- Some schools have taken away silent reading with students assigned silent reading at home
- Extend breaks to 3 ten minute breaks where they can walk, run, lift weights, go to the gym
- Whole school morning activity run by administrator – teachers have collaborative time
- Whole school workouts (10 min. in a.m. and 20 min. in p.m.)
- Administrator runs fitness program in a.m. (all primaries at once, then all intermediates)
- School-wide walk/jog/run
- Have blocks when gym is available for classes to sign up
- Playground circuits outside
- Three days a week do a whole school physical activity
- Have a fitness circuit – 2 min. per station – 2 classes at a time.
- Small amount of time for somebody to oversee coordination and implementation of this over the first few years
- Make sure the school offers opportunities for kids to meet the requirements
- Discuss with teachers often

- Make it a school goal – healthy living
- Grade 6/7 fitness leaders
- *Action Schools! BC* fitness circuit
- Add fitness equipment to the playground
- Sport Fit Challenge – use high school leadership kids - not for PE mark
- Admin found teacher leader to help implement the program and gave time for this person to implement
- PAC purchased TV's to do *Action Schools! BC*
- Make sure it's about having fun
- Consider becoming an Action School
- Intramurals at lunch
- *Action Schools! BC* are providing workshops within our province and refreshers for schools that are already participating
- Provide trained student leaders from upper level classes to assist others with DPA
- One person/staff needs to be the champion
- Kids do intramurals during prep
- Provide resources for each staff i.e. one sheet single sided with ideas in bullet form e.g. 1) strength training with resistance band 2) walk/jog day etc.
- Good resources: Get Fit Kids, Hip Hop, Dance, Dance Revolution
- Make sure your DVDs are appropriate for school
- "DPA doesn't take time away from your schedule. After moving students are now ready to focus and learn."
- Good resources: Get Fit Kids, Hip Hop, Dance, Dance Revolution
- Use pedometers and create challenges-incentives for classes and for individuals
- Have kids set goals for pedometer use
- Good quality pedometers are important
- Whole school activities
- 30 minute walk with the whole school
- PE (or another teacher) takes a different lunch hour and goes out at lunch hour to initiate activity
- *Action Schools! BC* bins
- Have kids log their DPA so that kids are responsible
- A video or DVD player in each room
- A whole set of supplies for every classroom
- Healthy buddies
- Fitness circuit (and changing it on a regular basis)
- Individual teacher decides what to drop
- Creative environment and games e.g. *Action Schools! BC* send new resources periodically, paint map of Canada to run different routes, circuits

School-wide activities at the K-7 level

- School-wide runs/walks
- Km club – ribbons @ 25 km increments

- Leader schools used first 15 minutes each day, last 30 minutes on Fridays and time before lunch
- If weather is bad, entire school to the gym to do aerobics, stretch
- Action blasts/Action video – student leaders with video support
- Begin assemblies with Action videos
- Gym set up with permanent stations – buddy classes use them
- Take advantage of any whole school activity to add DPA
- Sandwich boards made to show community about school-wide runs
- Stations/circuits – whole class at each station – numbered boxes with activities easily transported and set up: e.g. 1) bola; 2) parachutes; 3) volleyball; 4) flying fox; 5) tug-of-war; 6) skipping
- Community commitments such as *Terry Fox/Bike Rodeo/Jump Rope for Heart*
- Pedometers – purchase a few sets
- JR4 stations
- Action tub stations
- Work-out balls for 3-7/squishy chairs for K-2 instead of chairs
- Health Among Us (Nanaimo) – simple activities which kids love
- Nutrition and Fitness Day – full day- rotation from station to station
- Sports days
- Jump at the bell, tag with the entire school, bowling, swimming, skating, dance, skipping
- School-wide run on Fridays
- Morning school-wide run/walk
- School-wide dancing/stretches at assemblies
- Start the day with physical activity and include the community. Get the whole school participating at once and build this into the timetable. Vary the activities by month or by day of the week. Build on strengths, interests of staff (e.g. yoga, kick boxing etc.)

Recess and lunch as a form of implementation of DPA

- Activity stations at recess and lunch – if students were not active, they were encouraged to go to a DPA activity station – students loved it, even the inactive kids
- Teaching noon hour supervisors games to teach students e.g. four square, tag games
- Teach playground leaders specific games
- Train older elementary kids to facilitate a 15 minute circuit (teacher supports/supervises)
- Provide a range of equipment and supports for lunch/recess
- Teach/introduce the games and activities during class time that can occur at lunch. Have a different playground focus introduced each month
- Be creative with leadership opportunities for older students to get involved
- Offer hip hop, cup stacking, cardboard box structure building, chair aerobics, bounce the ball, and other options
- Create a course for runners/walkers at recess/lunch
- Grade 6/7 girls can walk and talk
- Recess and lunch activities are more engaging if:
- New playgrounds and equipment. *Action Schools! BC* provide activities and equipment

- Use recess for 15 minutes of the time - students come in after recess and color in the activity chart showing endurance, strength, and flexibility they have completed – uses student accountability – The other 15 minutes is done in classroom by class teacher
- *Action Schools! BC* – leadership club where they have students trained to support games during recess/lunch
- Buddy activities outside
- Multi-age grouping (primary and intermediate) activities – focus on participation
- Train students to lead games during recess and lunch

K-7 Schools with unique challenges - few or no extra spaces, crowded classrooms, no playground equipment

- Use hallway
- Multiple classes in gym
- Use PE time for DPA – improve PE time and supplements on other days
- Supply warm clothing for outside activities – rain gear on school supply list
- Whole school workouts
- Stations in classes all at same time
- Stability balls for kids
- Stations in classroom (each class does a station – rotate)
- TV/DVDs in each class – use Action School DVDs
- Intramural programs
- Each teacher takes on developing one station – share station ideas
- Step away from the fear of “30 minutes” and just start with baby steps – it will come along
- DPA is an add-on to PE; we want kids to move – give them the opportunity to move (Silent Reading is an add-on to English – we want kids to read so we give them the opportunity to read.)

Sharing an early leader school’s experience – Westview Elementary, Prince Rupert

- Part of *Action Schools! BC*– all classes got a TV/DVD player
- *Action Schools! BC* set up a circuit
- Parents helped e.g. yoga, hip-hop
- Need to recognize areas of expertise of staff
- Prep time could be PE. Then you have an expert
- Train kids “how to play” traditional games e.g. 4-Square
- Supply materials – keep in bins by door e.g. ropes, balls, Chinese skipping rope
- Sign out materials through leadership group
- Be prepared to lose equipment/ encourage kids to bring equipment/ask community clubs to donate old equipment

- Try 15 minutes unstructured/15 minutes structured
- Track activity in Agenda books
- Exercise balls instead of chairs
- Have a physical goal as part of school growth plan
- Have new ideas etc. at all staff meetings or communication books
- Have easy access to field trip permission forms (blanket form in September)
- Need some unstructured time
- Whole school activity ideas:
 - Walk to school day
 - *Jump Rope for Heart*
 - Yoga in a.m. in gym
 - School walks
 - Ski days
 - School “tag” games
 - Track meets
 - Ball games
 - Bowling, skating, swimming
 - 15 min. walk each morning
 - Dances

Cold weather ideas

- Stability balls instead of chairs
- *Action Schools! BC* – aerobic videos
- *Jump Rope for Heart* in the hallway
- Accessing community facilities
- From 2:30 – 3:00 everyone does DPA
- Use community people (seniors with kids going curling)

Supporting schools for the past five years through *Action Schools! BC* – the Maple Ridge/Pitt Meadows experience

Recommendations:

- If your school is doing “Actions Schools”, 4 kits come with “start up” – Get a kit for every classroom teacher (get PAC on board and fundraise for extras)
- Variety is important
- Whole Schools – scheduled breaks throughout the day: all using “grippers”, music on P.A. (do an activity)
- “Get Strong 101” DVD – 15 minutes total – 1 minute circuits with movement during transitions/could use a flex room and rotate schedules/create a fitness room
- Playground Circuit – created by *Action Schools! BC* (they would help create this playground – mix of obstacle/running)

- Student Leaders – *Action Schools! BC* will train once students are identified in school - leaders teach on playground during recess/lunch and can be invited into class/gym time
- Dance/Aerobics – student leader led – practicing sequences
- DVD Energy Blast – whole school – parents/teachers/students – 15 minutes at start of day – older kids accountable to learn and teach to younger
- Pedometers – track mileage on “walk across Canada”, grade vs. grade – staff contests – Act Now BC pedometers are \$2.
- Morning walks
- Lunch intramurals
- Whole school bike rodeo

How to facilitate/validate unstructured time

- Key is getting the inactive active
- Track with the *Action Schools! BC* tracking sheet
- Create a class tracking sheet – teacher tracks
- Use student leaders who are active to motivate others and lead others
- Start day with an activity in the gym – grade levels – during gym time
- Provide bins with activities/equipment
- Community partnerships
- Label the structured activities
- Individual tracking system
- Creative activities – solicit students/teacher/PAC etc.
- Ensure we know which students are sedentary (most “at-risk”) – champion those students and connect with them – help facilitate students who do not get involved – find out what activity would interest them and get it started
- “Walking school buses”

How to empower students to take responsibility and understand DPA

- Has to be a shared initiative. Parents have to get involved. Reinforce the message
- Target only those students who are currently not meeting DPA requirements
- Attach learning to it – make it a lifestyle challenge/change
- Teach appreciation. We want more than 30 minutes. Make them aware of the message embedded in the 30 minutes of DPA
- Get representatives from all sorts of different sectors so that we are all speaking the same language
- Everyone on the same page: Make it one message instead of several approaches
- Start a committee
- Get kids to form a group/committee to be active in implementing this initiative
- Community initiative – involve everyone – community programs to explain the initiative
- Invite specialists to speak at schools

- House teams – activity in schools – try to get “edge” kids
- *Action Schools! BC* is working well but it is a small part of the puzzle
- Let’s change the message, change the way we sell it - “This is our half – parents and community take the other half”
- Some schools have tracked data to help them figure out what students need to be targeted
- Local community organizations need to be invited to grade 8 and 9 classes.
- Create a dialogue at school that creates awareness, opportunities (fitness classes before/after school, intramurals at lunch, running clubs)
- Benchmark fitness levels (activities) at start of school year and then measure growth over the year (one kid at a time!)
- Create a rubric for students to assess progress (include a family survey for home use)

Impact of DPA on total instructional hours and of recommended time allotments

- Recommended time allotments are just that – recommended
- DPA every morning 8:45 – 9:05
- Integrate walk/run/jog with social responsibility (e.g. pick up trash)
- Use pedometers in math (% , averages) and social studies (walk across Canada)
- Use natural break in the day to do the activity
- One school installed TVs in each room with DVDs so easy to start
- Use “fudge factor” in allotments for programming
- Circuit set up in a classroom so teacher can supervise
- Educate parents on importance so they understand why this has been added and why “real” school has been reduced
- Develop “alternate” programs and courses (dance, hip hop, etc.)

Supporting teachers in providing a variety of activities

- Action Schools! BC workshops – they will do refresher workshops for schools that have already had inservice from them
- Lunch/recess activities – incorporate lunch hour supervisor
- Teach students to lead some activities
- Community committees – rec centres, schools, etc.
- Pedometers available to use in schools
- School walks
- “Sport Fit” (2010 Legacies NOW supported) – Sport challenges in gym – data recorded by kids (info on website) and inputted to computer – generates sports that they will be good at
- Websites: Canada Food Guide (Activity section), North Shore Walks (for North Shore), BCRPA – B.C. Rec.
- Need to educate students about importance of activity
- Empower students to see that activities other than organized sports and activities are legitimate
- *Action Schools! BC* activities done in each class

- Using pedometers for classes
- Use student planners for students to record their own activity
- Sell kids on the “spirit” of the activity rather than getting hung up as individuals
- Everyone participates in a walk, run, jog first thing in the morning....good in small schools
- Share information with parents....this is what we have to promote: healthy living (ping pong, skateboarding, running, intramurals)
- Let’s not check boxes. It’s the spirit that counts
- Bulletins once a month of what we can do
- Whole school (K-5/K-7) do 20 minutes at beginning of day
- Having 60 kids in gym at one time
- “Fit Buddies” – older students take younger students through gym doing stations
- *Action Schools! BC*
- Having community people come in (tennis yoga, aerobics)
- Walk ‘n Talk – students going one way around field, teachers going the other so they can see students (15 minutes in a.m. and p.m.)
- Stability balls instead of chairs

How to engage non-native staff with native communities and students?

- Work with the community and off school grounds e.g. paintball, kayaks, biking, local sports leagues like soccer, basketball
- Focus on Type 2 Diabetes, Nutrition, gardening as a link between diet/PE/DPA
- Encourage work experience – NF students sports leaders – or paid work?
- Family-based sports activities – invite parents/elders
- Empower the non-basketballers e.g. by using the pedometer to learn about their own bodies/limits – small goals
- Offer incentives for joining in to sports

Safety and Liability

- Blanket consent forms for neighbourhood/community field trips that don’t require vehicles (or blanket DPA forms at beginning of the year)
- Ensure there are expectations in place for activity re: clothing, jewellery, high-heeled shoes, flip flops etc.
- Motivate the sedentary students – reach them and teach them simple games/activities/sports
- Stretch before activity
- Personalization for students – do not have unskilled students take part if they’re not ready
- Talk safety with teachers
- Common sense must prevail – do not engage in activity in an unsafe area – e.g. clear table if necessary
- PE specialists can be advisors to assist other individuals
- Think foundational activities like throwing and catching a ball, skipping, squareball (*Action*

Schools! BC activities)

- Find innovative ways to get kids engaged

Computers as down time

- Close the lab during DPA times
- Nintendo Wii
- Use computer technology to monitor student use e.g. pop up questions e.g. “stand up now”, automatic shut-offs, measuring heart rate
- Earn a “pass” through DPA to get into the lab

How not to lose PE with the DPA

- Website: everactiveschools.com
- One school has daily PE but said often PE does not equate with full-time activity – therefore not sufficient for fitness. Twice a week the entire school does something together for 15 to 20 minutes. Other days it is the classroom teacher who does an additional 10 or 15 minutes in class
- Have teachers understand the PE curriculum as well as DPA
- One school starts the day with 15-20 minutes walk/run
- Run quality PE first – then incorporate DPA to offset
- Link PE with daily fitness on alternate days
- Use PE to support DPA: Guidelines for what students should know or be able to do at each grade level (rubric); submit plans (at secondary level) as part of PE class- what they plan to do to stay active

Personal goal setting

- The ability of students to adopt appropriate and meaningful goals is essential to the success of DPA
- Once goals are in place action plans related must be built, allowing student to gain success in working toward their goals
- These goals and plans need to be revisited over time – if not working, either the goal or the plan must change

Implementing DPA without additional \$ from the Ministry

- Use collaboration time at Elementary
- It may not happen in year one but try it, move forward
- Have a program coordinator in District for DPA
- Ensure that gyms are fully booked
- Determine who the key players are on staff and have them help change the school’s culture

- Internal district decision about funding – drop some programs in order to fund DPA resource people
- Survey to show which kids are inactive and don't enjoy physical activity and concentrate on this group
- Have a plan for implementation
- *ActNowBC* – can apply to borrow pedometers

Leveraging opportunities resulting from hosting 2010 Olympics that could support DPA

- Athlete Profiles: kids can learn about the active, healthy lifestyle that led them to high performance
- Government Support: Access Games (when/if you can afford them!) that support activity-related infrastructure, training and improvements
- Canadian Olympic Committee and VANOC: have excellent 2010 websites with educational programs that can support the DPA philosophy of healthy active living

How can community recreation centres and/or fitness professionals help support the schools with DPA?

- Hurdle is to get the word out – not mandatory but a great resource
- Have rec. centres keep track
- Incentives to bring out kids
- Rather than subsidize, trade off school district time for swim/gym type activity with the city
- Leisure access policies – dependent on income (for low\$ families)
- Alumni from schools in grade 10 return to feeder elementary and train grade 6/7's to facilitate activities at the elementary school (form of mentorship)
- Arrangements to get classes to the community facility so they are aware of space and activities
- Discount and teacher memberships – role model
- Access to rec. centres free of charge?
- Bring fitness leaders for one on one or group classes
- Link into private facilities, create a program where students become certified and teach other students
- Fitness leaders program for students to become certified, incorporated into high school curriculum, 4 credit course in grade 11
- Questions arose around insurance and minimum age for certification – overview of the certification process available on BCRPA website (BC Recreation and Parks Association): www.bcrpa.bc.ca
- Link students with practicum opportunities
- List of leaders is available for each BCRPA region
- Need to ensure students are aware of the resources and facilities so that they are able to create a healthy lifestyle through to adulthood
- Great benefit in bringing recreation professionals to students to increase comfort levels and familiarize them with facilities

Inviting parents to work with us on DPA – engaging PACS

- Have scheduled events
- Parent-teacher night – students present
- Have Healthy Living committee
- Have PAC as sitting member of committee
- Reach parents in the community- newsletters and other communication
- Community awareness – parents need to know what’s out there
- KISS!
- Change class length to create an “open” period (multi-instructional)
- Student council present @ teacher nights
- Align all communications
- Engage *Action Schools! BC* for training
- Parents work at the schools – or at least always have them involved in DPA when in school / align parent visits with DPA
- Databank of newsletter material
- Links everywhere – to make access to information easy
- 75 minute periods – 5x 60 minute periods – kept same instruction/classes – added extra period for DPA/other supplementary subjects

Strategies for bringing the DPA message back to school/staffs/parents

- Staffs: communicate plus aspects to other schools/staffs – not a recess initiative but “Best Thing Ever” web cast
- Have the conversation: “Why does my class have to do it?” or in secondary “someone else’s job” – but not negative
- Do not lose PE with DPA
- Role model life-style change
- PE resource in each district
- PE resource in school with 3 helper teachers around school to help with activity during day
- October PSA – PE department/*Action Schools! BC*
- Sell the idea: “Teach in PE; Practice in DPA”

Big picture messaging to community, parents, teachers

- Combine messages in Health and Career Education with DPA
- Work with community and family to have consistent message
- Treat this like a “no drinking and driving” campaign
- Definitions are in the document
- Start with awareness

- Keep it simple
- Talk about it
- Raise profile
- Put the topic on monthly staff meetings
- Put DPA into informal conversations
- Make DPA a part of the school plan
- Much flexibility – What is the ultimate goal? To get kids more active!
- Invite Art Hister www.drarthister to district – or do webcasts of him speaking
- Invite Art Hister to do provincial articles in newspapers
- Invite students to bring parents
- Combine info on DPA with existing parent nights - incentives to come: grocery gift cards, books, (student-parent draw)
- Local newspapers – September re: DPA activities
- Podcast Art Hister
- School signs – “Did you know?”
- Form healthy schools committee – involve parents
- DPA newsletters
- Need to communicate the importance and the urgency
- Do a command performance with your Grade 12s
- E-mail DPA newsletter
- Note in Grad Planner re: DPA
- Note in Student Agenda re: DPA
- Central source of info for communication with parents, provided by the Ministry – we all include in our newsletters
- Take the power point from the meeting and modify it to your own district and share – similar messages to all in the Province
- A provincial listserv designed to share on the website so we can learn/share...accessibility to all staff, parents, etc.

In closing, the Ministry wishes to thank all the participants of the meeting for sharing their thoughts and ideas, for taking the information gained back to their own district, and through this summary, assisting us to provide every educator in the province with implementation strategies.

For further information about this meeting or any other topic related to the implementation of Daily Physical Activity, please e-mail dailyphysicalactivity@gov.bc.ca or phone (250) 387-5647. The DPA website will be updated regularly as ideas from the field are shared. Visit it often for emerging implementation information and ideas: www.bced.gov.bc.ca/dpa/