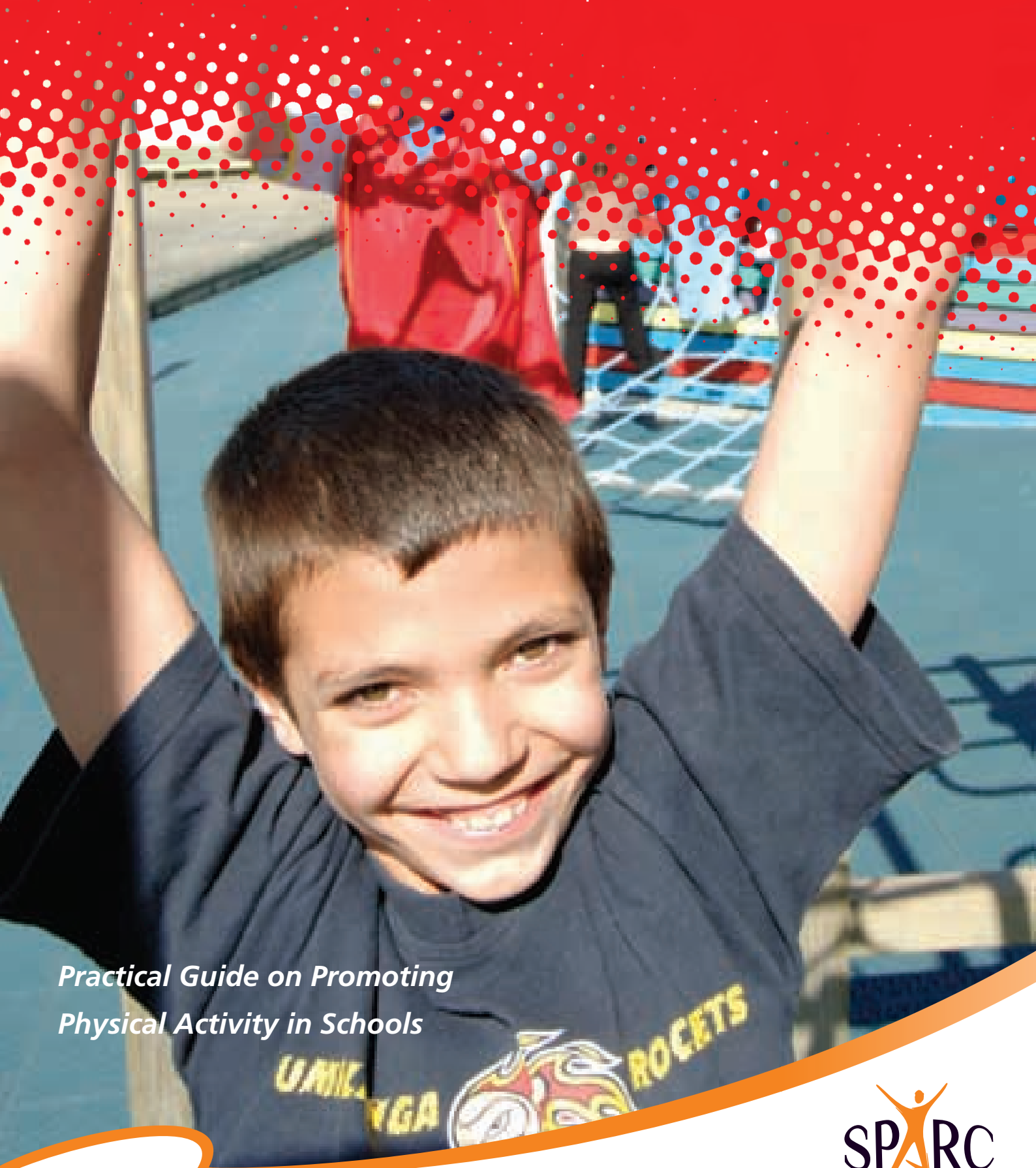


# Get Ready

Principals' and Teachers' Guide



*Practical Guide on Promoting  
Physical Activity in Schools*



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# Welcome to the Active Schools toolkit

What's in *Get Ready?*.....3



# Welcome to the Active Schools toolkit

***Mauri mahi, mauri ora!  
Get up and get moving!***

*Physical activity is for everyone –  
regardless of size, skill or ability.*

*Physical activity is fun, easy and can be free.*

*Physical activity can benefit learning as  
well as health.*

The *Active Schools* toolkit aims to help schools develop a physical activity culture:

- > It offers ideas for providing physical activity contexts and activity-based learning across the curriculum areas.
- > It provides easy ways to increase physical activity in co-curriculum areas.
- > It helps physical activity to become a part of daily life in the school community.

The *Active Schools* toolkit will help schools to meet new legislative requirements regarding physical activity. These requirements come into force from 1 January 2006 and are outlined in the *National Education Goals* and the *National Administration Guidelines*.

As time goes on, we expect to add more resources to this initial set of four:

- > *Get Ready* – a handbook for principals, management teams and Boards of Trustees on introducing a physical activity culture to their schools.
- > *Get Started* – a handbook to help teachers to increase physical activity within the classroom.
- > *Get Going* – curriculum-based activity cards that teachers can use straight away.
- > *Get Into It* – an interactive CD-Rom with information and resources for teachers and students, and an audio CD to accompany physical activity.

## What's in *Get Ready*?

*Get Ready* is for principals, management teams and Boards of Trustees. It looks at the benefits of physical activity and how to go about introducing and maintaining a culture of physical activity at your school.

*Get Ready* includes templates that principals and management teams will find useful in making physical activity happen.

## What next?

If you've read *Get Ready* and you're keen to get started:

- > distribute *Get Started* to your team
- > load *Get Into It* onto your school computers or your intranet – so teachers and students can access these resources straight away
- > start your school snapshot and development plan.

## Don't be mistaken!

The *Active Schools* toolkit is not a physical education resource. It is about physical activity becoming an integral part of school life. Physical activity can occur in many ways – from encouraging students to walk to school and staff and the school community to become physically active, to making physical activity part of everyday learning.

If you're wondering about the difference between physical education and physical activity – here's how we define the two throughout the *Active Schools* toolkit:

### Physical education

Physical education enables learning in, through and about movement. It fosters critical thinking and active participation in a variety of movement contexts in different environments.

Quality physical education has clear learning intentions and direction which are shared with the learners. Quality physical education is curriculum-based, planned, organised, inclusive, resourced, challenging, fun, regular, progressive, sustained, timetabled, appropriate to needs and abilities, safe and evaluated.

### Physical activity

There are a number of different definitions for physical activity. The essence of these is that physical activity can be defined as purposeful human movement. Quality physical activity is enjoyable. It develops and enhances the spiritual, emotional, social, cognitive and physiological growth of children and young people.



### Quality physical activity:

- > includes active involvement that makes people breathe harder than normal
- > includes those with special needs or abilities
- > has a purpose that is shared with the participants
- > uses or practises a fundamental skill
- > caters for a range of learning styles
- > involves students and is fun for them and their teachers
- > is valued, regular and safe.

## Helpful symbols

We use symbols throughout *Get Ready* to highlight where you can find related information or resources in other parts of the *Active Schools* toolkit:



***Get Started***



***Get Into It CD-Rom***



***Get Into It audio CD***

# What does a physical activity culture look like?

Features of a physical activity culture .....5

Quality physical activity has benefits for everyone .....6





# What does a physical activity culture look like?

When a physical activity culture exists in a school it is clear that the school values and promotes physical activity as a part of everyday life. This section looks at the features of a physical activity culture, the many benefits that quality physical activity provides and the need to make physical activity a positive experience.



*“Physical activity is all movements in everyday life, including work, recreation, exercise, and sporting activities...” – World Health Organisation*

## Features of a physical activity culture

A school with a physically active culture may have the following features:

- > A quality physical education programme is provided.
- > Physical activity is used throughout the curriculum where relevant and appropriate.
- > Physical activity opportunities and resources are available to students during interval, lunchtime and before and after school.
- > School events demonstrate a commitment to physical activity. For example, ‘meet the teacher’ evenings may have activities available for families to take part in while they wait.
- > Students are rewarded in ways that reflect a commitment to physical activity. Good behaviour is rewarded with access to physical activity equipment rather than computer time.
- > Staff are physically active role models.
- > Students are encouraged to walk to school.
- > Whānau are included and encouraged to support students to be physically active.
- > Physical activity is promoted on notice boards and school newsletters.
- > Students, staff, whānau and the community receive consistent messages about physical activity. For example, physical activity is not used as a punishment.

## Quality physical activity has benefits for everyone

### For students

Research shows that physical activity can benefit students in many ways:

- > Physical activity helps cognitive development.
- > Physical activity leads to better academic performance. A recent study involving public school students in California found a distinct connection between fitness and ability when matching academic results in reading and mathematics with physical fitness scores. Higher achievement was associated with higher levels of fitness, and the relationship between fitness and mathematical achievement was strongest.<sup>1</sup>
- > Physical activity can help to prevent obesity in children, which can otherwise lead to lifelong illness for people, including adult obesity, diabetes, high blood pressure, heart conditions and a range of health disorders that can shorten a person's life expectancy.<sup>2</sup>
- > Physical activity leads to students being more productive, more motivated, better organised and more effective in learning and performing tasks.<sup>3</sup>
- > Physical activity helps to improve self-esteem and self-concept in children and contributes to a reduction in depressive symptoms, stress and anxiety.<sup>4</sup>
- > Physical activity reduces the likelihood of students being involved in antisocial behaviours. Athletic participation is associated with fewer incidences of smoking, drug use, unwanted pregnancy, delinquent behaviour and dropping out of school.<sup>5</sup>

While most research has been with older children, the findings are likely to apply to younger children too.

### For schools and teachers

Teachers who participate in physical activity with their classes will reap the benefits in their own improved wellbeing – not just physical health but stress reduction too!

A quality physical activity programme that is implemented across a school has many benefits:

- > Physical activity can lead to a more positive school climate/culture and a more enjoyable environment for learning – students are less aggressive, teachers experience fewer discipline problems.
- > Physical activity leads to students having higher concentration levels in class.
- > Physical activity leads to more productive students with increased aspiration for learning – this is even more evident with disadvantaged students.<sup>6</sup>
- > Physical activity can lead to stronger teacher-student relationships.
- > Physical activity can be used to increase the school's profile.
- > Physical activity can be used to create stronger links between the school, home and community.
- > Physical activity leads to improved health and decreased absenteeism.
- > Physical activity contributes to a decrease in vandalism, mischief, petty crime and other negative behaviours in the community.<sup>7</sup>

<sup>1</sup> California Department of Education 2002, *State Study Proves Physically Fit Kids Perform Better Academically* [online], available URL: [www.cde.ca.gov/nr/ne/yr02/yr02rel37.asp](http://www.cde.ca.gov/nr/ne/yr02/yr02rel37.asp)

<sup>2</sup> Mallard T 2004, *Physical Activity for Primary School Pupils* [online], available URL: [www.beehive.govt.nz/ViewDocument.aspx?DocumentID=21114](http://www.beehive.govt.nz/ViewDocument.aspx?DocumentID=21114)

<sup>3</sup> Kidd B 1999, The economic case for physical education, *CAHPERD Journal de l'ACSEPLD* (4)

<sup>4</sup> McKay S L, Reis I S, Tremblay & Pelletier R 1996, The impact of recreation on youth in transition to adulthood – a focus on youth at risk, in *Youth In Transition: Perspectives on Research and Policy*, eds B Galway & J Hudson, Thompson Educational Publishing Inc

<sup>5</sup> Kerr G 1996, The role of sport in preparing youth for adulthood, in *Youth In Transition: Perspectives on Research and Policy*, eds B Galway & J Hudson, Thompson Educational Publishing Inc

<sup>6</sup> Kerr 1996

<sup>7</sup> Norrie M & Mustard J F 1999, *Early Years Study: Final Report*, The Canadian Institute for Advanced Research

# Starting out

Roles .....7

Four approaches.....9



# Starting out

Adopting a physically active culture is not just about incorporating physical activity within the curriculum. It requires a shift in attitude and behaviour that needs the involvement of principals and management teams and the support of the Board of Trustees.

This section looks at the roles that those groups play. It also introduces four approaches to physical activity within many aspects of school life.

## Roles

### Principals and management teams

Principals and management teams have a key role to play in any school-wide initiative. Their leadership and enthusiasm affect staff and students. It's great if the principal and management team are positive role models for physical activity.

Principals and management teams can empower their school's commitment to physical activity through management practices and systems. They can lead their staff in school-wide planning for physical activity described on pages 11 to 13.

### Board of Trustees

The Board of Trustees can be involved at a governance level. They can demonstrate their commitment to increasing physical activity by:

- > resourcing and supporting the management's decisions on implementing physical activity within the school
- > surveying parents and consulting with whānau to elicit their views
- > adopting a physical activity policy or procedures
- > reviewing current policies to ensure they reflect the school's commitment to physical activity and inclusion
- > approving budgets to support physical activity in the school such as playground markings, equipment, release time for staff (to plan, to observe what other schools are doing, to attend professional development) and management units
- > providing an indoor space for physical activity to take place
- > generating discussion around physical activity in their schools by exploring questions such as: What level of physical activity do the children in our school engage in? How do we enable/hinder children in our school to be physically active?
- > providing opportunities and facilities for their employees to be physically active.



*“Schools should develop policies and practices that create a positive learning environment by supporting physical activity, promoting emotional safety, encouraging the acceptance of diversity, and providing equitable access to opportunities.”*

*– Health and Physical Education in the New Zealand Curriculum*

## Four approaches

There are many ways to increase physical activity in schools. Four complementary approaches include:

- > meeting the existing requirements of the curriculum
- > introducing physical activity into learning and teaching programmes
- > providing physical activity opportunities outside of class time
- > encouraging students to walk to school, or to cycle, skateboard or scooter, rather than being driven.

Here's a brief overview of each approach – there's more information about implementing these approaches in *Get Started*.



### 1. Curricular

Physical activity is central to a quality Health and Physical Education programme. It is also central to the Dance strand within the Arts curriculum.

### 2. Cross-curricular

Many opportunities exist to include physical activity as a context for learning in a variety of curriculum areas both inside and outside the classroom. The *Get Going* activity cards have examples of lessons using physical activity. *Get Started* also offers ideas for activities that can be incorporated into learning and teaching programmes.



### 3. Co-curricular

These are opportunities that exist outside lesson time, such as:

- > Free time/spontaneous play: These are opportunities for students to participate in physical activity before and after school and during interval or lunchtime. These could be planned and/or initiated by students in the school or adults (see *Get Started*).
- > Sport and games: Students may be able to participate in a range of sports and games before and after school and during interval and the lunch break, through clubs, community groups and interschool competitions.
- > Cultural groups: Cultural groups may provide physical activities such as the development of fundamental movement skills using poi, rākau and waiata-a-ringā or Pasifika, Irish or line dancing. These activities could also be curricular if linked to the Health and Physical Education curriculum or to Dance within the Arts curriculum.



### 4. Active transport

Schools can promote walking to and from school as a way to increase physical activity. A walk-to-school day, cycling to school, or being dropped off on the way to school and walking the remainder are examples of this.

#### Existing initiatives

Some city councils are helping schools to become more accessible by walking or cycling. *The School Travel Planning* and *Safer Routes to School* initiatives are examples of this. To find out more about these initiatives contact your local council or visit [www.eeca.govt.nz/programmes/travel/inschools.asp](http://www.eeca.govt.nz/programmes/travel/inschools.asp)



# Ready, set, go!

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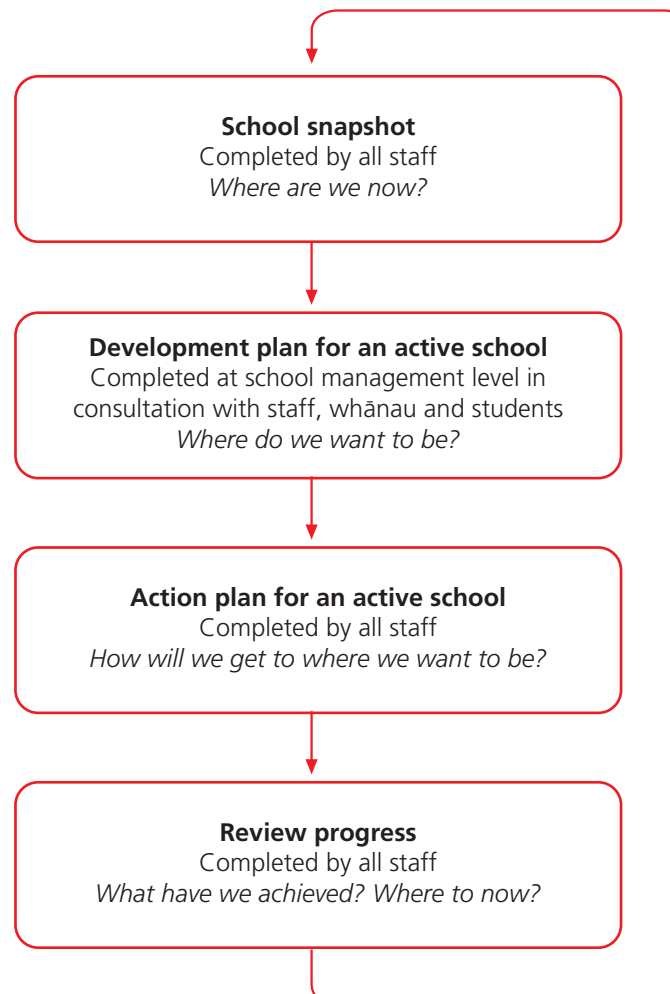


# Ready, set, go!

This section takes a look at getting ready to develop a physical activity culture at your school: how to develop a physical activity culture; things you could do right now, this week, this term and next year; and how to introduce active transport.

## Developing a physical activity culture

Developing a physical activity culture at your school is a continuous cycle of development and refinement. There are all sorts of ways you can develop a physical activity culture. One possibility is shown in the diagram below. It has four components, which we explain on the following pages. We have also developed templates you could use and these are on pages 25 to 29 and available electronically on the *Get Into It* CD-Rom.

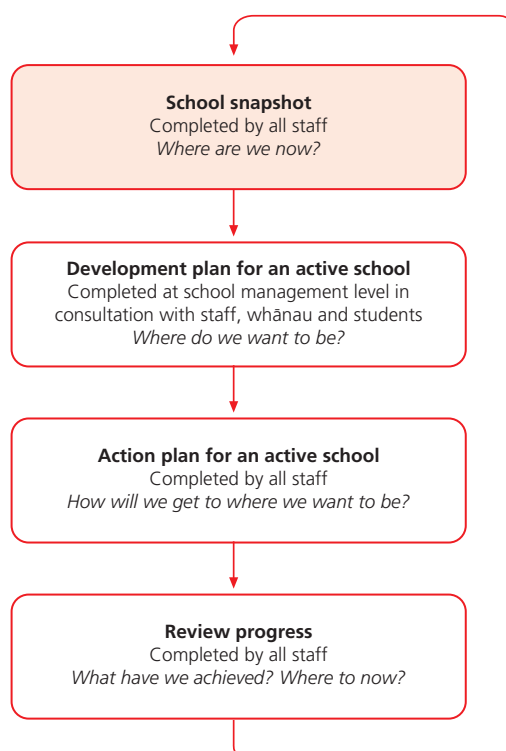


## School snapshot

Use the snapshot template on page 26 to identify current strengths in physical activity and priorities for development. You could do this as a staff activity.

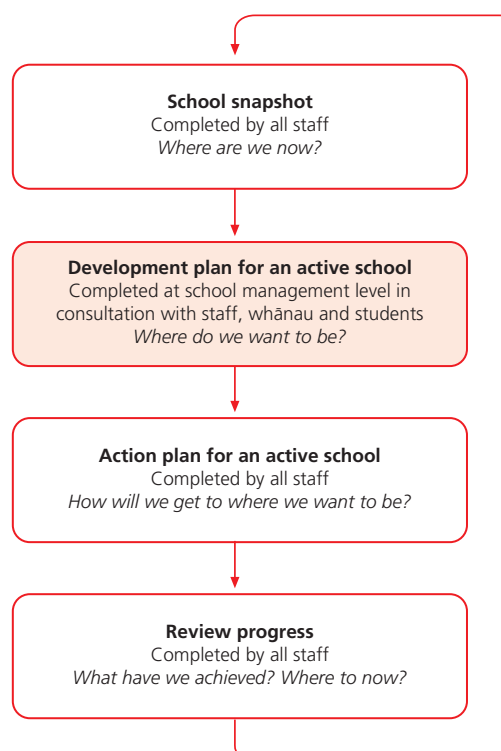
### Questions to consider

- > How does your school explicitly value physical activity? Think about programming, facilities, budget, equipment and professional development, for example.
- > How does the ethos and organisation of your school promote physical activity and avoid mixed messages? For example, are girls allowed to wear track pants? Are children allowed to play on the grass?



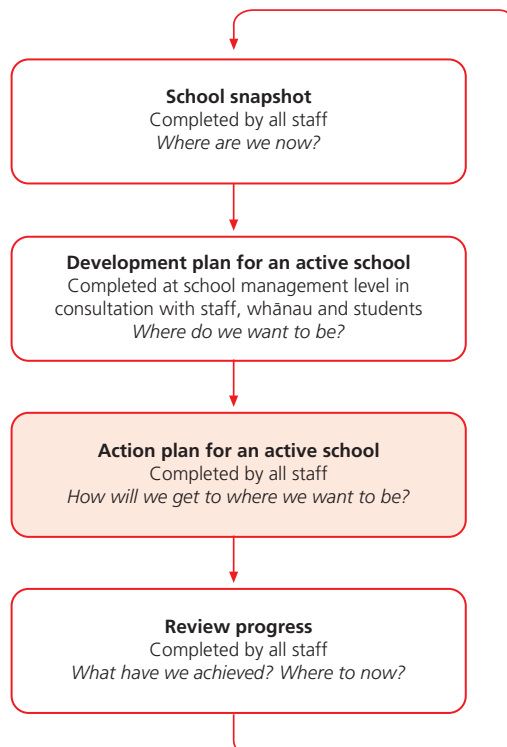
## Development plan for an active school

Use the development plan template on page 27 and involve staff, students and whānau in deciding the overall direction that you will take. The plan helps to identify the specific actions to take, the support required, and success indicators so that you know if you've made a difference.



## Action plan for an active school

The action plan is about turning the development plan into reality. Action plans are useful for working out how the actual strategy will be achieved – you may find it useful to involve staff in this. All planning should be based on the needs of the school and have the flexibility to meet the needs of the whole school community.

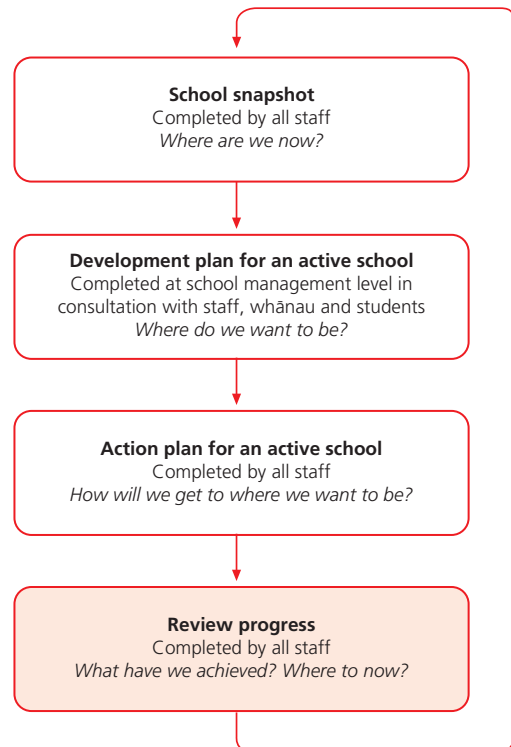


## Review progress

Effective action plans are ones that are regularly reviewed. This could be done with staff, each year. Use the template on page 29 to help.

### Questions to consider

- > Are we making progress?
- > What have we achieved?
- > What changes need to be made?
- > How will we provide feedback to the school community?
- > Where to now?




## Things to do right now, this week, this term, next year!


You can do simple things to start to develop a physical activity culture at your school right now. A physical activity culture won't happen overnight but is likely to gain support as time goes by and people begin to experience the benefits of increased physical activity.

The following ideas are not a checklist or a schedule. You may choose to do one or two things – you don't have to do everything simultaneously.

### Things you can do today

- > Ask teachers to use a *Get Going* activity card.
- > Talk to students about physical activity – what are their interests, needs, attitudes and feelings?
- > Encourage teachers to take short activity breaks most days – see ideas from the students' section of the *Get Into It* CD-Rom. 

### Things you can do this week

- > Ensure physical activity is a focus in health and physical education programmes.
- > Encourage teachers to take short activity breaks most days – see ideas from the students' section of the *Get Into It* CD-Rom. 
- > Ask teachers to use a *Get Going* activity card.


### Things you can do next week

- > Discuss the *Active Schools* toolkit and physical activity at a staff/syndicate meeting.
- > Discuss current physical education programmes at a staff/syndicate meeting.
- > Contact a physical education adviser to help to review current programmes.
- > Include information promoting physical activity in the school newsletter.
- > Ask teachers to think about the opportunities to include physical activity in their lesson plans for the term.
- > Ask teachers to use a *Get Going* activity card.

### Things you can do this term

- > Ask teachers to incorporate a physical activity element into a lesson (any curriculum area).
- > Make lunchtime equipment available to encourage physical activity.
- > Contact a Regional Sports Trust to discuss opportunities for school – develop community links.
- > Ask teachers to use the ideas for physical activity at home in *Get Started*.
- > Encourage staff to take turns to share one physical activity idea at staff meetings.

### Things you can do next term

- > Ask teachers to include physical activity as a context in either a mathematics or language unit. They could refer to suggestions in *Get Started* for ideas.
- > Introduce lunchtime activities two days a week and train senior students to run them.
- > Include whānau in physical activity where possible. Think about the skills they can contribute.
- > Consider your physical education programme and/or equipment and how to use these to increase physical activity.
- > Implement a physical activity event for the whole school to take part in.
- > Communicate with whānau about increasing physical activity at school and home.
- > Include regular information about physical activity in the school newsletter – *Get Into It* has information and ideas that are useful for this. 

### Things you can do next year

- > Complete an action plan for physical activity with staff.
- > Include physical activity in a number of curriculum areas.
- > Implement a walk-to-school initiative.
- > Set up a whānau group to contribute to the goals in the action plan.
- > Hold a physical activity event for the whole school each term.

## Introducing active transport

- > Include information from *Get Into It* in a pamphlet or information sheet for new parents.
- > Enlist parent help with supervising students.
- > Contact your council and ask them for help with identifying any dangerous roads or crossings on the way to school and reducing the dangers to children.
- > Organise a Walking School Bus where parents or volunteers walk a set route to school collecting children as they go. Your council may be able to provide more information about this.
- > Provide some pedestrian training, ideally with some roadside sessions, for students of all ages. Your school's Police Education Officer may be able to provide support.
- > Encourage children to wear highly visible clothing.
- > Encourage parents who drive to school to park further away so that children can walk the last part of the journey.
- > Nominate a day or week as a walk-to-school day or week. Use this to stimulate interest and enthusiasm and encourage teachers to incorporate it within the curriculum as a learning focus.
- > Provide students who walk to school with a walk-to-school diary or project book that includes games or activities to engage their interest along the way.
- > Encourage students to count the steps, time their walk or use a pedometer. Encourage staff to use these results for mathematical or other curriculum activities.
- > Have a participation award to recognise those who regularly walk to school.



*"Teacher enthusiasm has been identified as a prominent teacher behaviour that affects student learning." – M Parson<sup>1</sup>*

<sup>1</sup> Parson M 2001, *Enthusiasm and Feedback: A Winning Combination!*



# Gaining momentum

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# Gaining momentum

An environment that encourages and enables safe and enjoyable physical activity will support increased physical activity. This section looks at the different ways you can promote physical activity with staff, students, whānau and the community. It also covers some of the key things to making physical activity happen – things like making it fun, easy and inclusive.

Remember, physical activity is not all about sport. All teachers, students, whānau and community members can get involved whether they are sporty or not.

## Promoting a positive physical activity culture

While there are many benefits to having a physically active school, these depend on students having positive experiences of physical activity. A poor physical activity experience can negatively affect students in many ways. It can affect their:

- > enjoyment and willingness to participate
- > physical wellbeing – a poorly managed physical activity could lead to injury
- > social wellbeing – if they are not perceived as able they may experience isolation, exclusion and poor or inappropriate communication, all of which can lead to increased stress and a poorer sense of self-worth
- > mental and emotional wellbeing, including their sense of self-worth, body image, feeling of belonging and value
- > spiritual wellbeing, including their sense of purpose and identity.

Students have a huge range of experiences and attitudes towards physical activity. Encouraging positive experiences in physical activity is vital to students enjoying it, experiencing the benefits of physical activity and potentially developing lifelong habits.

Use messages about physical activity that are consistent with your school's values, culture and the curriculum, and involve staff, students, whānau and the community in making your school one that is physically active. Working in partnership with these groups will help to develop ownership and motivation.

### Involve staff



You can help staff to become physically active role models in the following ways:

- > Find out what would help staff to become physically active role models. Showers? Bike racks?
- > Buy a pedometer and have a challenge to take the most steps.
- > Allocate 10 minutes of staff meetings to physical activity such as a walk or a game, or sharing ideas about physical activities.
- > Hold a school disco where students teach staff the dance moves.
- > Choose social events for staff that include physical activity such as bowling or a bushwalk.
- > Encourage staff to have a go at activities in the playground such as playing hopscotch or flying disc or gardening with students.
- > Ask the school caretaker to make equipment available to children when they arrive at school.
- > Involve the after-school care co-ordinator (if you have one) in planning for physical activity opportunities so that there is a consistent approach.






## Involve students

As educators know, involving students is key to building their interest in, and ownership of, their learning.

- > Survey students about the physical activity they would like to have at school. What would have to happen? What responsibility could they take?
- > Get the student council involved. If developing a policy, involve students in this.
- > Set up a system where students can record and monitor their physical activity. Get students to set goals, monitor progress and reflect and review on physical activity.
- > Encourage students to lead physical activity – get students to choose activities from the students' section of the *Get Into It* CD-Rom. 
- > Allow students to take a lead in providing positive feedback to others – appoint physical activity monitors to identify and give stickers to students who are physically active at lunchtime.
- > Offer students the opportunity to take part in clubs and competitions before and after school and during interval and lunchtime.
- > Involve students by giving senior students responsibility for issuing physical education equipment at interval and lunchtime, organising lunchtime physical activities and school sports events, and umpiring.
- > Students could manage notice boards for sports and physical activity.
- > Students could develop a directory of local sports personnel.
- > Offer take-home activities that encourage students to increase physical activity within their families.
- > Encourage students to explore the students' section of the *Get Into It* CD-Rom. 

## Involve whānau

- > Include information and ideas from *Get Into It* in newsletters for whānau to encourage them to support physical activity. 
- > Provide regular updates on physical activity occurring at school in the school newsletter (classes/syndicates could take turns doing this).
- > Publish information, photos and resources for whānau (perhaps translated into appropriate languages) available from *Get Into It* on the school's website. 
- > Hold a meeting for whānau to explain the school's commitment to physical activity, its implementation, and how they can be involved. This could be incorporated into a school event, such as a 'meet the staff' barbecue or parent-teacher evenings.
- > Provide opportunities for whānau to be active. Make equipment such as balls, skittles and hoops available for families to use at school events. Keep the emphasis on fun and participation – families might be inspired to recreate the activities at home.
- > Use physical activity-based homework (*Get Started* has some ideas for this) that promotes activity or generates discussion between students and whānau. For example, ask questions such as: How did their parents/grandparents get to school? What did they do in their leisure time when they were children? Can they teach some of their childhood games? What ways can our whānau be active together? 
- > Hold a school-wide physical activity at the beginning of the day and encourage parents/caregivers to take part.



*“All adult members of the school community should recognise the powerful influence they have as role models, since their attitudes and values are continuously demonstrated to students by their actions. The whole-school environment should support and enhance learning in health education and physical education.”*

*– Health and Physical Education in the New Zealand Curriculum*

### Involve the community

- > Invite people in the community (including local high school students, elders and those in retirement villages) to support physical activity at your school by organising equipment, supervising playground games and activities before and after school, teaching traditional dances such as the sāsā or haka to students, and organising events outside school time.
- > Become a health-promoting school – contact your local district health board or Public Health service and ask for a Health Promoting Schools adviser.
- > Make the school grounds available to the community for physical activities after hours. This could be as informal as inviting the local community to use the grounds after school or more formal arrangements such as offering the grounds to a playgroup run by parents.
- > Encourage local sport and recreation groups to use school facilities – strengthening the links between school and sport and recreation providers.
- > Establish partnerships with local activity centres such as pools, community centres and sports clubs and organisations like bowling, croquet and golf clubs so that students have the opportunity to try new things.
- > Contact your Regional Sports Trust. These trusts are community-owned non-profit organisations that can help schools to deliver physical activity and sporting opportunities. For the contact details of your local trust, visit [www.sparc.org.nz](http://www.sparc.org.nz)
- > Invite physically active role models to speak at assembly.
- > Introduce a home-school partnership system.
- > Organise physical activities in the community.
- > Establish relationships to discuss becoming physically active with other schools and local councils.
- > Seek support from local businesses, whether it's to sponsor teams, fund equipment or help out.
- > Liaise with after-school care providers to promote physical activity in their programmes.

## Make physical activity a happening thing!

### Make it fun!

- > Physical activity is fun! Enjoyment motivates. Our bodies are meant to be active. Activity comes naturally to children. Whatever our age, fitness or ability, we can all experience the joy that movement brings.
- > Teachers are often already aware of the benefits of short physical activity breaks in concentration and behaviour (going out for a five minute 'run around' when the class is having difficulty focusing, for example). Most students will welcome the opportunity to take part in physical activity when it is enjoyable and inclusive.

### Make it non-threatening!

Primary teachers are skilled generalists who can deliver quality physical activity experiences for their students without specialist qualifications. Teachers' confidence will vary.

- > Provide positive reinforcement and feedback to build confidence so that staff and students take positive risks to extend their teaching and learning.
- > Encourage group activities.
- > Celebrate success – participation as the measure of success!
- > Share challenges and solutions.

### Make it simple!

- > *Get Started* provides lots of ideas based on good practice and methodology. It also helps teachers maximise the many resources that are already in schools.
- > There are many wonderful resources already in schools so teachers needn't 'reinvent the wheel' when looking for quality physical activity ideas. Collect ideas and resources and make them readily available to teachers.
- > Make physical activity simple by starting small. Build on the things you do already. Seek support and input from the school community. You could seek professional development advice and support from advisers.
- > While making physical activity simple, you could ensure that staff and students still see the learning involved – in, through and about movement.

### Make it cheap!

- > Buy equipment such as scarves from op shops.
- > Use old socks balled-up for indoor physical activity.
- > Use rolled-up newspaper for bats or balls.
- > Use sheets from op shops instead of parachutes.
- > Check out the \$2 shop!



## Make it easy!

Introducing physical activity, or increasing physical activity, does not need to be hard. Here are some ways to respond to resistance towards introducing physical activity.

Barrier	Response
I don't have any extra time – I can't fit it in.	Curricular and cross-curricular approaches mean there's no need to find extra time.  Provide physical activity opportunities before school and at break and lunch times. Encourage after-school programmes to review their practices.
If this means doing more physical education, then I don't have time for that.	Physical activity and physical education are not the same. A physically active school is one that incorporates physical activity into lessons – right across the curriculum. Use the <i>Get Going</i> activity cards to get started. The chances are you and your students will have more fun – there are likely to be pay-offs for behaviour as well as teaching and learning.
There's not enough equipment.	Not all physical activity requires equipment, nor does it need to be traditional physical education equipment. Investigate the \$2 shop!
I'm not an expert – I'm not sporty.	Physical activity is not about sport – and you don't have to be a specialist. The <i>Active Schools</i> toolkit will help every teacher to deliver quality physical activity.
I don't feel comfortable taking my class outside – they are difficult to manage.	See suggestions in <i>Get Started</i> for behaviour management. When students realise the fun involved they will be easier to manage.
Individuals in my class don't want to be physically active.	Physical activity is part of the curriculum, just like mathematics and reading. Plus it can be fun!
What about wet weather?	Choose activities that can take place inside – with or without equipment.

## Make physical activity inclusive

Physical activity is for everyone. Inclusiveness refers specifically to issues of ability, culture and gender as well as wider issues such as motivation for competition.

### HOT TIPS!

- > Exploration and play are okay – physical activity is not just competitive games.
- > Make sure everyone is involved – rotate roles so everyone stays active.
- > Provide opportunities for children to develop their own games that are not exclusive.
- > Provide alternative equipment. For example, throwing and catching scarves rather than balls builds on fun and eliminates the 'I'm no good at that' factor.
- > Provide appropriate modified equipment for children with disabilities.
- > Encourage clothes and footwear that enable daily physical activity.
- > Foster an atmosphere where participation is rewarded and success is not just about achievement.

See *Get Started* for more specific information and ideas.



## Students with special needs

Activities can be adapted for children with disabilities, to enable them to participate alongside or with their peers. Including children with disabilities in all school physical activity meets the objectives of the New Zealand Disability Strategy and SPARC's *No Exceptions Strategy* available at [www.sparc.org.nz](http://www.sparc.org.nz)

Many students with special needs have an Individual Education Plan. It is essential that physical activity is an integral part of this.

**"Children with disabilities have the same desire and need to develop physical skills and physical fitness. An Active Movement approach develops basic knowledge and skills and presents simple experiences for all children, taking into account their individuality."** – SPARC 2004

## Students with special abilities

Gifted and talented students need to be catered for by finding the right level of challenge.

**"Students who have exceptional ability in health education and physical education, along with students who have a temporary or permanent disability (whether sensory, physical social or intellectual), require programmes that extend them, challenge them, and broaden their abilities. These groups of students need programmes adapted and organised to provide access to relevant opportunities, meet their individual needs, and contribute to the development of their awareness of their personal identity and their sense of self-worth."** – *Health and Physical Education in the New Zealand Curriculum*

## Students from a variety of ethnic groups

Schools should strive to provide culturally inclusive movement opportunities for their students. Recognise and value different cultures. Explore what physical activity means in those cultures. Look at the Dance exemplars on Samoan sāsā (levels two and four), traditional Cook Islands dancing and Māori movement traditions (levels one and three) and the Te Ao Kori resource at [www.tki.org.nz](http://www.tki.org.nz)

Physical activity is a great opportunity for children to teach other children or for parents/caregivers and grandparents to help teach children. It's a way to value and affirm multiculturalism and to involve the school community.

### Girls

Research shows 36 per cent of girls are inactive, compared to 27 per cent of boys.<sup>1</sup> While mindful of the dangers of gender stereotyping, here are some ways to encourage girls' participation and remove any barriers:

- > Offer activities beyond traditional sports.
- > Observe what girls do at interval and lunchtime (such as elastics or skipping) and include these in your programme.
- > Ensure girls' uniforms are conducive to physical activity and do not restrict movement.
- > Ask someone to observe teaching with a specific focus on girls' participation.



*"Children with disabilities have the same desire and need to develop physical skills and physical fitness. An Active Movement approach develops basic knowledge and skills and presents simple experiences for all children, taking into account their individuality."*  
– SPARC 2004

<sup>1</sup> Sport and Recreation New Zealand 2003, *SPARC Facts: Results of the New Zealand Sport and Physical Activity Surveys (1997-2001)*, SPARC Wellington



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# Templates and resources

## ***Get Into It***

Check out the *Get Into It* CD-Rom and audio CD for lots of valuable resources for teachers and students, including:



- > information about the value of physical activity
- > ideas for introducing and increasing physical activity
- > sample letters to send to whānau to raise awareness of physical activity
- > suggestions for an equipment box that students can use before and after school and during interval and lunchtime
- > templates you can use for planning towards a physically active school
- > music to accompany physical activity.

Load *Get Into It* onto your school computers or intranet – that way everyone at school can use these resources.



## School snapshot template

Indicate on a scale of one to five how satisfied you feel about the current situation in your school.

### School environment

- > Our school policies and kaupapa reflect the importance of physical activity. (1) (2) (3) (4) (5)
- > We provide positive experiences in physical activity for all students. (1) (2) (3) (4) (5)
- > Our school is a physical activity-friendly environment. (1) (2) (3) (4) (5)
- > We offer co-curricular physical-activity opportunities such as sport. (1) (2) (3) (4) (5)
- > Our facilities and equipment are accessible to staff, students and community and are appropriate for all. (1) (2) (3) (4) (5)
- > We tell parents about and provide them with opportunities to be involved in school activities. (1) (2) (3) (4) (5)

### Curriculum

- > We offer a comprehensive and inclusive physical education programme. (1) (2) (3) (4) (5)
- > Teachers are confident in delivering quality physical education programmes. (1) (2) (3) (4) (5)
- > We provide opportunities for physical activity through the Health and Physical Education curriculum. (1) (2) (3) (4) (5)
- > We provide opportunities for physical activity in other curriculum areas. (1) (2) (3) (4) (5)
- > We encourage teachers to attend professional development relevant to physical activity and physical education. (1) (2) (3) (4) (5)
- > We encourage students to provide input into planning and implementing programmes and activities. (1) (2) (3) (4) (5)
- > We identify and address students' needs. (1) (2) (3) (4) (5)

### Co-curricular

- > We provide opportunities for students to be physically active before and after school, during interval and at lunchtime. (1) (2) (3) (4) (5)
- > Our school events demonstrate that we value physical activity. (1) (2) (3) (4) (5)
- > We encourage and help our students to join local clubs/sporting associations and take part in community activities. (1) (2) (3) (4) (5)
- > Our students take leadership in physical activity. (1) (2) (3) (4) (5)
- > We are confident in the quality of outside providers and the programmes they deliver. (1) (2) (3) (4) (5)

### Active transport

- > We encourage students to use active transport. (1) (2) (3) (4) (5)
- > We encourage whānau to support active transport. (1) (2) (3) (4) (5)

## Development plan template

This plan is designed to be completed at a school level, probably by the management team. It aims to determine the overall direction for implementing physical activity at school.

Areas to provide physical activity opportunities	Current situation  <i>What's happening now?</i>  (Current strengths and achievements)	Priority actions  <i>What do we need to do to improve the current situation?</i>  (Specific actions)	Support needed  <i>What resources are required?</i>  (Time, people, materials, professional development, other – when do we expect to achieve these?)	Success indicators  <i>How will we know we have been successful?</i>  (Looks like, sounds like)
<b>Curricular</b>  Health & Physical Education  Dance – Arts				
<b>Cross-curricular</b>				
<b>Co-curricular</b>				
<b>Active transport</b>				

## Action plan template

Use the action plan to identify specific milestones to work towards that will achieve the goals identified in the development plan.

Term	Curricular	Cross-curricular	Co-curricular	Active transport
1				
2				
3				
4				
Who's in charge?				

## Review checklist template

Use this checklist to review progress against your action plan.

Area	Yes	No	Comments (e.g. who is involved/student feedback)
Are the children enjoying participating in physical activity? How do we know?			
What equipment is available? Is the equipment appropriate, and easy to organise?			
Are there enough outside teaching and playing areas?			
Are the indoor areas adequate?			
Has increased physical activity affected the behaviour of children: > in the classroom? > in the playground? How do we know?			
Have there been any parental concerns?			
Have any of the following occurred: > Individuals showing more initiative? > Improved discipline? > Improved enthusiasm for school? > Handling academic work more easily? > Improved self-confidence? > Increased co-operative skills?			
Have parents been encouraged to participate in the programme? If so, how?			
Have their efforts been recognised?			
Do parents understand the school's goals, ethos and aims in regard to physical activity?			

From *Daily Physical Activity: A Guide for Schools*, Queensland Government 2003

## Example of an action plan

Term	Curricular	Cross-curricular	Co-curricular	Active transport	
1	PD for staff. Do we deliver quality physical activity? How can we improve? Where can we get advice/assistance?	Include physical activity in mathematics measurement unit.	Provide activities at morning break. Share ideas with school whānau.	Have a ride-to-school day or week.	Provide equipment for games, such as elastics, skipping ropes, balls. Encourage spontaneous play with equipment such as balls, hoops, flying discs. Have staff and students brainstorm ideas and share these in the school newsletter.
2	Health and Physical Education unit on playground games, or getting to and from school. Include survey of school transport patterns.	Include active transport focus in language programme – writing to justify a point of view.	Provide lunchtime activities twice a week. Train seniors to run lunchtime activities as part of the senior leadership programme.	See <i>Get Started</i> for ideas on establishing a lunchtime physical activity programme led by senior students. Survey school transport patterns. Promote active options through newsletter.	See <i>Get Started</i> for ideas on establishing a lunchtime physical activity programme led by senior students.
3	All staff are familiar with Health and Physical Education resources including exemplars and the <i>Curriculum In Action</i> series. How can we maximise the benefit of these in our teaching?	Include physical activity in mathematics, language or a topic unit. Plan this within syndicates.	Gather whānau support for before-school physical activity. Who can help?	Convene a hui or use the school newsletter to canvass ideas and support. Form a parent/whānau group. Parent group to implement ideas from last term's hui. When planning for camp activities teachers and students to be aware of the need for a physical activity focus. Gather whānau support for proposed walk-to-school initiative.	Convene a hui or use the school newsletter to canvass ideas and support. Form a parent/whānau group.
4	School physical education units reviewed before delivery for quality physical activity, inclusion and appropriateness.	Include physical activity in mathematics, language or a topic unit. Plan this within syndicates.	Parent group to implement and supervise weekly before-school physical activity. Have an emphasis on physical activity at school camp.	Parent group to implement ideas from last term's hui. Teachers and students to be aware of the need for a physical activity focus when planning activities for camp. Implement walk-to-school initiative.	Have parent group implement ideas from last term's hui. Make teachers and students aware of the need for a physical activity focus when planning activities for camp.
Who's in charge?	DP or volunteer	Syndicate leader or volunteer	Principal or volunteer	Volunteer staff member	

## A lunchtime physical activity programme led by students

You may want to introduce a lunchtime physical activity programme run by senior students. Here are some things to consider based on existing programmes within schools.

### Aims

- > To provide physical activities for all pupils to participate in during lunchtime.
- > To increase the physical activity opportunities available to the junior school while developing the leadership and management qualities of senior students.

### Roles

Who needs to be involved? Here are some suggestions:

- > Senior staff member to oversee the programme, including co-ordinating student leaders and any parents if they're involved.
- > Teacher to help train and manage student leaders.
- > Playground supervisor (duty teacher) to 'keep an eye out'.
- > Parents as coaches.
- > Student leaders to implement the programme.

### Selection

- > Consider the criteria students may need to meet to be involved in the programme. Do they need permission from their parents?
- > How do they apply? Is it like a job application where students complete a form outlining the job, qualities required and benefits to be gained?
- > Consider having a contract which students sign that includes a code of conduct, warning system, training times and procedures around setting up, training and absenteeism.

### Training

- > Do students need to be trained?
- > What could it cover – rules, refereeing, equipment use, roles, working with students outside, behaviour management, conflict resolution?

- > Do you need to offer 'refresher' training on a set day each term? What could it cover: issues from the previous term, new physical activities or games, roster for the term?

### Implementing programme

- > On what days will it be held?
- > Should it start gradually – one to two days a week, then build up to five?
- > How many games will there be? Remember: more children, more opportunities, more often.
- > How many student leaders do you need? Consider having three for each activity, with a further three for back-up in case of absenteeism.
- > What procedures need to be in place: setting up activities, allocating participants to teams, packing up?
- > Do parents need to provide permission for their children to participate?
- > Spread the word: outline the programme in the school newsletter – invite parents to participate.

### Build the mana of the programme

- > Celebrity guest to address assembly?
- > Establish recognition for student leaders such as rewards (cap, whistle, bandanna), presentations in assembly, mentions in newsletters, certificates of recognition at the end of the year.
- > Establish recognition for parent helpers such as a morning tea each term, mentions in the newsletter, and personal letters thanking them for their support.

### Programme evaluation

Evaluate the programme so improvements can be made:

- > Ask teachers if they've noticed a difference in classroom behaviour.
- > Ask staff to comment on general behaviour – what's changed?
- > Ask supervisors to report any issues while on duty.
- > Ask students to evaluate the programme: is it working for the leaders and for the participants?

## Sponsorship

Local companies may regard this as a good sponsorship opportunity to raise their profile within the community. Sponsorship could be used for uniforms, equipment, awards, 'thank-you' packs for parents. Ask teachers for ideas about sponsorship and who to approach.

### Specific play days or activity clubs

Specific play days or weekly 'activity clubs' may help focus on physical activity in the playground. Some examples include:

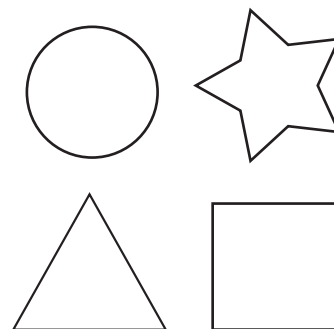
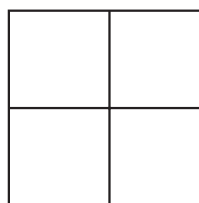
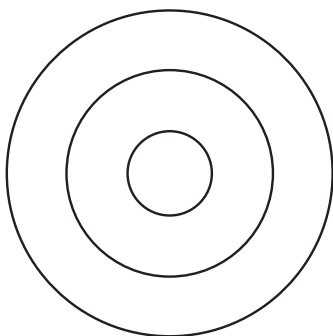
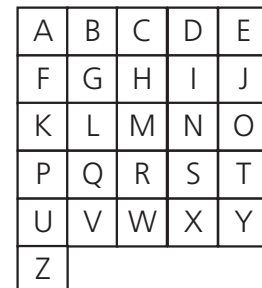
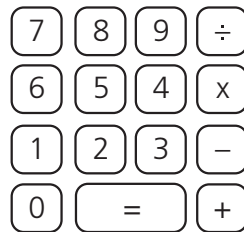
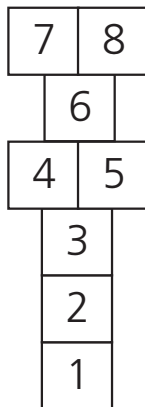
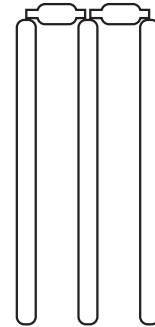
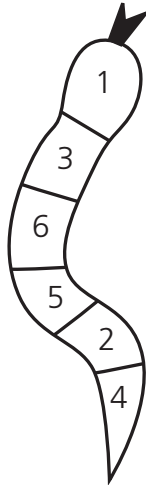
- > Wheels days
- > Traditional play days (encourage people from the community to teach and play traditional games with students at interval and lunchtimes)
- > Parent/teacher/student competitions
- > Interclass challenges
- > 'Make your own game' day
- > 'No equipment games' day
- > Hip-hop dance club
- > Talent quest
- > Break dancing
- > 'Games with chalk' day
- > Skipping day
- > Obstacle course
- > Gardening club
- > Keep school clean club
- > Car wash
- > Adventure playground challenge
- > Physical problem-solving





## Marking the playground

Appropriate playground markings on walls or the ground may help to promote physical activity and play in the playground. Some examples include:



## Equipment

Physical activity can be done with little or no equipment although a wider variety of activities is possible if schools have extra equipment. It's also useful to include modified equipment for students with disabilities.

Here are some suggestions for a list of basic equipment. It does not have to be modern or expensive.

### Basic equipment for schools

- > Rākau (sticks)
- > Poi
- > Mini trampoline
- > Balance beam
- > Gymnastic mats
- > Parachute
- > Softball bat
- > Cricket bat and wickets
- > T-ball stand
- > Racquets
- > Various balls (rugby, cricket, tennis, basketball, hockey, sponge)
- > Carpet squares for bases – may have numbers or letters on them
- > Hockey sticks
- > Patter tennis bats
- > Nets
- > Hoops
- > Bibs
- > Gutter boards

### Basic equipment for the classroom

- > Set of skipping ropes
- > Set of bean bags
- > 10 hoops
- > One long rope
- > 15-30 small balls
- > 15 cones or markers
- > Large balls
- > Balloons
- > Scarves



## Useful organisations

> Bike Wise	<a href="http://www.bikewise.co.nz">www.bikewise.co.nz</a>
> Dance Association of New Zealand (DANZ)	<a href="http://www.danz.org.nz">www.danz.org.nz</a>
> Energy Efficiency Conservation Authority (EECA)	<a href="http://www.eeca.govt.nz">www.eeca.govt.nz</a>
> Halberg Trust	<a href="http://www.halberg.co.nz">www.halberg.co.nz</a>
> Health Promoting Schools – contact your local DHB Public Health service. In Auckland refer to	<a href="http://www.hps.org.nz">www.hps.org.nz</a>
> Ministry of Health	<a href="http://www.moh.govt.nz">www.moh.govt.nz</a>
> National Heart Foundation ( <i>Jump Rope for Heart</i> )	<a href="http://www.nhf.org.nz">www.nhf.org.nz</a>
> Physical Education New Zealand (PENZ)	<a href="http://www.penz.org.nz">www.penz.org.nz</a>
> Regional Sports Trusts – find these through SPARC	<a href="http://www.sparc.org.nz">www.sparc.org.nz</a>
> Smokefree	<a href="http://www.smokefree.co.nz">www.smokefree.co.nz</a>
> Sport and Recreation New Zealand	<a href="http://www.sparc.org.nz">www.sparc.org.nz</a>
> Sports Associations – see your local telephone directory for regional associations	
> Sun Smart	<a href="http://www.sunsmart.co.nz">www.sunsmart.co.nz</a>
> Surf Lifesaving	<a href="http://www.slsnz.org.nz">www.slsnz.org.nz</a>
> Te Kete Ipurangi	<a href="http://www.tki.org.nz">www.tki.org.nz</a>
> Water Safety NZ	<a href="http://www.watersafety.org.nz">www.watersafety.org.nz</a>





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## Websites

- > Canadian Association for Health, Physical Education, Recreation and Dance: [www.cahperd.ca/eng/index.cfm](http://www.cahperd.ca/eng/index.cfm)
- > Sport and Recreation New Zealand: [www.sparc.org.nz](http://www.sparc.org.nz)
- > Te Kete Ipurangi: [www.tki.org.nz](http://www.tki.org.nz)





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