ACTIVE SCHOOLS
Kori ki te Kura

Get Started

Teachers' Handbook

Practical Guide on Promoting Physical Activity in Schools

SPARC ihi AOTEAROA
Sport & Recreation New Zealand

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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 Started* – a handbook to help teachers to increase physical activity within the classroom.

> *Get Ready* – a handbook for principals, management teams and Boards of Trustees on introducing a physical activity culture to their schools.

> *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 Started*?

Get Started is for teachers. It looks at introducing physical activity into the classroom – what's involved and why it's important – and it has more than 90 activities and suggestions for making physical activity happen, including practical and fun activities that can be used across the curriculum, outside the classroom and with whānau.

What next?

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

> share *Get Started* with other staff members

> load *Get Into It* onto your school computers or intranet – so teachers and students can access these resources straight away

> try out some of the physical activity suggestions from pages 25 to 39

> start using the *Get Going* activity cards in the classroom.

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 Started* to highlight where you can find related information or resources in other parts of the *Active Schools* toolkit:

Get Ready

Get Into It CD-Rom

Get Into It audio CD

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

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Physical activity has benefits for everyone!

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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.[1]

> 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.[2]

> Physical activity leads to students being more productive, more motivated, better organised and more effective in learning and performing tasks.[3]

> Physical activity is helps to improve self-esteem and self-concept in children and contributes to a reduction in depressive symptoms, stress and anxiety.[4]

> 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.[5]

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

The *Get Into It* CD-Rom has a section especially for students. Make sure they check it out!

[1] 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**

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

[3] Kidd B 1999, The economic case for physical education, *CAHPERD Journal de l'ACSEPLD,* (4)

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.[6]

> 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 created 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.[7]

[4] 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

[5] 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

[6] Kerr 1996

[7] Norrie M & Mustard J F 1999, *Early Years Study: Final Report*, The Canadian Institute for Advanced Research

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Four approaches to physical activity

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Four approaches to physical activity

Active Schools is not a physical education resource. Its focus is to provide information and ideas to increase physical activity through cross-curricular and co-curricular approaches.

Physical activity can be done anywhere, at any time and with little or no equipment. Physical activity is not just exercise and sport. It includes playing, walking to school, washing the car, and other recreational activities such as skating, hackey sack and skipping.

Teachers do not need to be specialist physical educators, sports coaches or even physically fit to improve the provision and effectiveness of physical activity for students. There are many ways to do this.

In this section, we outline four complementary approaches. They 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.

Suggestions for cross-curricular, co-curricular and at-home activities are on pages 11 to 12 and 38 to 39.

"A strong relationship between curriculum and co-curricular programmes will enhance both learning and involvement in physical activity experiences. A supportive environment, which creates a culture of involvement with the school, will encourage children and young people to remain involved in physical activity at key transition points." – *PENZ* [1]

[1] PENZ 2004, A SPARC-commissioned report to inform the policy document *Sport and Physical Activity in Learning Communities: Towards 2012*

Curricular

Health and Physical Education curriculum

Health and Physical Education has seven key learning areas, six (physical activity, sports studies, outdoor education, mental health, body care and physical safety, and food and nutrition) have a strong relation to physical activity.

Health and Physical Education in the New Zealand Curriculum (1999) states that students require a range of learning opportunities in physical activity. These include opportunities to develop:

> movement skills for physical competence, enjoyment, a sense of self-worth, and an active lifestyle

> personal and interpersonal skills to strengthen their awareness of personal identity and to enhance their sense of self-worth and their relationships with other people

> knowledge and understanding of scientific and technological influences on physical activity

> knowledge and understanding of the significance of cultural practices in physical activity

> knowledge and understanding of the significance of social influences on physical activity

> their own values, attitudes, behaviours, and actions in physical activity settings.

Ensuring that physical education lessons are inclusive, meaningful, needs driven and provide a balance between physical activity and instruction time is a key to improving the quality of physical education teaching.

Effectively delivering quality physical education is essential to enriching physical activity opportunities. You could encourage students to practise the skills they've learnt in physical education during interval or at lunchtime.

HOT!

Check out the sports studies units for years six and seven on Te Kete Ipurangi: **www.tki.org.nz/r/health/sport_studies/year_6-7/index_e.php**

Dance – a strand within the Arts curriculum

Dance within the Arts curriculum explores physical activity. Movement is used to examine the dance elements of body awareness, space, time, energy and relationships.

HOT!

> Check out the exemplars for Health and Physical Education and Dance available at **www.tki.org.nz**

> There are also some fantastic learning examples for Dance for levels one to five at **www.tki.org.nz/e/community/arts/dance/dance_home.php**

> Dance wall charts are available free from Learning Media (0800 800 565) and ideas on using these are at **www.tki.org.nz/r/arts/dance/index_e.php**

Cross-curricular

There are many opportunities to include physical activity as a context for learning across the curriculum.

Education Outside The Classroom (EOTC) experiences in any curriculum area often include a physical activity component. You can also use physical activity as a way to teach and learn rather than being something 'extra'. For example, students learning about measurement in mathematics could throw balls then measure the distance and discuss and compare these. In this way they are active while achieving the aims of the Mathematics curriculum.

Cross-curricular activities that incorporate physical activity might stand alone or be used throughout units of work. You'll find suggestions for incorporating physical activity in lessons on pages 25 to 39. For fully developed lessons across the curriculum, check out the *Get Going* activity cards.

Tips for incorporating physical activity into your teaching programme:

> Consider how subjects may be taught using physical activity.

> Remember that the activity needs to be meaningful to meet the students' learning needs.

HOT!

Have a look at *Creative Play Years 1-3* and *Moving in Context Years 1-6* from the Curriculum in Action series published by Learning Media.

Co-curricular

There are lots of ways that physical activity experiences outside the curriculum can also be educative.

You may be incorporating physical activity into your day already. For example, a quick physical activity between subjects can help students to refocus for the next task. It may involve walking to a particular location for an outdoor education experience or moving in creative ways (such as over and under objects, in a snake chain or bunny hop) to a different part of the school for the next subject.

While sport can be part of a physical education programme, if the intended learning is linked to the curriculum, it is also a great opportunity to promote physical activity. You may choose to have a weekly sport and games focus (in addition to physical education) as an opportunity to practise or demonstrate skills, knowledge and attitudes learnt in physical education or in other curriculum areas, or to introduce students to new activities and games. This will provide them with the skills and opportunity to develop their own games and ideas for physical activity when not in class.

Other opportunities might include interschool sport competitions, modified games, lunchtime games and sport, unstructured sport, coaching and umpiring. *Get Ready* has suggestions for developing a lunchtime physical activities programme led by students.

Active transport

Active transport is a great way of increasing students' physical activity. It also teaches them to integrate activity into their everyday lives. You can encourage your students to walk to school by making it part of their learning:

> Develop homework activities that involve walking to and from school – students may have to observe certain things or complete a walk-to-school diary.

> Ask your local Police Education Officer to talk to your class about pedestrian and cycling skills.

> Use the resources available at **www.roadsense.co.nz** to incorporate road safety into your teaching and learning programmes.

For more information about active transport and making it happen, check out *Get Ready*.

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Making physical activity happen!

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Making physical activity happen!

In this section you'll find information and ideas about how to encourage students to participate positively in physical activity and how to involve students with special needs and abilities, being a role model and the value in demonstrating activities, working in groups, and equipment and making physical activity safe.

Encouraging positive student participation

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.

Your students may 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, developing lifelong habits. Getting children involved is a key success factor. Consult with them, and provide choices – what are the things they would like to do?

HOT!

Take a look at *Creating a Positive Classroom Environment Years 4-6* and *Enjoying Movement Years 4-6* in the Curriculum in Action series published by Learning Media.

Involving students

> Involve your students in developing a physical activity programme.

> Try new activities that might cater for a range of interests and abilities.

> Share specific, relevant objectives with students so they know what to aim for.

> Ask your students to develop criteria for success. If students know what they need to do to succeed, they will be more likely to experience success.

> Use positive reinforcement and specific feedback so that students know what they are doing well and what to work on next. Be encouraging.

> Demonstrate what you expect students to do. Possibly use students for modelling.

> Do not exclude students from activity as a form of punishment. If a game involves 'outs', find ways that students can still be active or participate in another activity.

> Provide opportunities for maximum participation. Ensure students aren't waiting around for a turn. Younger students may require many activities for shorter periods of time.

> Avoid competitive situations that draw attention to a student's inefficient skills.

> If students are not succeeding at a task, modify it in some way to decrease complexity.

> Staff/student competitions at lunchtime are always popular with older students.

> Students could write letters inviting local sportspeople (or any local role models) to visit the school and take part in physical activity with the students.

> Older students can develop or suggest activities for physical activity sessions.

> Older students can visit younger classes from time to time and help out with their physical activity.[1]

> Be positive about physical activity. Use other role models such as the caretaker, school nurse or parents to motivate students, as well as being a role model yourself![2]

> Encourage students to explore the students' section of the *Get Into It* CD-Rom.

[1] Sport and Recreation Queensland 2003, *Get Active Queensland*

[2] Sport and Recreation Queensland 2003

Encouraging student reflection

Encourage students to reflect on their physical activity. Some examples of useful questions to ask students so that they think critically and focus on their own learning may include:

> What do we need to think about before we start this activity?

> What does it look like?

> Did I listen well?

> Did I work well in my group?

> How could our group improve?

> What did I do to help my partner?

> How did it feel to help others?

> Was it fun? Why?

> Did we achieve our goal? How do we know?

> What would I do differently next time?

> What progress are we making as a school in providing opportunities for enhancing physical activity?

> How hard was I puffing in that activity?

> Was it light, moderate or intense physical activity?

> How can we learn about this topic using physical activity?

Generating interest in physical activity

Ideally people take part in physical activity not only for its benefits (educational, social and health) but also for pure enjoyment and fun. However, you may need to work on encouraging their interest in physical activity. Here are some suggestions:

> Use special or interesting equipment such as class petanque set or hackey sacks.

> Introduce a fair play weekly award where the winner (could be an individual or group) gets to play with a selection of physical activity equipment such as a hopper, frescoball, croquet set or swing ball.

> Introduce a 'Caught Being Active' Award (see the *Get Into It* CD-Rom for an example) for such things as:

  – refereeing a game

  – encouraging others to play

  – being active for the majority of the break

  – playing a new game or activity.

> Hold a school-wide event such as mini-Olympics.

> Take a trip to the local recreation centre.

HOT!

Check out *Olympism: Attitudes and Values in Physical Education Years 5-7* in the Curriculum in Action series published by Learning Media.

Students with special needs and abilities

Students with special needs

Students with special needs should be involved in physical activity alongside their classroom counterparts – not sent to work in isolated areas of the school. The teaching principles are the same regardless of the ability of the child, and activities should meet their needs and provide some challenge. Integrating children with special needs allows them to enjoy experiences with their peers as they become part of the group.

The following guidelines are from the Halberg Trust's *Teacher and Teacher Aide Training* resource.

Teaching strategies

> Make small groups of similar abilities – this allows for individual progress at different levels.

> Make large groups of differing abilities.

> Use a buddy system.

> Ensure students are correctly positioned (e.g. within visual range) for demonstration/ instruction to maximise understanding.

> Use visual aides and demonstrations to model the activity:

  – Use physical assistance by guiding body parts through the movement.

  – Use language that is appropriate to the group.

  – Make use of specially designed equipment to help learning.

  – Always check that students have understood the instructions.

  – Use circuit activities to allow students to progress at their own level and pace.

> Introduce activities that may be new for all the students and are particularly appropriate for students with disabilities such as goal ball and boccia (see **www.boccia.org.nz**).

"The teachers who identify students with special needs should consult with parents, other teachers, and specialist educators before designing and implementing special learning programmes. Students with disabilities should be provided with means of access to all school facilities."
– Health and Physical Education in the New Zealand Curriculum

Rules/games structure

> Allow for more bounces in a game such as tennis or table tennis.

> Allow for the ball to be hit any number of times in sports such as volleyball.

> Substitute players regularly.

> Use a stationary ball rather than a pitched one e.g. use a T-ball batting tee.

> Have a greater number of players on a team to reduce the amount of activity required by each player.

> Have fewer players to allow for freedom of movement.

> Reduce the competitive elements.

> Vary time restrictions for games (use quarters instead of halves).

> Use an interchange rule to allow for short periods of exercise and appropriate periods to rest.

> Allow different levels of points scoring e.g. basketball – one point for close to the basket and two and three points for further away.

> Change running to walking.

> Allow sitting, lying or kneeling instead of standing.

> Try bouncing, rolling or using the underarm toss instead of over-arm.

Environment

> Reduce the size of the court or playing area for soccer, hockey, tennis, basketball, rugby.

> Use smooth or indoor surfaces rather than grass.

> Ensure court markings contrast well with the surrounding environment.

> Lower the nets for volleyball, badminton.

> Use zones within the playing area or court.

> Be aware of lighting, natural or artificial, and its effects on an individual's ability to track movements and objects.

> Minimise distractions in surrounding area.

Equipment

> Use lighter bats or racquets and/or shorter handles.

> Use lighter, bigger, slower bouncing balls or balls with bells inside them.

> Use equipment that contrasts with the playing area background, such as a fluorescent ball on a dark court or white markers on the grass.

For more information, contact Special Education Services or your local Regional Sports Trust. You'll find a list of websites for these trusts on *Get Into It.*

HOT!

> For information about the Halberg Trust's Sport Opportunity programme check out: **www.halberg.co.nz**

> Fact sheets, modification ideas, equipment and resource lists are available from: **www.ncpad.org**

> The New Zealand Paralympic site has resources too: **www.paralympics.org.nz**

Model of inclusion for those with special needs

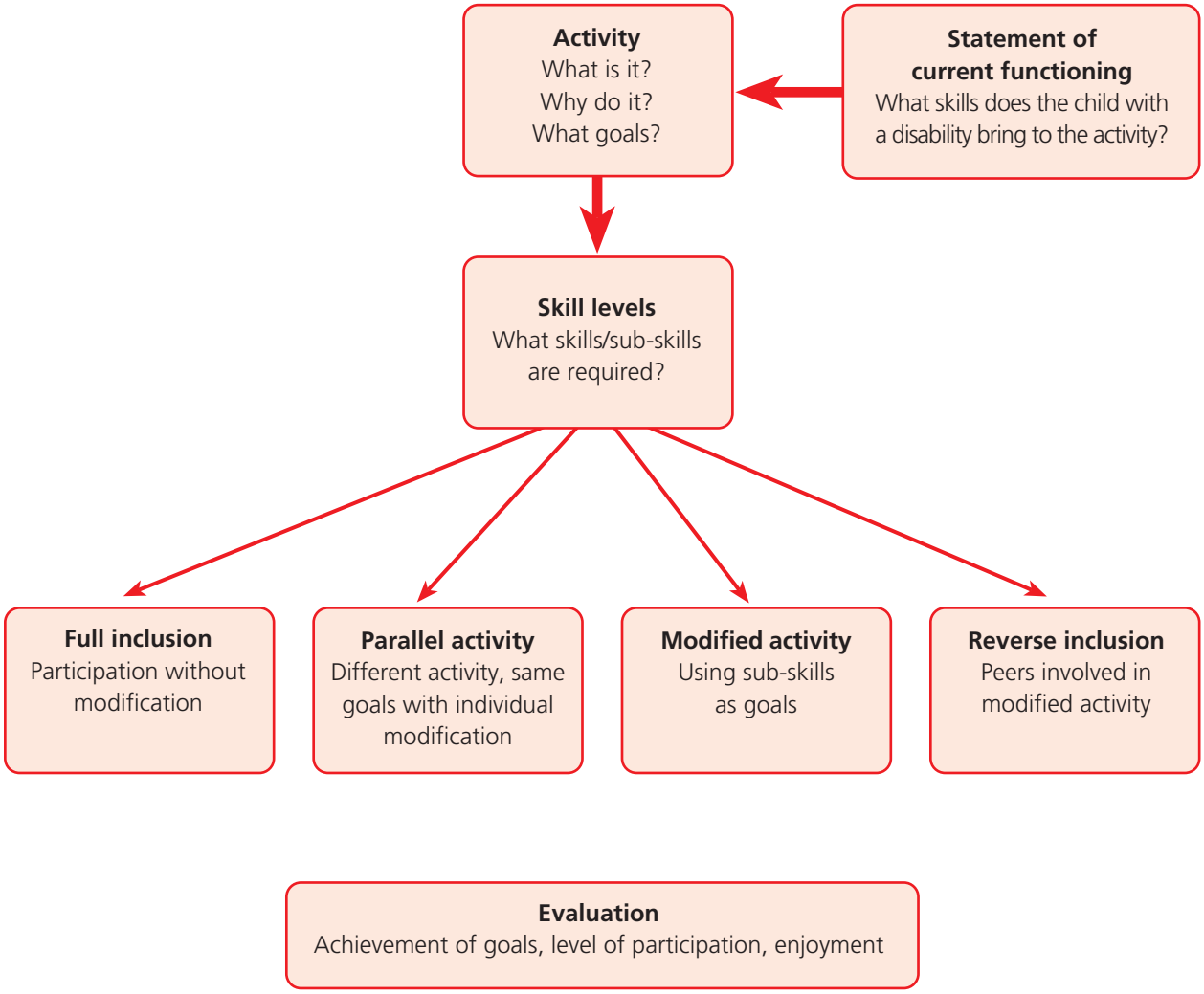

Diagram from the Australian Sports Commission *Give it a Go* resource.

Students with special abilities

The gifted and talented represent a wide range of students with many different abilities. Some may have exceptional abilities in science or technology, some in art or poetry, and others in social leadership. It is now accepted that the gifted and talented are not simply those with high intelligence.

The range of special abilities that relate to the concept of giftedness and talent has become quite broad. It now includes:

> general intellectual abilities

> academic aptitude

> creative abilities

> leadership ability

> physical abilities

> visual and performing arts abilities.[1]

"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

Being a role model

Your activity levels and attitudes can influence your students' activity patterns. They need guidance on ways to incorporate physical activity into their lives.

Be a positive role model and embrace physical activity and participate whenever you can. You could lead or participate in a lunchtime activity, or referee a school netball game. See *Get Ready* for ideas on ways to become a physically active role model.

Demonstrating activities

There are lots of benefits in demonstrating an activity to students:

> You'll show them the correct way to carry out an activity and they can clearly see what's expected of them.

> Students can focus on achieving one step at a time if the activity is broken into smaller steps.

> Students may experience more success as they achieve the smaller steps.

> Students' self-esteem can be enhanced if they are asked to model to the group or demonstrate teachable points.

> You'll increase your own physical activity!

Some tips on demonstrating

> Work out the aspects of the activity you need to demonstrate – you may not need to do all of them.

> Break the activity into small steps and clearly explain each one.

> Ensure students can see you clearly.

> Get a student to demonstrate the activity if you are unable to yourself.

> Choose specific students who are demonstrating teachable points of the activity to show others.

> You many need to demonstrate an activity more than once, slowly at first.

[1] Ministry of Education, *Who are the gifted and talented?* [online], available URL: www.tki.org.nz/r/gifted/handbook/sitemap_e.php

"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."

– Health and Physical Education in the New Zealand Curriculum

Working in groups

You can use active ways to organise children into groups in any curriculum area or even as an activity on its own e.g. as an activity break between subjects.

Some grouping methods should be avoided, such as where team leaders pick group members alternately as this can be very stressful for the student who is picked last and not conducive to building self-esteem.

Here are some suggestions:

> Students hold hands in a circle. Drop hands and take a step out. Someone calls out a colour and all those wearing that colour jump into the middle and form a pair/group with someone opposite. Practise a few times to increase breathing.

> Other variations, any of which could be in te reo, include:

  – calling out months/birthdays

  – calling out house numbers

  – numbering students around the circle (students with matching numbers work together)

  – giving students a letter of the alphabet (students with matching letters work together).

> Ask students to find a partner and carry out a quick partner activity (such as mirroring, paired jumping or knee boxing); then join pairs so they form a group of four then six and so on.

> Get students to decide how much physical activity they did yesterday and then to stand in a continuum line with those who did a lot at one end and those that didn't do so much at the other. Ask students to explain to the person standing next to them why they think they should be in that position. Then number students off (one, two) down the line so that all the ones form a team and all the twos form a team.

Consider using different grouping methods to match needs. Be mindful of different abilities and experiences. Give instructions clearly and ensure that students do not move until all instructions are given.

HOT!

Take a look at *Kotahitanga – Getting on Together Years 1-3* in the Curriculum in Action series published by Learning Media.

Making it manageable

While you may be enthusiastic about physical activity, you might be put off by the thought of managing a class of pupils who are excited or unmotivated at the prospect of being active. Managing student behaviour for physical activity involves the same techniques as those in the classroom. Here are some of those techniques – some of which you may be using already:

> Set clear expectations about how you want students to behave. Establish clear consequences and feedback so that students know what will happen if they choose not to behave appropriately. Define acceptable behaviour by asking students to repeat instructions or demonstrate appropriate behaviour. Establish a stop and listen signal – but do not overuse it:[1]

  – Use your voice. Call 'stop' or 'kia tau' in a loud, clear voice or make it interesting by using another phrase (perhaps from a topic you are studying).

  – Clap your hands. Use clapping patterns that students can repeat, or a set number of claps for stop.

  – Hold your hand up. Students see this signal and stop and hold their hand up also.

  – Use a whistle. One whistle could mean stop, two to put down equipment and gather in closer.

  – Start a new activity by jumping up and down, hopping or stamping. Students join in until everyone is performing the same action.

> Give clear and concise instructions. For example, say, 'When I call out "push play" you need to stop immediately, put down your equipment and look at me!' Ensure that all students have stopped and are listening. Establish how they need to show they are listening. For example they may need to:

  – put down their equipment and quietly move in closer

  – look at the person who is giving the instruction

  – remain quiet when the teacher is talking.

> Make sure the students can all see you clearly. Have the students move in close and sit in a semi-circle. Make sure they're not facing into the sun.

> Set clear boundaries by using equipment or parts of the environment. Walk around the area before starting the activity or get a child to demonstrate where the boundaries are. Reduce the boundaries if working inside. Let students know the consequences for moving outside the boundaries. Try not to use sitting out as a consequence – encourage participation and activity!

Equipment

Physical activity can be done with little or no equipment, although a wider variety of activities are possible if you have extra equipment. It's also useful to include modified equipment in case you have students with disabilities. The equipment does not have to be modern or expensive.

You may find it useful to have a basic set of equipment in your own classrooms or shared with one other. Make your physical activity equipment readily available. Don't lock it away or make it difficult for students to access.

Here are some suggestions for a list of basic equipment, including equipment that relates specifically to the activities suggested on pages 25 to 39.

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

[1] Sport and Recreation Queensland, 2003

Basic equipment for schools

- 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 etc)
- Carpet squares for bases – may have numbers or letters on them
- Hockey sticks
- Patter tennis bats
- Nets
- Hoops
- Bibs
- Gutter boards

Equipment for a breakbox

It's also useful to have specific equipment for students to use in their own free time – before and after school, at interval and during lunchtime.

Show the equipment to your students and demonstrate how it can be used or teach them some games using the equipment. Students may have suggestions for equipment they'd like add to the breakbox.

Here are some ideas:

- Skipping ropes
- Flying disc
- Badminton set
- Soccer ball
- Hackey sack
- Beach ball
- Inflatable toys for tag games
- Long poi
- Elastics
- Soft flying disc

Each class could have their own breakbox, with an equipment checklist so that you can keep track of the equipment.

Equipment on a budget

- Elastics
- Scarves from op shops
- Rolled-up socks as small balls
- Rolled-up newspaper as bats and balls
- Sheets from op shops instead of parachutes
- Plastic plates instead of table tennis bats
- Check out the $2 shop

Safety management

If children are undertaking vigorous physical activity there should be a progression leading into the activity so that they warm up first.

Some guidelines for safety

> Limit the number of students working in any one area.

> Have students face away from the sun while you are explaining and demonstrating activities.

> Make sure all students move in one direction when moving around an obstacle or in a circle.

> Separate younger children when jogging to avoid collisions with one another.

> Choose more stationary activities when working on a hard surface with younger children.

> If throwing or striking objects, make all students face the same direction or start back to back in lines and throw or strike away from one another.

> Ensure students wear correct clothing and footwear.

> Consider sun safety.

> Discuss and set any safety rules for each activity.

> Ensure equipment is safe and appropriate to the students' level of development – equipment such as hoops, ropes and mats can slip when jumped on.

> Choose activities carefully when working in undercover areas.

> Never use a wall or a fixed object such as a tree as a finish line.

> Modify or change activities if students become tired.

> Ensure students on medication, such as asthmatics, have access to their medication.[1]

> Use 'bumpers up' (two hands in front of chest) during tag games.

> Create a safe, supportive, inclusive classroom environment to promote emotional safety.

HOT!

> *Safety and EOTC: A good practice guide for New Zealand schools*: a Ministry of Education guide designed to assist boards of trustees, principals, and teachers to enhance safety in EOTC programmes. **www.tki.org.nz/r/eotc/resources/safety_e.php**

> *ACC ThinkSafe Injury Prevention Resource*: a free curriculum resource that examines injury prevention strategies and explores ideas of risk. Available from ACC 0800 ThinkSafe and **www.acc.co.nz/injury-prevention/schools**

> *ACC Sportsmart Programme*: a 10-point action plan that outlines key action points for sports injury prevention available from **www.acc.co.nz**

Safety guidelines to use with students

> Always make sure you have permission to do an activity.

> Play in a safe environment and check your playing surface.

> Wear the correct clothing and footwear – think about where you are being active (inside or outside?) and what the activity involves.

> Check equipment you are using is safe.

> If you have any specific medical condition, such as asthma, make sure you have the medication you require.

[1] Some of these ideas have come from www.kidshealthandfitness.com.au

ACTIVE SCHOOLS
Kori ki te Kura

Over 90 ideas for activities!

SPARC
ihi AOTEAROA
Sport & Recreation New Zealand

Over 90 ideas for activities!

This section has over 90 ideas for physical activities – cross-curricular, co-curricular and at home. There are even more ideas on *Get Into It*, or for fully-planned lessons check out the *Get Going* activity cards – there are 20 to choose from!

Mathematics

Measurement

> What are some of the ways to measure things in the playground without using a measuring instrument? For example, estimate the length of the netball court then measure it in paces. Discuss why your measurement might be different from your friends'.

> Estimate the time it would take to run around the school building or the field. Then do it. How close is it to your estimate?

> Estimate how far you can walk in two minutes. Now do it. How long did it take? Try the same walk on another day. Can you walk any further in two minutes than you did last time? Compare your results. Turn them into a graph.

> Follow directions to move or walk towards northwest, northeast, southwest and southeast as well as north, south, east and west.

> How many times does your heart pump each minute when you are resting? Run around for five minutes and then count how many times your heart pumps in one minute. What do you notice?

> List the things you would do if you had five minutes of free time. Now, try and do all those things within five minutes. How much did you get done? Did you overestimate or underestimate what could be achieved?

> How many times can you take your shoes and socks on and off in one minute?

> How many hops make a metre? Can you stretch your legs or arms for one metre? Can you jump one metre in the sand?

> How long can you hold one kilo of weight in one outstretched hand?

> Pass a ball around a circle. Call out counting patterns as you pass (e.g. multiples of two, five and seven). When the teacher calls 'stop' reverse the direction. If you get good at this you can introduce a second ball, and try to catch up to the first ball.

> How many lengths can you swim in two minutes?

Number

> Skip and count in twos, fives, sevens and tens.

> Clap/dance/skip times table songs.

> Estimate then check: how many times can you clap your hands, tap your foot or blink your eyes in 15 seconds?

> Make large number cards (zero to nine) to wear. Can you make 27? Get a partner. What is the biggest, smallest number you can make with your partner?

Geometry

> Use your body to make a circle. See if you can make a square with a partner. How many different body shapes can you make on your own, in pairs, or in groups? How can you change your body shape by stretching, twisting or bending?

> Walk or skip around different shapes drawn on the concrete.

> Throw a ball in the air and describe its flight path. Try to make the same flight path a number of times.

> Do different dance routines in clockwise and anticlockwise directions.

Statistics

> Walk around the school and collect objects. Count them. Divide them into categories. Display and discuss the results.

> Gather data and display in activity graphs e.g. number of step-ups that different students can do in one minute; compare pedometer measurements.

Algebra

> What patterns can you make by using physical activity? Try jumping, twisting, walking backwards. Work out a pattern and teach it to a partner.

Science

> Walk around the school and find examples of weathering and erosion caused by people's actions (e.g. at popular meeting points and on tracks across banks or grassed areas). Climb a hill or explore places in the local area to observe erosion. Make a map or list of the areas and add explanations of the causes of weathering and the effects. (Refer to *Building Science Concepts,* Book 2.)

> At the beach: find as many different types of living things as possible. Sketch these and classify them into types of living things. While the beach may seem barren at first, see what you can find under rocks or logs and by digging in the sand.

> Bounce balls from different heights. How high or low do they bounce? Why?

> Investigate the effect of different wheels on the speed of a skateboard.

In the swimming pool

> Experiment with floating and sinking objects. Predict which objects will float and which will sink. Dive to the bottom and get the ones that sink. Use objects such as empty ice cream containers, pieces of polystyrene, a plastic bottle filled with water, or an empty drink bottle. (Refer to *Building Science Concepts,* Book 38.)

HOT!

Check out *Aquatic Education Years 1–3 Bubbles to Buoyancy* in the Curriculum in Action series published by Learning Media.

English

Written language – writing

> Complete a physical activity such as riding a bike or scooter, shooting a goal or skipping with a partner. Then write instructions about how to do it, or explain how to do it by giving instructions.

> Writing directions. Explore ways to get from the classroom to a set place in the school such as from the classroom to the top of the fort. Write directions on how to get there and get a partner to follow the directions. Are they successful? What needs to be more clearly explained?

> Create a dance. Types of dance could include line dance, tap dance, break-dance or folk dance. Write instructions or create action cards with diagrams of the steps used to form the dance.

> Use active writing methods e.g. water/chalk on concrete.

> Use large alphabet mats to jump on or a keyboard painted on concrete for letter and sound recognition to spell words, practise letter formation etc.

Written language – reading

> Teacher reads most of a suitable text such as a fairy tale. Even though the end of the story may be known, work in small co-operative groups to develop a new/different ending to the story using as much physical activity as possible. Students act out their endings to the class.

> Actions to show understanding – use physical actions at appropriate times to show understanding of some language features of a text:

  – Jump on the spot five times when you come to a verb.

  – Hop on your left foot when you find a comma.

  – Clap under your legs when you come across speech marks.

Teacher's note: This activity can be done with small groups or a whole class. It may be better to do on the second reading of a piece of text when the students are more familiar with the story.

Oral language – speaking and listening

> Action syllables. Choose some words (names are a great place to start). Think about your name and put a movement to every syllable in your name. For example: Adrian – stamp, jump, turn – the stamp is for 'Ad', the jump is for 'ri', and the turn is for 'an'. Each member of the group could repeat each person's name and action.

> Name exercising. This is a great game for helping to learn names. Students sit in a circle. The first student does an exercise or active movement while saying their name. Then the next person plus the first person has to repeat the first person's name and action and then do one of their own. Then the first, second and third person repeat the first and second person's names and actions and then add one of their own. The game continues until everyone has had a turn.

> Give and follow directions. In pairs, with one person blindfolded and the other giving directions. You could use directions in te reo – huri ki te taha maui, haere ki mua etc.

> Listen to a poem or story. Identify, discuss and explore words and visual images in the text that may be expressed through movement. Create a movement sequence.

Visual language – viewing and presenting

> Watch a ceremony or performance by, for instance, a kapa haka group, either personally or on film. Discuss the verbal and visual features e.g. in poi performance, terms such as twirl, rhythm, traditional, modern, waiata, and melody might be appropriate. Learn a movement, song or other element used in the ceremony.

> Handwriting with large movements: in the air, on different surfaces around the classroom, outside.

Technology

> Toys and games: what makes a good toy or game? Design and make a toy or game to promote physical activity.

> Sports equipment and clothing: investigate and identify the features; interview people to determine their needs; select a task and design and develop a solution (see page 62 of *Technology in the New Zealand Curriculum*).

> Participate in organising and preparing a hangi.

> Explore and develop play equipment.

Social Studies

> School Olympics Day: work in teams, create your own flag, anthem, and learn about the country you are representing.

> Create your own country: what is your national dance? National game?

> Play games from around the world e.g. kilikiti from Samoa, bocce from Italy, ulu maika from Hawaii and games specific to the Paralympics such as boccia and goal ball (see **www.paralympics.org.nz**).

> Play a game such as softball, or examine a cultural dance or song and examine the roles that people have, and how they fulfil those particular roles.

> Share and participate in dances from other cultures. Encourage community members to come and join in/share their knowledge. Demonstrate and explore active features of various cultures e.g. Māori haka, Samoan sāsā, Chinese dragon dance.

> Visit a marae and participate in a pōwhiri.

> Walk to places of interest in the local community. Examine how particular groups view and use places and the environment.

> Work together to create or obtain resources for the school e.g. working bee to create a new garden, sponsored fun run to raise money for new playground area.

The Arts

Drama

> Use the sea as a theme. Create an environment using body shape and movement. In groups, move as creatures through the environment.

> Improvise dramas on a common play/games/sport theme e.g. scoring a goal, winning a gold medal, playing fairly.

> Mirror image. Students pair up. One performs an action and the other mirrors them as if they were in front of a full length mirror. Students could try actions such as:

  – jumping and scratching underarms like a gorilla (they could make the sound effects too!)

  – bouncing a ball and scoring a goal

  – playing the drums or air guitar

  – riding a giraffe.

  Swap roles after an appropriate time.

> Taniwha, Tamariki and Tui. Class divides into two teams that face each other. There are three options:

  – Taniwha – stomp feet and make swimming actions with arms.

  – Tamariki – jump and pretend to throw and catch a ball in the air.

  – Tui – flap arms like wings while moving feet quickly on the spot.

  Each team decides which of the three options their team will present to the other team, and faces the other team again performing their action. At the count of three, both teams move towards one another and display the selected action to the other team. Award points to the winning team. Taniwha wins over Tamariki, Tamariki wins over Tui, Tui wins over Taniwha. Teams can work out five 'plays' in advance, if there is time, and the winner each time takes one person from the other side. Other options could be: scissors, stone and paper, or giants, wizards and elves.

> When sharing a poem or story, add active movements, voice, and sound effects to enhance the mood. (Based on drama ideas from *The Arts in the New Zealand Curriculum*.)

> In small groups, create a drama that uses body shapes to represent weather and its qualities, with one member of the group narrating a story that describes the moods and contrasts of weather. Explore alternative endings to a story or real-life event. In groups, role-play and share these endings, and talk about why some alternatives were preferred over others. (Based on drama ideas from *The Arts in the New Zealand Curriculum*.)

Music

> Make a movement sequence expressing ideas arrived at from listening to a piece of music.

> Use body percussion to make sounds and music.

Using te reo Māori

Useful words

This is a starting point for teachers. In some tribal areas these words may be slightly different so it may be appropriate to consult with your local iwi.

Timata	Start	Āta haere	Go/walk carefully
Ki runga	Up	Hikoi	Walk
Ki raro	Down	Pekepeke	Jump
Ki mua	In front	Hītoki	Hop
Ki muri	Behind	Oma	Run
Ki roto	In	Pakipaki	Clap
Ki waho	Out	Kanikani	Dance
Ki waenganui	In the middle	Hurihuri	Turn
Haere ki te taha matau	Move to the right	Tahi, rua, toru	One, two, three,
Haere ki te taha maui	Move to the left	Whana	Kick
Haere ki mua	Move forward	Piu	Skip
Hoki ki muri/hoki atu	Move backward	Takahi	Stamp
Haere tonu	Keep going	Tākere	Swing
Kia tere	Be quick/hurry up	Waiata–ā-ringa	Action song
Taihoa	Wait	Whakakori-ā-tinana	Exercise to music
Kia tau	Stop	Mahi tākaro	Games
Kia tūpato!	Warning/watch out!		
Neke atu	Move away		
Neke mai	Move to me		
Huri ki te taha maui/matau	Turn right around to the left/right		

Body parts

Body	Tinana
Head	Upoko
Nose	Ihu
Lips	Ngutu
Mouth	Waha
Teeth	Niho
Chin	Kauae
Throat	Korokoro
Neck	Kakā
Back	Tuarā
Chest	Uma/Poho
Stomach	Puku
Waist/hip	Hope
Backside	Nono/Whero/Tou
Arm/hand	Ringa
Elbow	Tuke
Finger	Matimati
Leg/foot	Waewae
Knee	Pona/Turi
Ankles	Rekereke
Toes	Matiwae

Numbers

Tahi	1
Rua	2
Toru	3
Whā	4
Rima	5
Ono	6
Whitu	7
Waru	8
Iwa	9
Tekau	10

Aerobics with Māori commands

Using music with a good beat (you could use the *Get Into It* audio CD – the Māori medley has commands in te reo), call out an action in Māori and demonstrate. Students could then repeat and do the action. Once students the learn vocabulary and actions they could take turns at leading the exercise.

(Based on *Te Reo Kori*, Volume 1, Ngarangi Naden, Kimihia Resources 1990.)

Action poi story

Read a story or poem to the class e.g. a Māori legend such as How Maui Caught the Sun. On the second reading, select two pages for the students to improvise their own poi dance. Students could show their actions to others, who could copy their patterns.

Rāpā – forming groups

Students move around a set area. Vary the way they move e.g. moon walking, side stepping. When a number is called in Māori students get into groups of that size.

Te Ngahere – the forest

Divide the class into groups of approximately four to five students. Each group chooses a name of a New Zealand native tree e.g. kauri, rimu, tōtara, nikau, kahikatea, mānuka, ngaio.

The class forms a circle with group members spread randomly throughout the circle. One person in the circle calls the name of a tree that the group has chosen. All group members in that named tree group must change places. The centre person tries to steal a place. Whoever misses out takes the centre and calls another group's tree, all of whom must change places etc.

(Based on *Te Reo Kori,* Volume 2, Ngarangi Naden, Kimihia Resources 1991.)

Kowhaiwhai patterns

Show students kowhaiwhai patterns and drawings. Discuss their significance and meaning. Look for common or distinct features in each drawing. Ask the students to suggest ways of moving that could emphasise the shapes and design.

Split students into groups of four to five. Give each group a copy of a kowhaiwhai pattern. Students look closely at the whole shape of the pattern, space, design, rhythm. Develop a movement pattern to reflect and emphasise the kowhaiwhai.

Try to think about:

> space – using all the space or a little

> lines – curved or straight

> flow – isolated movements or linked

> sequence – beginning, middle, end

> height – movements low and high.

Students could share their movement patterns with others.

(Based on *Te Reo Kori,* Volume 2, Ngarangi Naden, Kimihia Resources 1991.)

HOT!

Check out this exemplar on the taiaha at **www.tki.org.nz/r/wick_ed/taiaha/** as well as Ngā Toi, resources in Māori, at **www.tki.org.nz/r/arts/ngatoi/**

Co-curricular physical activities

The following examples are quick and easy physical activities that use little or no equipment. These could be useful if you have a spare 10 minutes or for activities during interval or lunchtime.

We use some extra symbols here so that you can quickly see which suggestions may suit your class:

Games that build support, trust and caring in a group. These games are fun, involve everyone, and focus on co-operation rather than competition. Teachers and other adults can play too.

Games that do not require any equipment.

Artist relay

Equipment: Small blackboard or paper on a board and a piece of chalk per team.

Each team has a small blackboard or paper on a board placed 20 metres away and a piece of chalk. On a signal the teacher calls out a word or object. The first child runs and begins writing/drawing. The teacher allows five seconds then calls ‘stop’. The child returns back to line and passes the chalk to the next child. They run and continue to draw/write starting from where the first child finished.

Balloon high

Equipment: One balloon per student.

Each student has a balloon. On command they hit the balloons into the air. The object of the game is to keep all the balloons up for as long as possible. Students may tap any balloon to keep it up and if a balloon touches the ground, it may be picked up and tossed again. To stop the game, students stand very still and allow all the balloons to float to the ground while trying to avoid being touched by the balloons.

Beanbag circuit

Equipment: One beanbag per student and 10 to 20 extra for Station Three, two buckets, markers, two to three empty milk containers with a little sand or water in them or skittles. If you don’t have enough bean bags, use balled-up socks or similar.

Divide the class into five equal groups. Explain each activity. Allow students to keep their beanbags and take them from one station to the next.

Station 1: Students stand three metres away from the bucket and take turns to underarm throw the beanbag into the bucket. Distance can be reduced or increased depending on year level and ability.

Station 2: Students stand at markers set and throw and catch in order as instructed by the teacher.

Station 3: Students work in pairs to make letters or words with the beanbags on the ground.

Station 4: Students attempt to knock over milk containers filled with a little sand from three metres away.

Station 5: Students attempt to walk with the beanbag balanced on their head over a distance of 10 metres and if successful place the beanbag in the bucket at the end.

Body co-ordination

Equipment: None.

Students lie on their backs, feet out and arms by their sides (not too close) and follow directions:

> Raise their right arm and left leg.

> Raise their left arm and right leg.

> Raise two arms.

> Raise two legs.

> Pat forehead with right hand and rub tummy with the left hand and vice versa.

> Make a circle in the air with the left leg.

Chair aerobics

Equipment: *Get Into It* audio CD and chairs.

Everyone sits in their chairs. One person starts the aerobics by making up an action. Everyone else copies the action. Working around the room the next person changes the action and everyone copies.

Use music with a good beat to encourage creative ideas and enthusiasm.

Practise sequences as a class. See if everyone can move in time to the music.

Students could work in groups of four to six and come up with their own chair aerobics sequences to music. They could share this with whānau, and with others in school or they could go on a class visit to a local retirement village and work with the elderly.

Types of actions might include:

Arms

> Punching left/right/both arms above the head, straight in front, down to the ground (making hand into a strong fist).

> Punching alternate arms across the body (twist waist at the same time).

> Making circles with arms – forwards, backwards, slow, fast (fingers stretched).

> Arms on shoulders making circles, up and down, in and out so elbows touch.

> Holding arms out in front with straight arms, flexing fingers in and out.

> Arms on hips, twisting in chair.

> Clapping arms above head – keep arms straight.

> Clapping hands together and then on knees (make patterns).

Legs

> Heel, toe taps – left, right, both at same time.

> Knee lift – left, right, both at same time.

> Bend and straighten left/right/both legs.

> Start with knees together and swing legs out to the side.

> Pretend to ride a bike with feet off the ground.

> Pretend to walk with feet off the ground.

> Lifting leg to cross opposite knee.

Legs and arms

> Punching arms in the air and jogging knees at the same time.

> Arms straight – opposite arm/knee touches (great for the brain).

> Jogging moving arms and legs (fast/slow).

> Opposite arms/legs – bend and straighten, both at same time.

Behind chair

> Get out of your chair and move around it!

> Swap chairs.

> Stand behind it and bob up and down.

> Straight side leg, back leg lifts.

> Knee lifts – see if you can lift your knee right up to the back of your chair.

> Lift opposite arm and leg to the side.

> Up onto your toes with arms up.

> Reach behind/in front, left arm, right arm, both.

> Arms on shoulders making circles.

Crocodile, snakes and scorpions

Equipment: 10 to 15 hoops.

Spread hoops on the ground (depending on the size of the group). Students move freely in the set area listening for instructions from the teacher or game leader. When they call out:

> **Crocodiles!** Students get inside a hoop (there can be more hoops than students)

> **Snakes!** Students stop very still

> **Scorpions!** Students jump and shake the scorpions from their bodies

> **Go!** Students continue moving freely in the set area.

The aim of the game is to save everyone from the crocodiles by moving quickly into a hoop when 'Crocodiles!' is called and helping others to do the same. As the game continues, hoops are removed gradually, making it more difficult for students to reach safety from the crocodiles.

Variation

Different ways of moving can be used e.g. crawling, galloping, side-stepping etc.

Possible questions

> How can we help others to save them from the 'crocodiles'?

> What are some encouraging words we can use?

> How does it feel when everyone is safe from the 'crocodiles'?

Teacher's note: Remember to use an inclusive method of choosing taggers, game leaders or groups.

(Adapted from Active Australia Schools Network.)

Dragon

Equipment: None.

In groups of five to six, students get in a line with their hands on the waist of the person in front of them. The first person in the line (the head) has to try and touch the back person (the tail) while everyone keeps their hands on the person's waist in front of them. The people in the middle try to keep the head from touching the tail. At the end the tail becomes the head.

Elbow tag

Equipment: None.

Split the students into three groups. One group is the taggers. The other two groups pair up by linking arms. They put their 'free' hand on their hip with their elbow bent.

The taggers have their hands on their hips and try to tag the pairs using their elbows. If they do, they latch on and the person on the other side of the pair (whose elbow wasn't tagged) becomes a tagger.

Bumper car variation

Played in the same way as elbow tag, but the pairs are linked with one person in front of the other. The person at the back has their hands on the waist of the person in front.

The taggers tag the back of the pair by putting their hands on their waist and the person in the front becomes a tagger.

Freeze tag

Equipment: None.

When a tagger tags someone they say 'freeze'. The person they tag stands still.

Others, who are not tagged, aim to free those who are frozen by touching them twice and saying 'unfreeze.' Once unfrozen, the student may unfreeze others also.

The taggers aim to freeze everyone.

The difficulty of the game depends on the number of taggers. There should be about two to three if the whole class is playing.

Funky basketball steps

Equipment: The *Get Into It* audio CD and a basketball for each pair or student.

The Dude Walk

Students practise dribbling their basketball to the music using their coolest walk.

Remind students to practise using their non-preferred hand and to watch where they are going.

It's Just Dribble

Students practise dribbling up around a partner and back, then chest pass the ball – partners repeat the movement – all in time with the music.

Slam Dunks

Students jog around a designated area, dribbling to the music. When the music stops (or on a designated signal) students set up a slam dunk or set shot.

High Fives

Students jog around in a designated area, dribbling. When the music stops or on a signal, they find the closest person, stand side on and facing the opposite direction to each other and do a vertical jump and give their partner a high five.

Human letters

Equipment: Ropes.

Form larger groups and when the teacher calls out a simple word, students co-operate to form the word with their bodies. Co-operation is important here. Usually students work on a low level such as lying on the ground.

Challenge older students to support one another and work on other levels. By using ropes between students to join sides, they can form three-dimensional shapes.

This is a good activity to photograph to increase students' motivation and creativity. It can also be done with numbers and shapes.

Jump the stream

Equipment: Two ropes.

Lay two ropes to create an imaginary stream of water. The stream should be narrow at one end, increasing the width gradually towards the other end. Students start at the narrow end of the stream, jumping across the stream (two-foot take off, two-foot landing) and working their way to the wider end.

Knots

Equipment: None.

A pair of students turns their back on the group or closes their eyes (the 'untanglers').

Everyone else stands in a circle holding hands. Without letting go they twist about and step over and under arms to make a big knot. The 'untanglers' are asked to open their eyes and untangle the others or to direct the others to untangle themselves.

(From the National Heart Foundation's *Jump Rope for Heart* resource kit.)

HOT!

Take a look at the National Heart Foundation's *Jump Rope for Heart* resource kit available at: **www.nhf.org.nz**

One big circle – Active exercise to music

Equipment: *Get Into It* audio CD.

> Around the room, then in and out.

> Walk around the room – stop and face into the centre.

> Walk in towards the centre of the circle (four or eight counts), on the spot (four or eight counts), walk out again (four or eight counts), on the spot again (four or eight counts). Repeat several times.

> Walk around the room, then on the spot.

> Add different activities as you walk around and stop on the spot.

> Walk eight counts around the room then eight counts on the spot or 16 around, then 16 on the spot.

> Walk around the room then on the spot. Do this several times. Then add another activity such as heel digs. Repeat these three activities several times. Then add another activity such as taps to the side.

> The order would be: walk around room, stop and march on the spot, heel digs, then side taps etc.

> This 'add on' theme can be done facing into the centre of the circle: march into centre, march on the spot, march out, march on the spot.

> Next step: march into centre, march on the spot, add heel digs, then march backwards to the outside, march on the spot, heel digs etc.

(From Stephanie McLennan, Sport Waikato.)

One, two, three blast off

Equipment: None.

The number of taggers depends on the size of the class – allow three if the whole class is playing.

Taggers count to three while the others run off. Taggers try to tag the others. Students who are tagged turn into a rocket and stand with their arms together straight above their head (like a rocket).

In pairs others try to send the rocket off by holding hands around the rocket and saying 'one, two, three blast off!' The person who is the rocket is then free to fly away and help send other rockets to fly until tagged again.

Traffic lights

Equipment: Markers.

Designate area. When teacher or student leader calls 'green', students move freely in area. On 'orange', students hop, skip, and jog on the spot. On 'red' students stop and perform a balance until lights change.

Ideas for starters

Here are some other ideas to start with – not all of them are appropriate for school! They are meant to inspire you and your students. This table could be used to start a class brainstorm on things students can do that involve physical activity.

Archery	Frescoball	Obstacle course	Snowboarding
Aquafitness	Flying disc	Octopus	Snow sculptures
Backyard games	Four square	Orienteering	Spotlight
Badminton	Games on court markings	Patter tennis	Squirt hose
Bat balloons	Gardening	Petanque	Stretching
Ball games	Go home stay home	Pitching tents	Surfing
Ball tag	Go-karting	Playing	Swimming
Ballet	Golf	Playing drums	Swing ball
Bike tricks	Gutter ball	Playing with whānau	Table tennis
Body boarding	Gymnastics	Poi	Tag
Bowls	Haka	Practise what you learnt in physical education	Target throwing
Break dancing	Handball	Rākau sticks	Tenpin bowling
Building	Hang out washing	Raking the leaves	Theatre sports
Building huts	Hide and seek	Referee a game	Three legged run
Camping	Hiding in long grass	Relays	Throwing balls
Candlestick	Hockey	Ring-a-ring-a-rosy	Throwing sticks
Canoeing	Hop scotch	Rollerblading	Touch rugby
Capture the flag	Hopper jumping	Rolling down hills	Tramping
Carrying firewood	Horse riding	Rope climbing	Trampoline
Carrying groceries	Jogging	Rugby tackling	Treasure hunt
Charades	Jumping waves	Running	Tubing
Clap rhymes/dance	Judo	Running through sprinkler	Tug of war
Cleaning the car	Kapa haka	Sack races	Twister
Cleaning your bike	Kilikiti	Sand/snow angels	Underwater hockey
Cleaning your room	Kite flying	Sand sculptures	Use the stairs
Climbing trees	Knuckle bones	Sāsā	Vacuuming
Climbing	Koosh ball	scavenger hunt	Volleyball
Coach a team	Leapfrog	Scooter	Walking
Cooking	Line dancing	Seesaws	Walking the dog
Cricket	Long jump	Shopping	Washing
Croquet	Making beds	Skateboard jumps	Water festival
Cycling	Making dams	Skiing	Water games – washing machines
Dancing	Making go karts	Skip double-dutch	Water slides
Digging sand	Make a raft	Skipping	Waterskiing
Disco	Make up a new game	Skittles	What's the time Mr Wolf?
Doing dishes	Midnight	Snorkelling	Table tennis
Elastics	Mimes	Pitching tents	Wheels day
Fitness circuit	Mountain biking	Playing	Wheelbarrow races
Flying fox	Mow lawns	Playing drums	Yoga


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Physical activity at home

Here are some suggestions for active experiences that students can do out of school time. There are also lots of ideas in the students' section of the *Get Into It* CD-Rom.

> Interview parents/grandparents about the types of physical activities they did as children after school or in the weekend. Perhaps you could get them to teach you one of their activities and you could teach them one that you like to do.

> Record the amount and type of physical activity you and your family do for a whole week. You can use the physical activity recording chart, which you'll find on *Get Into It*. Some things you could do after completing the chart:

  – Make a graph to show which activity is the most popular for you and your family.

  – Analyse the results. Do you think you do enough physical activity?

  – Set some physical activity goals – one for yourself and a family goal. Ask your teacher for a copy of the Goal Setting plan from the Goal Setting activity card to help you work through the actions you might need to take to achieve your goal.

> Plan a family physical activity hour, day or weekend. It does not need to cost money or use equipment that is hard to find. It could be something simple such as:

  – building a hut out of common objects around the house

  – inventing a game to play outdoors using the sprinkler

  – involving pets – washing them, playing with them or exercising with them.

  – something that fits in with activities you already do such as biking or walking to visit family and friends rather than taking the car

  – helping around the house e.g. cleaning the car, washing the windows, raking the leaves or gardening.

> Swap your ideas with other classmates. Who has an exciting idea that you would like to try with your family? Ask yourself:

  – What activity might be suitable for my family?

  – How and when will we do the activity?

  – What equipment might we need to complete the activity?

  – Where will the activity take place?

  – How can I encourage my whole family to take part?

> After watching the latest music video see if you can copy any dance moves. Create a dance with friends and family. Dress up in costume and put on a show. Tell your classmates about the challenges, what worked well, and what you would do differently if you did the activity again.

> Come up with some simple moves that you could put together to make a class aerobics routine. Share this with the juniors.

> Use three things from home to invent a game or a challenge. Common objects might include newspaper, balled-up socks, plastic milk cartons tin cans etc.

> Create your own obstacle course at home. Activities could include:

  – balance: on a line, along a hose, around a shape drawn with chalk, between objects, on one foot and hand

  – targets: in a box, under the couch, into a can, chalked onto the concrete or fence

  – direction: over the chair, under the table, forwards, backwards, sideways

  – locomotion: walk, run, hop, skip, gallop

> Draw a map of your activity so others can try it with their families.

> Treasure hunt. Can you find the following things in your backyard? Something rough, something yellow, something smooth, something tall, something dangerous? Record what you found and draw a picture of these things.

> Estimate how long it will take you to walk from your house to certain areas in your neighbourhood. You could complete a simple chart like the one on the following page:

Place	Estimated time to walk	Actual time
The park		
The library		
Your nearest shop		
School		
The neighbours		

- Make a home gym circuit. Write exercises on different pieces of paper and stick them around the garden or, if it's raining, inside the house. For example: 10 push-ups; 10 sit-ups; 10 star jumps; 10 arm lifts with full cans of baked beans; 10 seconds of running on the spot; 10 seconds skipping with a rope. Check the clock and go! Run to each piece of paper and do the exercise that's written there. Do the whole circuit twice. Try to beat your personal best, or race a friend or family member.
- Make poi. Use instructions and the diagram from Sport and Recreation New Zealand's *Push Play Action Pack* at **www.sparc.org.nz**
- Make a kite using instructions and the diagram from Sport and Recreation New Zealand's *Push Play Action Pack* at **www.sparc.org.nz**
- Adapt a game you already know. For example, how could you adapt hopscotch? Add more squares, carry a ball while you hop, hop with your arms held out to your sides/hands on head, hop backwards.

HOT!

Check out this exemplar on kites at:
www.tki.org.nz/r/assessment/exemplars/tech/structures/sm_3c_e.php

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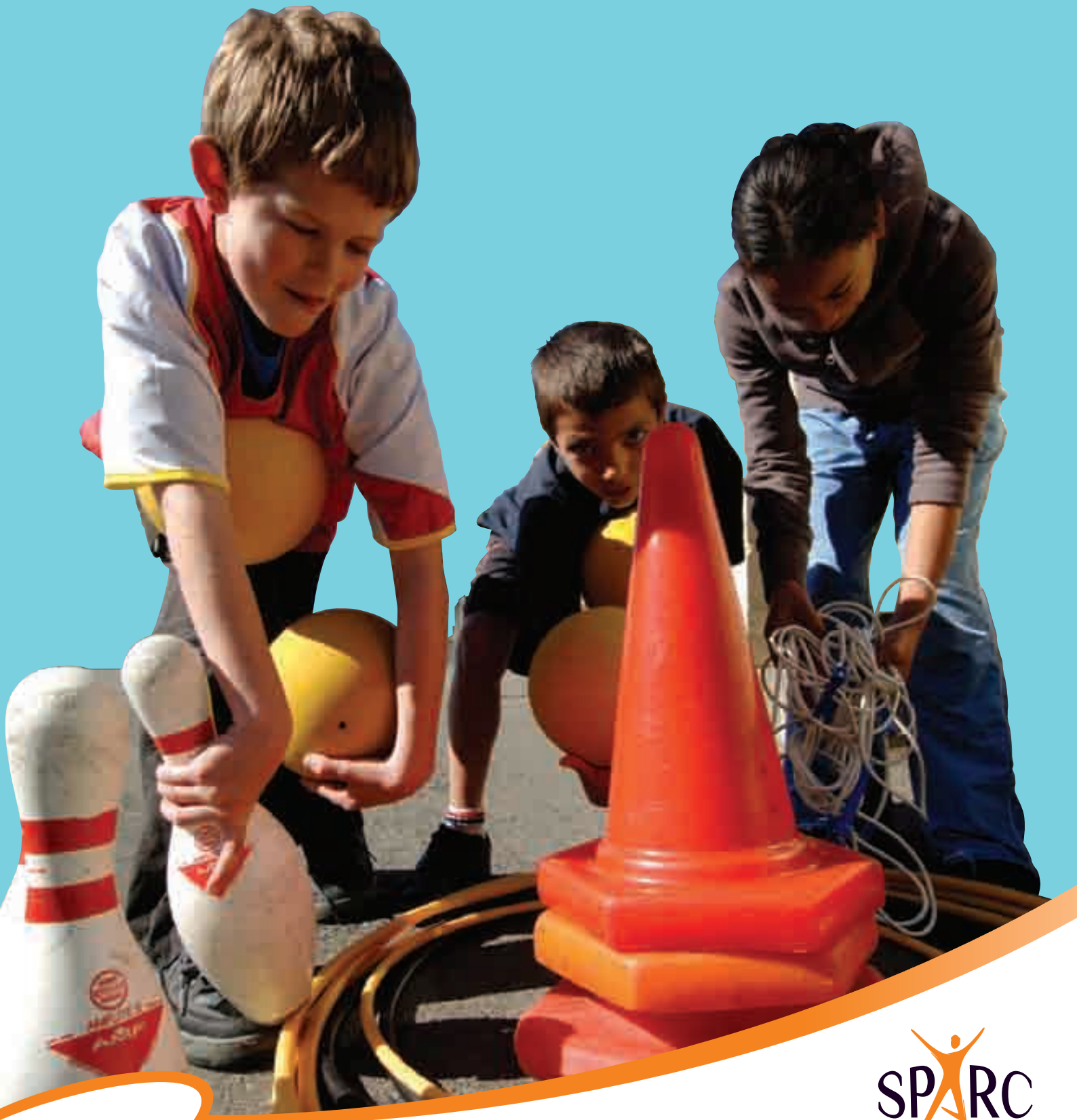
Resources



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Resources

There are lots of resources available for helping to make physical activity happen. We've included many of these throughout this handbook.

Here are some other publications and resources that you may find useful:

> Sport and Recreation New Zealand publications including *Fundamental Skills* and *KiwiDex*, are available in PDF format from **www.sparc.org.nz**

> *Kiwi Outdoors* published by the Hillary Commission in 1995, is available from SportsLink Ltd at **www.sportslinkdirect.co.nz**

> *Safety and Education Outside The Classroom*: *A good practice guide for New Zealand schools* is available from Te Kete Ipurangi at **www.tki.org.nz/r/eotc/resources/safety_e.php**

> The National Heart Foundation's *Jump Rope for Heart* resource kit is available from **www.nhf.org.nz**

> *Push Play* has some great information and resources, available at **www.sparc.org.nz**

Get Into It CD Rom also has a list of resources with hyperlinks (including the Regional Sports Trusts throughout New Zealand), so that you can click to the resources you're interested in.

ACTIVE SCHOOLS
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References

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Naden N 1990, *Te Reo Kori,* Volume 1, Kimihia Resources, Auckland.

Naden N 1991, *Te Reo Kori,* Volume 2, Kimihia Resources, Auckland.

Public Health Agency of Canada 2002, *Canada's Physical Activity Guides for Children and Youth!* [online], available URL: **www.phac-aspc.gc.ca/pau-uap/paguide/child_youth/**

Sport and Recreation Queensland 2003, *Get Active Queensland Daily Physical Activity A Guide for Schools* [online], available URL: **www.sportrec.qld.gov.au**

US Department of Health and Human Services, Centers for Disease Control and Prevention, VERBTM *It's what you do campaign* [online], available URL: **www.cdc.gov/youthcampaign/** and **www.VERBnow.com**

World Health Organisation 1997, *Physical Activity* [online], available URL: **www.who.int/topics/physical_activity/en/**

Websites

- Active Australia Schools Network: **www.ausport.gov.au/schools/**
- Canadian Association for Health, Physical Education, Recreation and Dance: **www.cahperd.ca/eng/index.cfm**
- PE Central: **www.pecentral.org**
- Sport and Recreation New Zealand: **www.sparc.org.nz**
- Te Kete Ipurangi: **www.tki.org.nz**

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