Daily Physical Activity –
A Guide for Schools

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Why daily physical activity?

1.1 Introduction

Australian Bureau of Statistics April 2006 data indicates that Queensland children aged 5 to 14 years have the second lowest participation rates (60.9%) in organised sport and physical activity outside school hours, in Australia. Research also indicates that if opportunities for physical activity are denied during school time, children will not voluntarily catch up on these missed opportunities for activity (Dale 1999).

Enhancing physical fitness, physical growth and development, reducing obesity and the incidence of chronic diseases in adulthood have all been attributed to regular physical activity.

Data collection for physical activity levels of Queensland children in grades 1, 5 and 10 as part of the Healthy Kids Queensland: Physical Activity and Nutrition Survey has been completed and is now available. The survey provided an opportunity to compare physical activity levels of children with other jurisdictions throughout Australia. The survey provides a current reliable estimate of the prevalence of overweight children in Queensland aged 5 to 17 years. 21% of Queensland children (5–17 years) are overweight and obese (obesity rate was 4.9%). Overall, the survey found that 21% of children aged 5 to 17 years were overweight or obese. This figure is similar to the national rate for children in 1995, and 3% lower than comparable surveys carried out in NSW in 2004, and Western Australia in 2003. Alarmingly in Queensland, in the first year of school, 17% of boys and 20% of girls are already overweight and obese and it generally carries on to become adult obesity.

The benefits of children participating in regular physical activity reach far beyond the physiological benefits. A large number of studies now clearly show the positive benefits of physical activity in areas such as cognitive development, self-esteem and social and moral development. Physical activity has proven useful in creating a positive school climate, decreasing the amount of vandalism and as a positive intervention strategy for behaviour management.

Daily physical activity during childhood is vital in developing the positive attitudes that make physical activity enjoyable and to sustaining an active lifestyle during adulthood (Godin, 1990). Increased physical activity has a significant impact on weight control problems, an increasing concern in Australia and a condition that impacts on children’s success in performing physical activities.

There is overwhelming evidence of the physical, social, mental, environmental and economic benefits that can be achieved by increasing the levels of moderate physical activity of our community. Changes in behaviours such as inactivity and their social, economic and environmental context are part of the core of all disease prevention strategies. More than 50% of Queenslanders are overweight or obese, with the prevalence of these cases steadily increasing over the past few decades. Increased physical activity and healthy eating are principal means for addressing this problem.

Research shows that regular physical activity:

- creates a more positive school climate. Students are less aggressive and experience fewer discipline problems (CAHPERD).
- is positively associated with increased educational aspirations. This is even stronger with students from disadvantaged groups (Kerr, 1996).
- is positively correlated with improvements in subjects such as mathematics (Sallis et al., 1999).
- leads to students being more productive, more motivated, better organised and more effective in learning and performing tasks (Kidd, 1999).
- improves self-esteem and self-concept in children and contributes to a reduction in depressive symptoms, stress and anxiety (McKay et al., 1996).
- reduces the likelihood of students being involved in anti-social behaviours. Athletic participation is associated with fewer incidences of smoking, drug use, unwanted pregnancy, delinquent behaviour and dropping out of school (Kerr, 1996).
- decreases the amount of vandalism, mischief, petty crime and other negative behaviours in the community (Norrie and Mustard, 1999).

* The term physical activity is defined as any activity that involves moderate to vigorous whole body movements and the development of locomotor and non-locomotor skills, body management and object control skills in free and structured settings. Queensland Schools Curriculum Council Health and Physical Education Years 1–10 Syllabus (1999)
1.2 Aims

The Daily Physical Activity — A Guide for Schools aims to:

- have more children and young people participating in fun, safe, good-quality physical activity programs;
- encourage lifelong physical activity and long-term health;
- increase the physical activity levels of children and young people;
- increase primary and secondary school classroom teachers' skills and confidence in the delivery of daily physical activity; and
- assist schools to maximise educational opportunities for students while continuing to emphasise the social justice principles of diversity, equity and supportive environments.

1.3 How to use this guide

Follow the easy-to-use advice, ideas and solutions in this guide to help you incorporate physical activity into the daily learning program for all students. The information is presented in six sections:

Section 1 provides valuable information on the benefits of, and necessity for, daily physical activity and how it links to cross-curricular priorities, the Smart Moves program, HPE syllabus and healthy living. Also included are practical ideas on how to incorporate physical activity into other learning areas so that any daily activity program is not 'something extra' for teachers to do.

Section 2 contains ideas to help you ‘spread the word’ among your fellow teachers and the school community and easy-to-follow guidelines to help get daily physical activity up and running in your school.

Section 3 contains tips on teaching in the outdoor classroom.

Section 4 provides an overview on how to use the Daily Physical Activity - A Guide for Schools application, including how to put together a lesson plan.

Section 5 contains information on other resources and initiatives that will extend the daily physical activity program and make the learning outcomes more enjoyable for everyone.

Section 6 contains references.
1.4 Links to the school curriculum

Daily physical activity provides a variety of ways to achieve the outcomes expected in the delivery of the school curriculum, in an active way. The following provides an overview of how daily physical activity links to the curriculum.

1.4.1 Links to Queensland Curriculum, Assessment and Reporting (QCAR) Framework

The QCAR Framework aligns curriculum, assessment and reporting. It supports teachers and teaching practices that are tailored to meet the unique needs of students from Years 1 to 9.

The framework supports the work of teachers and schools and consists of; Essential Learnings, Standards, Online Assessment Bank, Queensland Comparable Assessment Tasks (QCATs) and Guidelines for Reporting.

The Essential Learnings provide direction for what will be taught and how students will work with knowledge so that they are able to build and transform knowledge. The Essential Learnings clearly describe the key concepts, facts, procedures and processes that support complex problem solving, critical enquiry and a deep understanding of each KLA. The model of Essential Learnings draws attention to traditional and emerging disciplines and fields of knowledge, and the capabilities needed.

In the area of Health and Physical Education, students use the essential processes of ways of working to develop and demonstrate their knowledge and understanding. Students individually and collaboratively make decisions, take action and apply skills to promote health and wellbeing, movement capacities and the personal development of individuals, groups and communities.
## Health and Physical Education (HPE) Essential Learnings

<table>
<thead>
<tr>
<th>Physical Activity</th>
<th>Knowledge and understanding</th>
<th>Some examples of how students could demonstrate what they know and can do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By the end of year 3</strong></td>
<td>Fundamental movement skills are foundations of physical activity.</td>
<td>- Demonstrates increasing confidence in a range of movement skills (e.g. underarm and overarm throw, catch and kick, skips a rope turned by self or others, bouncing a ball, leaping and dodging).&lt;br&gt;- Demonstrates good body management skills (e.g. moving through, over and around equipment, other participants, at different levels and on different surfaces, travelling forward, sideways or backwards and changing direction quickly and safely) in dynamic situations.</td>
</tr>
<tr>
<td><strong>By the end of year 5</strong></td>
<td>Fundamental and simple specialised movement skills are elements of physical activity.</td>
<td>- Demonstrates coordinated performance of movement skills (e.g. kick, overarm throw, forehand strike, two-hand side-arm strike) through and around obstacles and in modified games (e.g. soccer, basketball and football).&lt;br&gt;- Performs a complex sequence involving travel, rolling, balance and weight transfer with smooth transitions and changes of direction, speed and flow.</td>
</tr>
<tr>
<td><strong>By the end of year 7</strong></td>
<td>Fundamental and specialised movement skills, movement concepts, tactics and strategies are elements of physical activity.</td>
<td>- Demonstrates increasing confidence and competence in a range of specialised individual and team movement skills (e.g. serve and dig, dribbling and lay-up, serve and volley) in modified games.&lt;br&gt;- Demonstrates confident use of common offensive tactics across different games (e.g. alternating the speed and direction of the ball, invasion-fakes, give and go, backing up other players, staying between an opponent and the goal).</td>
</tr>
<tr>
<td><strong>By the end of year 9</strong></td>
<td>Regular active and purposeful participation in physical activity promotes health and wellbeing and supports the achievement of goals.</td>
<td>- Self-assesses their level of fitness and develops a plan for maintenance or improvement using fitness components (e.g. heart-lung capacity, agility, balance, coordination, power, reaction time, speed) and various training principles (e.g. overload, progression, specificity, FITT).&lt;br&gt;- Evaluates the success of community programs developed to encourage various groups with differing needs to participate in physical activity.</td>
</tr>
</tbody>
</table>
QCAR Capabilities
The QCAR Capabilities represent the skills needed for success at school and in life beyond school.

1. Working with knowledge
2. Developing identity and managing the self
3. Acting in the social and political world

Each category consists of three generic capabilities:

<table>
<thead>
<tr>
<th>Category</th>
<th>Generic Capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with knowledge</td>
<td>• Using a range of thinking strategies and skills in critical and creative ways</td>
</tr>
<tr>
<td></td>
<td>• Using the tools of language, symbols, technologies and texts to communicate ideas</td>
</tr>
<tr>
<td></td>
<td>and</td>
</tr>
<tr>
<td></td>
<td>• Information interacting critically with social and cultural environments.</td>
</tr>
<tr>
<td>Developing identity and managing the self</td>
<td>• Working with others</td>
</tr>
<tr>
<td></td>
<td>• Acting within a social context</td>
</tr>
<tr>
<td></td>
<td>• Managing the personal self.</td>
</tr>
<tr>
<td>Acting in the social and political world</td>
<td>• Working with communities</td>
</tr>
<tr>
<td></td>
<td>• Acting in the wider world</td>
</tr>
<tr>
<td></td>
<td>• Managing rights, responsibilities and duties of citizenship.</td>
</tr>
</tbody>
</table>
1.4.3 Links to Health Promoting Schools

Health Promoting Schools describes the implementation in schools of a broad, holistic framework for health education and promotion that takes health beyond the boundaries of the health and physical education curriculum and the planned classroom program. The Health Promoting Schools concept supports health across three key areas:

- curriculum, teaching and learning
- school ethos, environment and organisation
- school partnerships and services.

These key areas are inextricably linked and form the school community approach to health.

In line with the broad holistic approach of Health Promoting Schools, daily physical activity supports healthy eating messages delivered in the classroom. Health problems due to diet and sedentary living begin early in life.

Childhood obesity has emerged as a major public health problem. The most promising strategies for addressing this problem are to increase physical activity and improve the quality of dietary intake. Children who develop healthy eating and exercise patterns early in life are more likely to keep up healthy lifestyles as adults and enjoy an improved quality of life.

Poor nutrition practices and inactivity adversely affect children’s health and ability to learn. Whether a student aspires to be the next sporting star, or simply wants to run, play and perform at their best at school, an adequate diet is the key. Healthy eating involves flexibility, variety and a spontaneous approach to food. These principles should also be applied to physical activity.

Schools are important settings for children to learn good behaviours, skills, knowledge and attitudes relating to food and exercise. Some simple messages to encourage healthy living are:

- undertake activity and eat healthy foods every day;
- new activities and foods make life interesting;
- a variety of foods and activities maintains children’s interest;
- eating and playing sports with friends and family is fun;
- occasional treats and more energetic activity (three times a week) are important parts of children becoming and staying healthy.

The school tuckshop or canteen can be a valuable learning environment for all children and is well placed to provide, promote and reinforce practical education about nutrition and healthy eating.

Refer to section 5 for resources and websites to follow up for more information on Health Promoting Schools, nutrition, and organisations that support healthy tuckshops.
1.5 Integration across the curriculum

Many teachers already incorporate physical activity into their teaching. This may be in the form of some simple movement activities in between other learning activities to keep students on task or an activity that involves walking to a destination to complete a task. Physical activity does not need to be in the form of games and sport. Why not allow physical activity to be part of the teaching and learning program without taking more time?

Daily physical activity provides a vehicle for acquiring skills in other learning areas. In addition to the activities the application includes, some examples of more informal ideas are provided below.

- Walk to a nearby park to collect leaves, bark, seeds, etc for art or science lessons or to play a game.
- Take the students on a treasure hunt to find letters and numbers around the schoolyard.
- Have your class take charge of an area of the school and once a week, take time to clean it up, weed, plant and water. If your classroom is close to this area, take the long way or jog around the school to end up at the area.
- Consider doing measurement activities outdoors. Children could measure a distance and then count how many steps it takes to walk and /or run the distance. Record their results and compare them with others.
- Make a map of the school (in large schools you may need to divide the campus into smaller areas). Have children measure their area and draw their map to scale.
- Older children can help with the measurements required to mark out playing fields and athletics markings.
- Use the flight and movement of balls to demonstrate principles of projection, speed, velocity and force. Many practical situations demonstrate levers. Striking situations will demonstrate momentum.
- Consider walking students to excursions that are within reasonable distance from the school. This saves the school and students money as well as promoting regular activity.

1.6 The power of half an hour

Daily physical activity periods in the school should run for a minimum of 30 minutes. Establishing a definite routine is important to the success of the program and also makes movement in and out of the classroom more efficient as students know exactly when it is time to move.

There are two sides to this, the children are having fun learning and being active and you are having fun teaching and being active. This may be your opportunity also to get some daily physical activity, while you are working!
Organisation of daily physical activity in schools

2.1 Getting started

2.1.1 Promote daily physical activity to school and the community

You know that daily physical activity is an enjoyable way for all students to achieve their best and a fun way to create a productive learning environment, but if you need to convince others, here are a few tips and easy steps to follow.

Getting parents and interested community members involved in the program is extremely beneficial. Involvement provides parents with opportunities to be partners in developing their children’s physical activity-related knowledge, attitudes, motor skills, behavioural skills, confidence, and behaviour.

It is a good idea to:

- Canvass skills and abilities of interested people to assist with the program – the more hands, the more successful the program is likely to be (especially in the lower primary areas).
- Keep parents informed about factors that motivate children to be physically active.
- Encourage parents to support a week without television, computer and electronic games at home, and replace them with fun physical activities.

2.2 Factors influencing implementation

There are a number of factors that influence the implementation of daily physical activity in schools.

How to make time for daily physical activity is always at the top of the list. When the term daily physical activity is mentioned, many teachers immediately think that they have to do something extra each day. For most classes, however, a number of existing activities easily fit into the ‘daily’ commitment. Your school may choose to incorporate the physical education and sports session as that day’s activity.

How children learn motor skills and their stage of development are important factors in determining the activities to introduce and when you introduce them.

Then there are the more obvious factors that also influence physical activity patterns and enjoyment such as the size of your school, access to equipment and the playground, weather conditions, safety issues and clothing.
2.2.1 Timetabling — how to make time for daily physical activity

Efficient organisation in the early stages is crucial to the success and smooth running of daily physical activity.

The following provides a number of suggestions on how to make time for daily physical activity. However, the choice is with your school to determine which method is most beneficial to staff and students.

• Schedule daily physical activity at different times throughout the day to suit the needs of each class.
• Involve all students in activity at the start of the school day ie 9 – 9.30am. This works well for some schools and has the added advantage of enhancing school spirit and providing the community with a strong message on the school’s commitment to activity. It is also the cooler part of the day.
• Break the 30 minutes into two 15-minute periods eg 9 – 9.15am and 2.45 – 3pm.
• Negotiate with the school community to begin the day 15 minutes earlier — slot the daily physical activity into the first session 8.45 – 9.15am.
2.2.2 Scope and sequence of children’s skill development

The information in this section will help you determine the activities that would be most suitable for your class.

**How children learn motor skills**

Figure 1 illustrates the continuum through which most children’s motor skill development will progress in a logical manner. There is great variability between individual children as to when they will reach a certain stage and master certain skills. Each higher level builds on the lower. Motor skills refined later in life are those relying on thought, decision-making and strategy. The ages are merely a guide. Skills are placed in levels to help you present activities appropriate to the children’s maturity and developmental level.

**Figure 1: Motor skill continuum**

- **Specialised skills**
  - Dance, games, specific sports, aquatics, tumbling, large apparatus

- **Modified sports or games**
  - Fundamental skills
    - Walk, run, hop, skip, slide, leap, gallop, stop, dodge, change direction, throw, catch, kick, strike, bounce, dribble, balance, jump rope

- **Body management competence**
  - Control of the body, with emphasis on balance, coordination, laterality, directionality, spatial judgements, identification of body parts and postural efficiency

- **Reflexes and reactions**
  - Gripping, blinking, sucking, startle reflex, walking reflex

*In utero to 2 years*

*2 – 7 years*

*7 – 9 years*

*10 years onwards*

### Children's development stages

Children’s physical activity needs are based on their development stages. Table 3 outlines good practice in the delivery of appropriate, quality physical activity experiences for young people. The information summarises the appropriate sporting experiences for children in different age ranges.

#### Table 3: Development stages

<table>
<thead>
<tr>
<th>Ages 5 to 8 (Years Preschool to 3)</th>
<th>Start with...</th>
<th>Leading to...</th>
<th>And finally...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Spontaneous play and movement</td>
<td>• Trying more complex tasks</td>
<td>• Informal or minor games</td>
<td></td>
</tr>
<tr>
<td>• Coordination skills</td>
<td>• Cooperative activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ages 9 to 10 (Years 4 to 5)</th>
<th>Start with...</th>
<th>Leading to...</th>
<th>And finally...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Development of coordination skills</td>
<td>• Minor games</td>
<td>• Modified competition</td>
<td></td>
</tr>
<tr>
<td>• Small group activity</td>
<td>• Skill application</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Skill development through modified sport activities</td>
<td>• Acceptance of rules</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ages 11 to 12 (Years 6 to 7)</th>
<th>Start with...</th>
<th>Leading to...</th>
<th>And finally...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sport-specific skill development</td>
<td>• Inter-school or inter-club competition based on modified rules of sport</td>
<td>• Sports camps</td>
<td></td>
</tr>
<tr>
<td>• Modified sports and games (e.g. Minkey, Netta-Netball)</td>
<td>• Integration of school and modified rules of sport</td>
<td>• Regional competitions based on:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>— some specialised training in a variety of sports</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>— some interstate competition in certain sports</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ages 13 to 19 (Years 8 to 12)</th>
<th>Start with...</th>
<th>Leading to...</th>
<th>And finally...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• sport-specific skill development</td>
<td>• inter-school and inter-club competition</td>
<td>• talent squads</td>
<td></td>
</tr>
<tr>
<td>• youth counselling service (e.g. Sportsearch)</td>
<td>• integration of competitions</td>
<td>• interstate competition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• development of youth leadership opportunities (e.g. Active School Leaders)</td>
<td>• career paths (e.g. sports administration, officiating, coaching)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interstate competition should have an educational component as well as sports development.</td>
<td></td>
</tr>
</tbody>
</table>
2.2.3 School size
In smaller schools consider age groups and abilities that can be grouped together to attain greatest results, for example:

- Group years 1 to 3 together and years 4 to 7 together, depending on ability levels.
- If facilities allow, having all students participating at the same time adds to school spirit.
- Have classes following one another in half-hour slots. This works well when activities with a variety of equipment are being set up, as there is only one set up, and one collection per day.

In larger schools consider having classes of the same year going out at the same time. Students still have the feeling of school spirit but can be working on different activities so that there are no clashes with equipment or working areas. Some ideas include:

- Schedule classes that are situated in the same learning area at the same time to avoid disruption to other classes.
- Schedule classes to work with a buddy class of students of different year levels. This could work with peer tutoring arrangements.

2.2.4 Weather conditions
In wet weather and on extremely hot days use other facilities where safe and appropriate, such as classrooms, hallways and stages or find out if nearby facilities, such as halls, can be used.

2.2.5 Access to equipment
Very little equipment is required to start a daily physical activity program. Children love to play games especially chasing and challenge games, which require virtually no equipment. By starting with little, when a piece of equipment is added, students are quickly motivated to explore the new play environment (refer to section 5 for a list of useful equipment).

- Don’t be limited by your equipment. There is always a way around this so be inventive and flexible. Students can make up alternatives for equipment that is not available, just as they do in play situations. This is often half the fun and encourages improvisation that is valuable for students when playing at home or on other occasions when certain equipment is not available.
- Collection of equipment can sometimes be time consuming. If you have the resources, make up a kit of basic equipment at the beginning of the school term. If you have the space, keep it in the classroom or in a shared space where a number of classes can access it easily and quickly.
- A loan system run by responsible students could be established for use during playtimes. Class monitors can be organised to look after the setting up, collection and return of equipment to assist in time management.

You can also work with the specialist physical education teacher or sports coordinator to make a list of available equipment. A recent stocktake will help. This allows equipment to be monitored, returned regularly and redistributed.

2.2.6 Access to facilities
Some schools are fortunate enough to have adequate facilities to cater for their proposed program. Where space or facilities are limited, the following suggestion can help:

- Develop a roster for popular play areas in the school grounds. Allow times for boys, girls or various age groups.
- Promote co-ed participation in free time where viable.
- Discuss with students the type of activities that they would like to participate in at lunch breaks and try to accommodate the range of interests.
After school access and opportunities

• Promote after-school opportunities where older students work with younger students to improve their participation and physical activity skills.
• Invite local sport and active recreation clubs to make use of school facilities to increase activity options for students.
• Invite parents to use school facilities to play with their children for a 30-minute period after school. This could be informal or arranged in the form of a playgroup initiated by parents.
• Invite the coordinator of your school’s Outside School Hours Care program (if you have one) to be part of the organising team to encourage a consistent approach across the school community.

2.2.7 Clothing
Students need to be comfortable and confident that they can move appropriately.

• Ideally, allow footwear that can be worn on a daily basis and is functional for physical activity.
• Consider including shorts as part of the girls’ uniform.
• Hats and sunscreen are essential for outdoor activities (for teachers too!).

2.2.8 Safety
It is important to always refer to the safety manual provided by the governing body for safety guidelines for activities. The following are guidelines for general safety for a daily physical activity program.

Sun safety

• School Sun Safety policies should be adhered to at all times and where possible morning sessions are best if working outdoors.
• Use shaded and undercover areas to advantage.
• Ensure that children and adolescents frequently drink cool water, have adequate rest and shade and play during cooler times of the day, to help prevent heat-related illnesses.
• During very hot weather, reduce the intensity and the duration of the activity.

See section 5 for more resources.

General safety considerations during activity

• Limit the number of students working in any one area.
• Attempt to have students’ backs to the sun while explaining and demonstrating activities.
• If moving around an obstacle all students should move in the one direction.
• The direction of movement around circles should be clearly stipulated to avoid collisions.
• Younger children need to be separated when jogging to avoid collisions.
• If working on a hard surface choose more stationary activities with younger children. Avoid running and race situations.
• If throwing or striking objects, all students should be working in the same direction or starting back to back in lines and working away from one another.

Good general control of classes greatly minimises the risk, see section 3 for more information.

Physical environment

• Check equipment regularly.
• Check playing surfaces for loose gravel or sand, divots, cracks, water or sharp objects.
• Avoid using a wall or other hard object as a finish line.
• Choose activities carefully when working in undercover areas. Poles and seating in these areas may be dangerous if the activities are not planned carefully.

Not every situation can be covered in a manual or by a set of rules. When in doubt, use your common sense. If you think something isn’t safe or even ‘not quite right’ — it probably isn’t. If you are not sure about something ask advice from someone else, preferably a physical education specialist.
2.3 Develop an action plan

After taking these aspects into consideration you are well placed to develop an action plan. Follow the steps outlined below to help you to start daily physical activity in your school.

<table>
<thead>
<tr>
<th>Step</th>
<th>Procedure</th>
<th>Resources/action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>After the decision has been made to implement daily physical activity a full staff meeting should be used to consider requirements and responsibilities for organisation of the program.</td>
<td><em>Daily Physical Activity Guide</em> section 2.</td>
</tr>
<tr>
<td>2</td>
<td>Canvass parent support and level of assistance available.</td>
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</tbody>
</table>
| 3    | Organise a shared meeting between staff, interested parents and student council representatives to discuss:  
• research and evidence 
• proposed format of program. | |
| 4    | Plan a draft daily physical activity program. This may be done at a staff meeting or by a smaller working group and may take a number of sessions. Discuss:  
• timetabling;  
• resources available;  
• equipment and working areas;  
• timeline for introduction of the program;  
• the need for teacher inservice, parent training and the role of older students. |  
• *Daily Physical Activity Guide* section 2.4.  
• Physical Education specialist (if available).  
• It may be an advantage to use a coordinator from a school that already has a program up and running (if you know somebody).  
• Smart Moves Leadership Team in *Planning for Smart Moves Guidelines* |
| 5    | Take the draft plan back to the staff for comment and make changes if required. | The plan may take several iterations before a consensus is reached. |
| 6    | Allocate duties to members of the working group:  
• program development and resources;  
• equipment;  
• facilities; and  
• promotion of the program. |  
• Check if equipment is in order. Locate the stocktake from the previous year.  
• Check for facility safety. List all areas that are available for use for daily physical activity.  
• Allocate a student to be responsible for preparing a report once a week on activities that have taken place for inclusion in a verbal report at assembly and in the school newsletter.
<table>
<thead>
<tr>
<th>Step</th>
<th>Procedure</th>
<th>Resources/action</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Staff liaison.</td>
<td>• Make sure all staff are well informed about resources, facilities, equipment and methods of integration.</td>
</tr>
<tr>
<td></td>
<td>Parent liaison.</td>
<td>• Nominate a parent on the working group to collate offers of assistance from the parent letter. Liaise with teachers and parents as to when their class will do daily physical activity and determine what assistance will be required.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Keep a list of all parents involved in the program, along with their contact numbers.</td>
</tr>
<tr>
<td>8</td>
<td>Training and Inservice programs – these can be ongoing as the needs of the program dictate.</td>
<td>• Contact local sport and recreation providers and/or contact state sport and recreation organisations.</td>
</tr>
<tr>
<td>9</td>
<td>Review the school physical activity policy.</td>
<td>• Amend the school policy / guidelines as required to ensure the new program is accommodated.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• If your school does not have a policy / set of guidelines, refer to <em>Daily Physical Activity Guide</em> section 5.2 for details on a Model for Developing a School Physical Activity Policy.</td>
</tr>
<tr>
<td>10</td>
<td>Launch the program.</td>
<td>• Invite local education personnel, parents, media, local government representatives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Invite local sports stars to attend.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have children design posters for display.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have all students take part in an activity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Take plenty of photos. Remember to get parental consent to use them in newsletters and other promotion.</td>
</tr>
<tr>
<td>11</td>
<td>Implement the daily activity sessions.</td>
<td>• <em>Daily Physical Activity Guide</em> sections 3, 4 and 5.</td>
</tr>
<tr>
<td>12</td>
<td>Review the progress of the program and consider changes, which could improve the program’s operation.</td>
<td>• This can be done through the newsletter.</td>
</tr>
<tr>
<td></td>
<td>Inform parents of program progress and consult students to determine their enjoyment of program.</td>
<td>• Make sure parent helpers are rewarded for their efforts. This may be in the form of a thankyou letter, a certificate or morning tea.</td>
</tr>
</tbody>
</table>
2.4 Sample program

Step 4 of section 2.3 requires the development of a school daily physical activity program. The following program is an example of a program. Of course, your school might develop a program that looks different and has different activities in it. These programs are included as a guide only.

Example: Year overview of a school daily physical activity program

<table>
<thead>
<tr>
<th>Lower Primary</th>
<th>Middle Primary</th>
<th>Upper Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TERM 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre Year 1 Year 2 Year 3</td>
<td>Year 3/4 Year 4 Year 5</td>
<td>Year 5/6 Year 6 Year 7</td>
</tr>
<tr>
<td>Fundamental motor skills — integrating literacy and numeracy</td>
<td>Cooperative games and skills</td>
<td>Skipping skills and games</td>
</tr>
<tr>
<td>Include activities with throwing catching, bouncing, rolling, galloping, skipping, jumping, kicking, leaping.</td>
<td>Include team challenges, problem solving and games that require active participation.</td>
<td>Refer to the <em>Jump Rope for Heart Manual</em> for activities.</td>
</tr>
<tr>
<td><strong>TERM 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locomotor skills and games</td>
<td>Skipping skills and games</td>
<td>Measure and set up for athletics</td>
</tr>
<tr>
<td>Games involving running, skipping, hopping, galloping, leaping, walking, jumping. Include music for students to move to.</td>
<td>Refer to the <em>Jump Rope for Heart Manual</em> for activities.</td>
<td>Students work in group situations to determine the field requirements for the athletics carnival and work to help mark the areas. Integrates numeracy.</td>
</tr>
<tr>
<td><strong>TERM 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundamental motor skills (3) Parachute games (3) Relays (3)</td>
<td>Circuits, tabloids and relays</td>
<td>Years 5/6 and 6 Lead up games</td>
</tr>
<tr>
<td>Each class spends three weeks on each activity and then moves to the next. Teachers may choose to stay on the same activity for the term.</td>
<td>Incorporate skills such as throwing, catching, striking, kicking, bouncing, dribbling, trapping, hopping, skipping, leaping, etc.</td>
<td>End ball, Ball tag, Rounders, Keep the ball.</td>
</tr>
<tr>
<td><strong>TERM 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circuits/ tabloids</td>
<td>Creative movement and dance activities</td>
<td>Modified games</td>
</tr>
<tr>
<td>Practise skills learnt using circuit format.</td>
<td>Movement to music. Students may work on a <em>Jump Rope For Heart</em> routine to music, exercises to music or dances around a class theme.</td>
<td>Limited rules.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mon and Tues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Buddy with a pre 1/2/3 class group and help with activities,</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Wed Thurs Fri</em> Modified games.</td>
</tr>
</tbody>
</table>

Balls and hoops
### Example: Term 1

<table>
<thead>
<tr>
<th>Class</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre/1</td>
<td>Beanbags and hoops</td>
<td>Beanbags and hoops</td>
<td>Beanbags and hoops</td>
<td>Equipment circuit</td>
<td>Equipment circuit</td>
</tr>
<tr>
<td>Year 2</td>
<td>Balls and hoops</td>
<td>Balls and ropes</td>
<td>Ball games</td>
<td>Racquets and beanbags</td>
<td>Racquets and tennis balls</td>
</tr>
<tr>
<td>Year 3</td>
<td>Equipment circuit</td>
<td>Equipment circuit</td>
<td>Equipment circuit</td>
<td>Ball, ropes and hoops</td>
<td>Balls, ropes and hoops</td>
</tr>
<tr>
<td>Year 3/4</td>
<td>Cooperative games</td>
<td>Cooperative games</td>
<td>Cooperative games</td>
<td>Cooperative games</td>
<td>Cooperative games</td>
</tr>
<tr>
<td>Year 4</td>
<td>Ball games</td>
<td>Ball games</td>
<td>Cooperative games</td>
<td>Cooperative games</td>
<td>Cooperative games</td>
</tr>
<tr>
<td>Year 5</td>
<td>Ball games</td>
<td>Ball games</td>
<td>Ball games</td>
<td>Ball games</td>
<td>Ball games</td>
</tr>
<tr>
<td>Year 5/6</td>
<td>Skipping</td>
<td>Skipping</td>
<td>Skipping</td>
<td>Cooperative games</td>
<td>Cooperative games</td>
</tr>
<tr>
<td>Year 6</td>
<td>Team challenge</td>
<td>Team challenge</td>
<td>Team challenge</td>
<td>Skipping</td>
<td>Skipping</td>
</tr>
<tr>
<td>Year 7</td>
<td>Cooperative games</td>
<td>Cooperative games</td>
<td>Cooperative games</td>
<td>Team challenge</td>
<td>Team challenge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre/1</td>
<td>Equipment circuit</td>
<td>Balls and ropes</td>
<td>Balls and ropes</td>
<td>Balls and ropes</td>
<td>Racquets and mixed circuits</td>
</tr>
<tr>
<td>Year 2</td>
<td>Racquet and ball circuits</td>
<td>Equipment circuit</td>
<td>Equipment circuit</td>
<td>Equipment circuit</td>
<td>Equipment circuit</td>
</tr>
<tr>
<td>Year 3</td>
<td>Ball games</td>
<td>Racquets</td>
<td>Racquets</td>
<td>Mixed circuits</td>
<td>Mixed circuits</td>
</tr>
<tr>
<td>Year 3/4</td>
<td>Ball games</td>
<td>Ball games</td>
<td>Ball games</td>
<td>Ball games</td>
<td>Ball games</td>
</tr>
<tr>
<td>Year 4</td>
<td>Cooperative games</td>
<td>Cooperative games</td>
<td>Cooperative games</td>
<td>Ball games</td>
<td>Ball games</td>
</tr>
<tr>
<td>Year 5</td>
<td>Cooperative games</td>
<td>Cooperative games</td>
<td>Cooperative games</td>
<td>Cooperative games</td>
<td>Cooperative games</td>
</tr>
<tr>
<td>Year 5/6</td>
<td>Cooperative games</td>
<td>Cooperative games</td>
<td>Cooperative games</td>
<td>Cooperative games</td>
<td>Cooperative games</td>
</tr>
<tr>
<td>Year 6</td>
<td>Skipping</td>
<td>Cooperative games</td>
<td>Cooperative games</td>
<td>Cooperative games</td>
<td>Cooperative games</td>
</tr>
<tr>
<td>Year 7</td>
<td>Team challenge</td>
<td>Skipping</td>
<td>Skipping</td>
<td>Skipping</td>
<td>Skipping</td>
</tr>
</tbody>
</table>
**Week 1 at a glance**

The activities for your program can come from a variety of sources. Many of the activities in the week 1 program can be found in the *Daily Physical Activity—A Guide for Schools* application. For more ideas see section 5 for further resources.

<table>
<thead>
<tr>
<th>Class</th>
<th>Week 1</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre/1</td>
<td>Beanbags and hoops</td>
<td>Here there where? Beanbag games — balance, throw and catch. (Count as you do.)</td>
<td>Follow the leader (Throw and catch using both right and left hands.)</td>
<td>Here there where?</td>
<td>Follow the leader (In school excursion — moving as a group around the school finding signs and letters. Vary type of movement.)</td>
<td>Simon says Throw and catch partner activities Rob the nest Human letters</td>
</tr>
<tr>
<td>Year 2</td>
<td>Balls and hoops</td>
<td>Here there where? Individual ball activities</td>
<td>Hoop relay Partner ball activities</td>
<td>Number groups Ball circuit</td>
<td>Spelling ball Circle ball pass Hoop ball tag</td>
<td>Hoop ball tag Poison ball tag Circle ball pass</td>
</tr>
<tr>
<td>Year 3</td>
<td>Equipment circuit</td>
<td>Rope and hoop activities</td>
<td>Balance activities using beam and bases</td>
<td>Ladder, rope and hoop (3 stations)</td>
<td>Ladder, rope, hoop and beam (4 stations)</td>
<td>Ladder, rope, hoop, beam and ball (5 stations)</td>
</tr>
<tr>
<td>Year 3/4</td>
<td>Cooperative games</td>
<td>Collecting tails Rob the nest Human knots</td>
<td>Human knots Stuck in the mud Partner pull up</td>
<td>Partner pull up Keep the balloon up</td>
<td>Collecting tails Chariot race Human knots</td>
<td>Trust me Water relay Circle knee sit</td>
</tr>
<tr>
<td>Year 4</td>
<td>Ball games</td>
<td>Collecting tails Poison ball tag</td>
<td>North south east west Rob the nest</td>
<td>Spelling ball Poison ball tag</td>
<td>Circle ball pass Hoop ball tag</td>
<td>Ball circuit</td>
</tr>
<tr>
<td>Year 5</td>
<td>Ball games</td>
<td>Collecting tails Poison ball tag</td>
<td>North south east west Rob the nest</td>
<td>Spelling ball Poison ball tag</td>
<td>Circle ball pass Hoop ball tag</td>
<td>Ball circuit</td>
</tr>
<tr>
<td>Year 5/6</td>
<td>Skipping</td>
<td>Individual skipping Long ropes</td>
<td>Individual skipping Partner skipping</td>
<td>Long ropes</td>
<td>Rope circuit</td>
<td></td>
</tr>
<tr>
<td>Year 6</td>
<td>Team challenge</td>
<td>Teams race relay fashion on designated path around school</td>
<td>Teams work to solve base balance challenges as set by teacher</td>
<td>Human knots — which team can get untangled the quickest?</td>
<td>Long, long, long jump (Which team can jump the furthest or better their result from first attempt?)</td>
<td>Collecting tails Balloon basketball</td>
</tr>
<tr>
<td>Year 7</td>
<td>Cooperative games</td>
<td>Collecting tails Rob the nest Human knots</td>
<td>Human knots Stuck in the mud Partner pull up</td>
<td>Partner pull up Keep the balloon up</td>
<td>Collecting tails Chariot race Human knots</td>
<td>Trust me Water relay Circle knee sit</td>
</tr>
</tbody>
</table>
Simple steps to success when teaching outdoors

3.1 General control

Establish a stop/look/listen signal at the very first lesson. Students respond well to this system. Some people like to use their voice but, unless you are used to it, you can end up with a very sore throat. A whistle is extremely effective. One whistle blast — stop/look/listen, two whistle blasts — return to teacher for instruction. Try to avoid calling out instructions when students are spread out across the play area. It is hard for them to hear and hard for you to maintain effective control. If possible, it is much better to call them in, give your instruction and send them back out.

Whether you use your voice or a whistle, don’t over-use it as the students will get confused and the outcome is less effective.

When you are talking to the students, it is very useful if they:

• are not facing into the sun;
• are not distracted by something happening behind you;
• can all see and hear you;
• are not talking while you are; and
• are seated or crouched.

It is also useful to sit them in a small group, in a semi-circle or in a three-sided ‘square-C’ especially for demonstrations.
3.2 Session structure

The structure of a daily physical activity session is similar to a classroom session. It can basically be broken into three sections.

3.2.1 Warm up activity (usually four to six minutes)
The introductory activity should prepare the body physically and psychologically for movement. It should not be competitive but should encourage participation and enjoyment. Choose an activity that is easily achievable for all and will leave no child with a sense of failure. This activity is an effective tool in establishing control and motivating students.

On very hot days the warm up activity does not need to be as vigorous. Conversely, on cold days you may want to spend a little longer getting the students ready for more vigorous activity.

3.2.2 Core activity (usually 10 to 15 minutes)
The most important factor in this part of the activity is to keep it fun. If children enjoy being active in their formative years, they are more likely to remain active later on in life.

3.2.3 Cool down activity (usually four to six minutes)
Allowing the body to cool down at the end of each session is important both physically and mentally. Students need to be settled to return to the classroom environment and focus on the next opportunity to learn.

3.3 Managing student behaviour

Managing student behaviour when teaching outdoors uses the same principles as teaching indoors.

- Get involved and have fun.
- Designate work areas clearly. Large witches’ hats work best, especially with younger grades, though any coloured marker, even bean bags, plastic bottles filled with sand or carpet squares will do.
- Keep group numbers small to allow for maximum participation (this is where parent helpers are very useful).
- Plan activities that students will be successful at to maintain enjoyment and confidence.
- Avoid elimination games where children will be sitting out for the majority of the game.
- Plan movement from one activity to the next to avoid students waiting for an activity to be set up.
- When explaining or demonstrating, make sure the class is seated.

Students should not be excluded from physical activity as a form of punishment for other unacceptable behaviour, just as they would not be excluded from any other part of the curriculum.

3.4 Methods for organising groups

Groups can be organised in the warm up through the game or activity being played. This allows for smooth transition from warm up to other activities. Some examples are outlined below.

- Ask students to stand with a partner, complete a partner activity then join pairs together to form larger groups.
- If you want to form four groups, number students 1, 2, 3 or 4. All the number ones stand and form a group, all the number twos stand and form a group, etc.
• Avoid using the method where the two team captains select their team members alternately. This method can be extremely stressful for children who are left until last and is not good for building the self-esteem of all students.
• Be mindful of different abilities and experiences of boys and girls. Consider using a variety of methods of class organisation to match these needs. Try single sex, mixed sex, ability and friendship groupings.

3.5 The outdoor classroom

One of the easiest ways to manage outdoor activities is to set boundaries using markers. The most common pattern is a set of squares or rectangles known as ‘grids’.

Participants should be informed of the boundaries and the consequences of going outside of their grid. The students then know what space is available for them and what is ‘out of bounds’. Small groups work in small grids. Larger groups combine the grids to form larger spaces.

3.5.1 Demonstrations
• Demonstrate the activity yourself when you can.
• Use a competent student if you can’t do it yourself.
• Demonstrate slowly at first.
• Explain how the skill you are using will fit into the game/activity.
• Don’t give too much information at once.
• Be sure everyone can see your demonstration.
• Demonstrate more than once.

3.5.2 General organisation of circuits

Circuits are simply a number of activities arranged in a circle or some other pattern around a central point—usually like a wheel.

Students are organised into small groups, usually one group at each ‘station’ and ‘rotate’ after a period of time, say three minutes. In this way they can practice one activity after the other without having to wait too long. This keeps their interest and allows good control by the teacher.

Key points
• Have one group per activity station.
• The more stations you have, the greater the participation.

Set up a procedure with your class for circuits
• Each group should remain at the station for the specified time, two to three minutes is usually enough. Be sure that the time allows for each child to have a few turns at the activity they are on.
• When the whistle blows to signal the end of the time period, each group should quickly sit down in a line at their station. Points can be awarded for the team that is ready first.
• You can then direct each group to their next station to avoid confusion.
• As an extension activity, you can introduce a different method by which the groups must move between stations e.g. skip or hop, joined as a caterpillar or creep down low.
3.6 Ways to motivate students

- Stay involved in the activities and have fun.
- Involve boys and girls in the development of sport policies and programs in the school to ensure that activities are appropriate to their needs.
- Provide a range of activities and experiences at which students will be successful.
- Be positive about physical activity and provide constructive feedback and encouragement to students.
- Avoid competitive situations that draw attention to a student’s inefficient skills.
- If students are not succeeding at a task, don’t be afraid to modify it in some way to decrease the complexity of that task.
- Maintain student involvement throughout an activity. Younger children require many activities for short periods of time.
- Keep groups small for maximum participation.
- Use sports role models to motivate students to practise skills.
- With older students, staff/student challenges at lunchtimes are always popular and help to motivate students.
- Students could write letters inviting local sports stars to visit the school and take part in the daily physical activity sessions with their class.
- Have older students develop or suggest activities and games that could be played in daily physical activity sessions.
- Have older students visit and help with younger classes’ activities occasionally. Some students will be coaches and officials in adolescent and adult life and enjoy this role. See section 5.2 for more ideas.

Some considerations for overweight students:

- Determine which activities they enjoy and include these in the program.
- Incorporate substitution rules in games where they can be assured equal rights to participation.
- Incorporate rules into games whereby all team members must be involved before a point can be scored for the team.
- Consider discussing feelings and scenarios with other students to counteract teasing or exclusion that may occur.
- Be flexible with running based or high intensity activities to allow the overweight student to feel that they have contributed to the best of their ability. Allow run, walk situations and have them set their own individual benchmarks to improve on.
- Provide recognition for improved efforts and participation.
- Pay particular attention in hot weather to ensure that the overweight student is not at risk of heat stress or dehydration.

3.7 Generic principles in teaching motor skills and game play

Written descriptions of fundamental skills can be very useful as teaching points to assist with skill practices for students.

Although some descriptions can appear complicated, reinforcing simple descriptions continuously while taking simple activities will encourage maximum success.

There are many resources that develop these principles in easy-to-understand formats.
3.8 Physical activity for children with special needs

Physical activity is equally important for all children, regardless of age or ability. Integrating children with special needs allows them to enjoy experiences with their peers as they become one of the group.

The principles of teaching remain the same regardless of whether or not the child has a disability. Some adaptations for children who need extra assistance to undertake an activity are listed below. Although the fitness and motor skills of children with disabilities are generally at a lower level than their peers, research suggests that this is often due to reduced opportunities to participate. See section 5 for details on the Australian Sports Commission’s Give It A Go resource.

**General activity adaptations for children with disabilities**

- Substitute walking for running.
- Substitute wheeling or rolling for running or skipping.
- Use a stationary object for striking.
- Sitting/lying/kneeling instead of standing.
- Try bouncing or rolling or an underarm toss instead of an overarm throw.
- Make small groups of similar abilities.
- Use visual aids and demonstrations to model the activity or skill.
- Guide body parts through a movement.
- Use language appropriate to the group.
- Use lighter bats or racquets and/or shorter handles.
- Allow for more bounces in a game.
- Reduce the size of the playing area.
- Use lighter bigger balls, or balls with bells in them.
- Reduce the competitive element.
Selecting activities

A physical activity session should always have a beginning, middle and an end.

To aid you in selecting activities that are appropriate for each section, the Daily Physical Activity—A Guide for Schools application presents these in three categories:

- **Warm up (green)**
  Fun and fast activities designed to increase the student’s heart rate.

- **Core (red)**
  Activities designed to aid or support development of core skills or cross-curricular learning.

- **Cool down (blue)**
  Activities designed to bring the heart rate down, relax students and stretch those worked muscles.

By scrolling through the activities in each section and using the arrow located on either side of the activity area you can easily mix and match to create a well-structured physical activity session.

Filtering activities

To help you refine your activity selections, you can click on the Filter Activities button to display a range of environment and equipment choices. You can select one or more check boxes to filter the activities to match your available resources.

The total number of activities that matched your selection will be shown in the results box located in the top banner area for each section.

If the results show 0 of 5 activities, this means that the activity you were already viewing does not meet your filter choices and therefore does not match your needs. You need to start scrolling through the activity choices and the activity NOT matching will automatically be removed, leaving you with your options. You can also view the title of all activities that match your filters by clicking the drop down arrow located on the right hand side of the results box.

Creating a lesson plan

Once you are happy with the activities you have selected for each of the three sessions, click on the Create your plan button located in the top right menu bar. A new window opens and allows you to add specific details to your session and student group.

Once all details are filled in, you can save or print your lesson plan. If you have access to the internet you will see an additional button titled ‘Generate PDF’. By clicking this button your lesson plan will be created in a PDF version that can be saved and printed.

Selecting a single activity

Any time you wish to view and/or print full details for a single activity simply click on the Full details button located at the bottom right of each activity area. This will open a new window that displays the full activity details including any variations and supporting videos of the activity in action.

Adding another core activity

If your lesson time permits, an additional core activity can be added. Click on the + sign located at the right hand size of the core activity title banner. Now select your activity for the second core box.

To remove the additional core activity box, click on the delete symbol located at the right hand size of the core activity title banner.

Need help choosing activities?

By clicking on the Lucky dip button located on the top menu bar, the application will randomly select an activity for each of the three sections for your session.

Tutorial

For further assistance with application functions, why not try the interactive tutorial. The tutorial demonstrates how the application works, including the steps for creating your own session plan. To start click on the Tutorial button located in the top menu area.
Further resources

5.1 Useful equipment

As previously stated little or no equipment is required to get started on daily physical activity (refer to section 2.2.5).

A basic kit of equipment for each class in lower primary would be:
- 15 markers
- Bibs or sashes
- 30 beanbags
- 10 hoops
- Softball bases or carpet squares
- 15 to 30 small balls
- Long ropes

A basic kit for middle and upper primary class would be:
- 20 markers
- Bibs or sashes
- 15 small balls
- Plastic cricket set
- Class set of skipping ropes
- Larger balls (a variety)
- Softball bases or carpet squares

Additional equipment

Programs can be successful with only small amounts of equipment. The additional equipment listed below allows for more variety of activities but is not necessary and can be collected gradually.

- Sprint ladder
- Low balance beam
- Rebounder
- Parachute
- 30 small plastic racquets
- 30 tennis balls
- T-ball stand
- 10 basketballs
- 10 soccer balls
- Netballs
- Softball bat
5.2 The Department of National Parks, Sport and Racing

The Queensland Government is committed to improving the health and wellbeing of Queensland’s communities. We do this by working closely with sporting organisations, councils, schools and the wider community to develop better skills, create better places for sport and recreation, and increase participation. The Department of National Parks, Sport and Racing has a number of projects directly or indirectly enhancing opportunities for children and young people to be physically active. The projects are designed to complement existing programs and services and link with other initiatives as well as support and strengthen the sport and recreation industry.

The Department of National Parks, Sport and Racing website — www.npsr.qld.gov.au

This is a comprehensive online resource for the general community, sport and recreation industry, schools and teachers, local governments and Indigenous communities to access a range of information to enhance physical activity experiences for Queenslanders. All Department of National Parks, Sport and Racing funding programs are also available online, with application forms and guidelines available for downloading.

Get Active Queensland Accreditation Program

The Get Active Queensland Accreditation Program (GAQAP) provides teachers, teacher aides, school sport volunteers, tertiary and senior secondary school students, and community sports members throughout Queensland with FREE training that can ultimately lead to accreditation in coaching, officiating, and sports first aid.

Active Recreation Centres

Get active, play and stay at one of the exciting Active Recreation Centres. Whether you’re planning an outdoor recreation program, a team building session, or a coaching clinic, we have all the skills to deliver the ideal experience for you and your group. To promote safe and exciting participation in outdoor recreation, the Department of National Parks, Sport and Racing operates three Active Recreation Centres. Each centre offers a different set of programs and activities; some of which include ropes courses, bouldering, fishing, swimming, surfing, squash, basketball, tennis and much more.

Active Recreation Centres are located at:

- Currimundi (on the Sunshine Coast)
- Tallebudgera (on the Gold Coast)
- Lake Tinaroo (Atherton Tablelands near Cairns)

For more information refer to the website www.npsr.qld.gov.au/get-active/recreation-centres

For more information

For more information about the Department of National Parks, Sport and Racing’s programs and services, visit the website www.npsr.qld.gov.au, or contact the Department of National Parks, Sport and Racing on telephone 1300 656 1941.
### 5.3 Other support, programs and resources

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Support</th>
<th>Contact</th>
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</thead>
<tbody>
<tr>
<td>ACHPER QLD</td>
<td>Australian Council of Health, Physical Education and Recreation. Bookshop offers a large range of books and materials in the Health and Physical Education key learning area.</td>
<td>P (07) 3895 8383 E <a href="mailto:info@achperqld.org.au">info@achperqld.org.au</a> W <a href="http://www.achperqld.org.au">www.achperqld.org.au</a></td>
</tr>
<tr>
<td>Australian National Schools Network</td>
<td>The Australian National Schools Network (ANSN) has a long, successful history in school reform and improvement. The network is at the forefront of new thinking about learning, pedagogy, curriculum and school organisation. It brings together teachers, schools, universities, teacher unions and government and non-government employers, as a unique, nationwide learning community.</td>
<td>P (02) 9590 5341 W <a href="http://www.ansen.edu.au">www.ansen.edu.au</a></td>
</tr>
<tr>
<td>Australian Sports Commission</td>
<td>Provide specialist advice, assist with planning and research, resources and participation strategies.</td>
<td>W <a href="http://www.ausport.gov.au">www.ausport.gov.au</a></td>
</tr>
<tr>
<td>Centre for Health Promotion</td>
<td>Works with school communities to develop health and physical education programs that promote children’s health.</td>
<td>E <a href="mailto:chdf@wch.sa.gov.au">chdf@wch.sa.gov.au</a> W <a href="http://www.healthpromotion.cywhs.sa.gov.au">www.healthpromotion.cywhs.sa.gov.au</a></td>
</tr>
<tr>
<td>Australian Health Promoting Schools Network</td>
<td>Supports schools in their endeavours to create an environment conducive to dealing with health issues. Resource: A toolbox for creating healthy places to learn, work and play.</td>
<td>P (08) 8161 7777 W <a href="http://www.ahpsa.org.au">www.ahpsa.org.au</a></td>
</tr>
<tr>
<td>Heart Foundation</td>
<td>An independent health organisation that provides research and information about heart disease and risk factors and develops heart health resources for schools. Resources: Jump Rope For Heart and EatSmart.</td>
<td>W <a href="http://www.heartfoundation.org.au">www.heartfoundation.org.au</a></td>
</tr>
<tr>
<td>Nutrition Australia</td>
<td>A not-for-profit community organisation that promotes good health through informed food choices. Has a range of publications and resources on child nutrition, tuckshop operation and ideas and health, also a food and nutrition information service for teachers.</td>
<td>P (07) 3257 4393 E <a href="mailto:qld@nutritionaustralia.org">qld@nutritionaustralia.org</a> W <a href="http://www.nutritionaustralia.org">www.nutritionaustralia.org</a></td>
</tr>
<tr>
<td>Queensland Association of School Tuckshops</td>
<td>Supports and promotes school canteens.</td>
<td>P (07) 3324 1511 W <a href="http://www.qast.org.au">www.qast.org.au</a></td>
</tr>
<tr>
<td>Growcom</td>
<td>Provide information and resources to promote fruit and vegetable consumption. Resource The Wonderful World of Vegies.</td>
<td>W <a href="http://www.growcom.com.au">www.growcom.com.au</a></td>
</tr>
<tr>
<td>Sports Medicine Australia (QLD Branch)</td>
<td>Provides information on issues relating to sports medicine, sport science and exercise for the physically active, especially information on making sport safer for all participants at all levels of competition.</td>
<td>P (07) 3367 2700 or Regional 1800 007 501 W <a href="http://www.smaqld.com.au">www.smaqld.com.au</a></td>
</tr>
</tbody>
</table>
### 5.4 Reading list

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Support</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Institute of Health and Welfare</td>
<td>National agency for health and welfare statistics and information.</td>
<td>P (02) 6244 1000</td>
</tr>
<tr>
<td>Australian Sports Commission</td>
<td><em>Give it a go: including people with disabilities in sport and physical activity</em> is the revised edition of <em>Willing and Able</em>. Contains practical activities and ways to include people with special needs and disabilities in physical activity.</td>
<td>W <a href="http://www.aihw.gov.au">www.aihw.gov.au</a></td>
</tr>
<tr>
<td>Australian Institute of Health and Welfare</td>
<td><em>Give it a go: including people with disabilities in sport and physical activity</em> is the revised edition of <em>Willing and Able</em>. Contains practical activities and ways to include people with special needs and disabilities in physical activity.</td>
<td>P (02) 6214 1795</td>
</tr>
<tr>
<td>Australian Sports Commission</td>
<td><em>Give it a go: including people with disabilities in sport and physical activity</em> is the revised edition of <em>Willing and Able</em>. Contains practical activities and ways to include people with special needs and disabilities in physical activity.</td>
<td>E <a href="mailto:pubs@ausport.gov.au">pubs@ausport.gov.au</a></td>
</tr>
<tr>
<td>Australian Sports Commission</td>
<td><em>Give it a go: including people with disabilities in sport and physical activity</em> is the revised edition of <em>Willing and Able</em>. Contains practical activities and ways to include people with special needs and disabilities in physical activity.</td>
<td>W <a href="http://www.ausport.gov.au">www.ausport.gov.au</a></td>
</tr>
<tr>
<td>Educations Services Australia</td>
<td><em>Food and Nutrition in Action</em>. A resource to provide primary and secondary teachers with appropriate methodology to enhance students’ control over their dietary habits.</td>
<td>P (03) 9207 9600</td>
</tr>
<tr>
<td>Australian Institute of Health and Welfare</td>
<td><em>Food and Nutrition in Action</em>. A resource to provide primary and secondary teachers with appropriate methodology to enhance students’ control over their dietary habits.</td>
<td>E <a href="mailto:info@esa.edu.au">info@esa.edu.au</a></td>
</tr>
<tr>
<td>Australian Institute of Health and Welfare</td>
<td><em>Food and Nutrition in Action</em>. A resource to provide primary and secondary teachers with appropriate methodology to enhance students’ control over their dietary habits.</td>
<td>W <a href="http://www.esa.edu.au">www.esa.edu.au</a></td>
</tr>
<tr>
<td>Centers for Disease Control and Prevention (USA)</td>
<td><em>Healthier Communities: Preventing Chronic Disease by Activating Grassroots Change</em></td>
<td>W <a href="http://www.cdc.gov/nccdphp">www.cdc.gov/nccdphp</a></td>
</tr>
<tr>
<td>SNAC—School Nutrition Action Coalition</td>
<td>SNAC is an organisation of nutritionists, health promotion officers and educators who work together to support school communities. SNAC has developed a comprehensive review process to evaluate resources and give teachers guidance on the appropriateness of resources to the different years of schooling.</td>
<td>W <a href="http://www.nutritionaustralia.org/SNAC">www.nutritionaustralia.org/SNAC</a></td>
</tr>
<tr>
<td>Strategic Inter Governmental Nutrition Alliance (SIGNAL)</td>
<td>Manages national nutrition promotion priorities. Nutrition resources available.</td>
<td>P (03) 9603 8338</td>
</tr>
<tr>
<td>Australian Institute of Health and Welfare</td>
<td>Manages national nutrition promotion priorities. Nutrition resources available.</td>
<td>E <a href="mailto:nphp@dhs.vic.gov.au">nphp@dhs.vic.gov.au</a></td>
</tr>
<tr>
<td>Australian Institute of Health and Welfare</td>
<td>Manages national nutrition promotion priorities. Nutrition resources available.</td>
<td>P (03) 9694 3777</td>
</tr>
</tbody>
</table>
5.5 More resources via the web

<table>
<thead>
<tr>
<th>Resource</th>
<th>Website</th>
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<tbody>
<tr>
<td>Food Safety — games quizzes, fact sheets on food safety for home, school, work and when shopping</td>
<td><a href="http://www.foodsafety.asn.au">www.foodsafety.asn.au</a></td>
</tr>
<tr>
<td>Lesson Planz — lesson ideas for physical activity including integrated ideas</td>
<td><a href="http://www.lessonplanz.com">www.lessonplanz.com</a></td>
</tr>
<tr>
<td>Live Life, Get moving — developed by Tasmanian Government to promote active living</td>
<td><a href="http://www.getmoving.tas.gov.au">www.getmoving.tas.gov.au</a></td>
</tr>
<tr>
<td>PE Central — hundreds of physical activity ideas</td>
<td><a href="http://www.pecentral.org">www.pecentral.org</a></td>
</tr>
<tr>
<td>Primary Resources — activities for physical activity sessions</td>
<td><a href="http://www.primaryresources.co.uk">www.primaryresources.co.uk</a></td>
</tr>
<tr>
<td>Teaching Ideas — lesson ideas for physical activity</td>
<td><a href="http://www.teachingideas.co.uk">www.teachingideas.co.uk</a></td>
</tr>
</tbody>
</table>

5.6 Hard copy resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Heart Foundation of Australia, South Australian Division, <em>Eat Smart for Heart.</em></td>
<td><a href="http://www.heartfoundation.org.au">www.heartfoundation.org.au</a></td>
</tr>
</tbody>
</table>

www.healthyactive.gov.au
References

5. CAHPERD. *Canadian Association for Health Physical Education, Recreation and Dance*.
8. Kidd, Dr. B. *The Economic Case for Physical Education*. CAHPERD Scholar Address in CAHPERD Journal de l’ACSEPLD (4) 1999