

# Daily Physical Activity

A Guide for Schools





**Queensland Government**

Department of **Local Government,  
Sport and Recreation**

# Foreword



Each year, the Queensland Government invests heavily in the health of our future generations by promoting physical activity in everyday life

The *Children and Young People* strategy aims to encourage regular physical activity in children and young people and to address the growing levels of childhood obesity in our society.

Schools provide an environment where our children can develop positive attitudes towards lifelong physical activity. With research showing active children are more likely to become active adults, there is no better environment to encourage participation in physical activity than in our schools.

This *Daily Physical Activity Guide* provides ideas for school teachers to encourage children to become more active within the daily teaching program. In doing so, the resource is ideally suited to support the *Smart Moves – Physical Activity Programs in Queensland State Schools* initiative. It is one of a number of resources within the *Children and Young People* strategy to help schools include more physical activity in children's lives.

Remember, you don't need to be a physical education teacher to encourage children to get active. The message in the *Daily Physical Activity Guide* is not about sport, winning or reaching an elite level – it's about the little things we do that can make a big difference to the quality of children's lives.

I highly recommend this resource to you and hope you find it as useful as it is informative.

*Judy Spence*

**JUDY SPENCE MP**

Minister for Police, Corrective Services and Sport



# Daily Physical Activity Guide for Schools

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# Contents

<b>Section 1 Why daily physical activity?</b>	<b>4</b>	<b>Section 3 Simple steps to success when teaching outdoors</b>	<b>23</b>
1.1 Introduction	4	3.1 General control	23
1.2 Aims	5	3.2 Session structure	24
1.3 How to use this guide	5	3.2.1 Introductory activity	24
1.4 Links to the school curriculum	6	3.2.2 Main activity	24
1.4.1 Links to cross-curricular priorities	6	3.2.3 Quietening down or concluding activity	24
1.4.2 Links to the HPE Syllabus	7	3.3 Managing student behaviour	24
1.4.3 Links to 'Health Promoting Schools'	9	3.4 Methods for organising groups	24
1.5 Integration across the curriculum	10	3.5 The outdoor classroom	25
1.6 The power of half an hour	10	3.5.1 Demonstrations	25
<b>Section 2 Organisation of daily physical activity in schools</b>	<b>11</b>	3.5.2 General organisation of circuits	25
2.1 Getting started	11	3.6 Ways to motivate students	26
2.1.1 Promote daily physical activity to school and community	11	3.7 Generic principles in teaching motor skills and game play	26
2.2 Factors influencing implementation	13	3.8 Physical activity for children with special needs	27
2.2.1 Timetabling – how to make time for daily physical activity	13	<b>Section 4 Sample activities</b>	<b>28</b>
2.2.2 Scope and sequence of children's skill development	14	<b>Section 5 Further resources</b>	<b>81</b>
2.2.3 School size	16	5.1 Useful equipment	81
2.2.4 Weather conditions	16	5.2 The Department of Local Government, Sport and Recreation	82
2.2.5 Access to equipment	16	5.3 Other support, programs and resources	84
2.2.6 Access to facilities	16	5.4 Reading list	85
2.2.7 Clothing	17	5.5 More resources via the web	86
2.2.8 Safety	17	5.6 Hard copy resources	87
2.3 Develop an action plan	18	5.6.1 Physical activity resources	87
2.4 Sample program	20	5.6.2 Nutrition resources	87
		<b>Section 6 CD Rom notes</b>	<b>88</b>
		<b>Section 7 References</b>	<b>110</b>
		<b>Section 8 Alphabetical index of activities</b>	<b>111</b>
		<b>CD of Master Sheets (back cover pocket)</b>	

## Why daily physical activity?

### 1.1 Introduction

Australian Bureau of Statistics April 2006 data indicates that Queensland children aged five to 14 years have the second lowest participation rates (60.9%) in organised sport and physical activity outside school hours, in Australia<sup>1</sup>.

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)<sup>2</sup>.

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*<sup>3</sup> 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. Alarming 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.

\* 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)*<sup>10</sup>

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)<sup>4</sup>. 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<sup>4</sup>. More than 50% of Queenslanders are overweight or obese, with the prevalence of overweight or obesity 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)<sup>5</sup>.
- **Is positively associated with increased educational aspirations.** This is even stronger with students from disadvantaged groups (Kerr, 1996)<sup>6</sup>.
- **Is positively correlated with improvements in subjects** such as mathematics (Sallis et al., 1999)<sup>7</sup>.
- **Leads to students being more productive,** more motivated, better organised and more effective in learning and performing tasks (Kidd, 1999)<sup>8</sup>.
- **Improves self-esteem and self-concept in children** and contributes to a reduction in depressive symptoms, stress and anxiety (McKay et al., 1996)<sup>9</sup>.
- **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)<sup>6</sup>.
- **Decreases the amount of vandalism,** mischief, petty crime and other negative behaviours in

the community (Norrie and Mustard, 1999)<sup>11</sup>.

- **Enhances social and moral development** (Shields and Bredemeier, 1994)<sup>12</sup> and (Sage, 1986)<sup>13</sup>.

Active children are in a better position to develop and learn new skills. Daily physical activity provides many alternative ways to achieve the outcomes expected in the delivery of the school curriculum – in many cases, the same or better results could be achieved while being active.

Physically inactive Australians are costing the Australian healthcare system \$1.5 billion gross a year. The health conditions include: coronary heart disease, stroke, type 2 diabetes, breast cancer, bowel cancer, depression, and falls. The research revealed 17% of the total health cost of treating these seven conditions can be attributed to physical inactivity (Medibank Private Research, 2007)<sup>14</sup>.

Physical inactivity is the second leading contributor to the overall burden of disease in Australia (behind tobacco) and the leading contributor in women (Mathers et al, 1999)<sup>15</sup>.

By increasing the choice and enjoyment of physical activity and removing heavily structured rules, more students will develop fundamental movement skills and will be more likely to participate in active pursuits throughout adult life.

This guide is not intended to turn classroom teachers into physical educators or sport coaches. Rather, the emphasis is on fun and enjoyment of physical activity and is about making active living and learning a way of life. The ideas provided can be used by all primary and secondary school classroom teachers to engage children and young people in physical activity.

The guide is intended to be a ‘how to’ resource rather than a ‘what to’ resource. Although there are examples of programs and a number of games and activities that are easy to organise, the intention of this resource is to help teachers to become more confident in developing a program to suit their school using the many valuable games resources already available.

## 1.2 Aims

The *Daily physical activity 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 seven 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 examples of easy-to-organise games and activities of varying degrees of difficulty for use in indoor and outdoor settings.

**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** provides a CD Rom and notes to help you ‘spread the word’ among your fellow teachers and the school community.

**Section 7** 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.

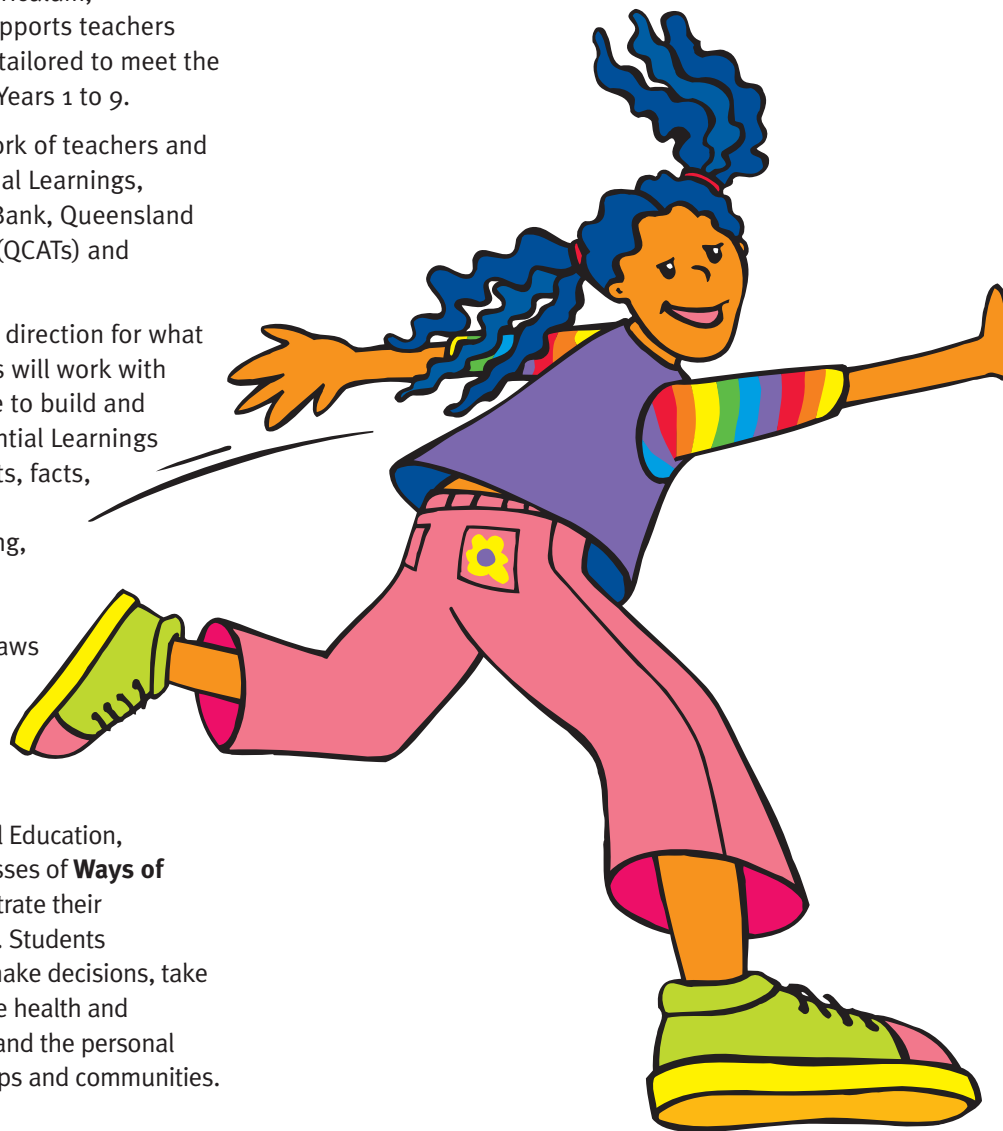
### 1.4.1 Links to Queensland Curriculum, Assessment and Reporting (QCAR) Framework

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.





## 1.4.2 Health and Physical Education (HPE) Essential Learnings

Physical Activity		
	Knowledge and understanding	Some examples of how students could demonstrate what they know and can do
<b>By the end of year 3</b>	Fundamental movement skills are foundations of physical activity.	<ul style="list-style-type: none"><li>• 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).</li><li>• 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.</li></ul>
<b>By the end of year 5</b>	Fundamental and simple specialised movement skills are elements of physical activity.	<ul style="list-style-type: none"><li>• 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).</li><li>• Performs a complex sequence involving travel, rolling, balance and weight transfer with smooth transitions and changes of direction, speed and flow.</li></ul>
<b>By the end of year 7</b>	Fundamental and specialised movement skills, movement concepts, tactics and strategies are elements of physical activity.	<ul style="list-style-type: none"><li>• 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.</li><li>• 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).</li></ul>
<b>By the end of year 9</b>	Regular active and purposeful participation in physical activity promotes health and wellbeing and supports the achievement of goals.	<ul style="list-style-type: none"><li>• 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).</li><li>• Evaluates the success of community programs developed to encourage various groups with differing needs to participate in physical activity (e.g. Jump Rope for Heart, Eat Well, Be Active).</li></ul>



## 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:

Category	Generic Capabilities
<b>Working with knowledge</b>	<ul style="list-style-type: none"><li>• Using a range of thinking strategies and skills in critical and creative ways</li><li>• Using the tools of language, symbols, technologies and texts to communicate ideas and</li><li>• Information interacting critically with social and cultural environments.</li></ul>
<b>Developing identity and managing the self</b>	<ul style="list-style-type: none"><li>• Working with others</li><li>• Acting within a social context</li><li>• Managing the personal self.</li></ul>
<b>Acting in the social and political world</b>	<ul style="list-style-type: none"><li>• Working with communities</li><li>• Acting in the wider world</li><li>• Managing rights, responsibilities and duties of citizenship.</li></ul>



### 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; and
- 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 overweight and 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 practises 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 everyday;
- 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 structured activities in section 4, 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 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. Section 6 provides a CD Rom to use as information to help you 'spread the word' among your colleagues and the community.

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). A sample letter to parents is included on the CD Rom.
- 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.

For information on programs to help parent involvement in schools refer to section 5.2.

#### Step 1 – Prepare handouts and information

The following CD Rom, provided in section 6, will help you 'spread the word':

1. The health of Australian children
2. The benefits of daily physical activity
3. What our school can achieve
4. Methods of incorporating daily physical activity into the school day
5. Barriers and enablers

#### Step 2 – Talk with other staff

- Talk with other staff (including the physical education specialist if you have one) who may be interested in the concept of daily physical activity.
- Discuss how you think this may work at your school and develop a few different methods of how daily physical activity could operate.
- Think about what resources your school has now and what may be needed.

#### Step 3 – Consult with the principal

- Consult with the principal about the possibility of introducing daily physical activity, citing research and the links to the school program and syllabus.
- Request that time be allocated at the next or at a future staff meeting to present why daily physical activity is crucial for the children at your school and Australians generally.

#### Step 4 – Present to other staff

- Present the research, evidence and links to the school program to staff using CD Rom handouts 1, 2, 3 and 4.

#### **Step 5 – Know the barriers and enablers**

- Be familiar with the barriers and enablers of physical activity.
- The barriers are common concerns which people see as difficulties, or reasons why it may not work.
- The enablers allow solutions to such concerns.

#### **Step 6 – Allow staff time to view the research**

- Allow staff time to view the research and evidence, and also this guide.
- Propose that a decision be made at the next staff meeting whether to continue with the idea.

#### **Step 7 – Form a working group**

- If staff agree to support the idea, at the next staff meeting form a working group of interested staff to develop the idea further for discussion with parent and student groups.

#### **Step 8 – Present to the Parents and Citizens group**

- Ask one or two people from the working group to attend the next scheduled Parents and Citizens (P&C) meeting to introduce the idea.
- Contact the president of the P&C to have daily physical activity included as an agenda item.
- Present to the P&C using CD Rom handouts 1, 2 and 3.
- Ask for their ideas and recruit a parent or parents to be a part of the working group.

#### **Step 9 – Present to the student council**

- Attend one of the student council meetings to introduce the idea of daily physical activity to the student body.
- Ask the representatives to take the idea back to the students they are representing for comment. Use the student comment form ( CD Rom handout 6) for this.
- Ask students to return the comment forms to you.

#### **Step 10 – Present to staff**

- Collate all the information you have collected from staff, parents and students.
- Present it at a staff meeting to allow for a decision to be made on whether to develop an action plan.



The next section discusses a number of aspects that need to be considered before developing an action plan and implementing a daily physical activity program.

## 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 9.00 – 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 9.00 – 9.15am and 2.45 – 3.00pm.
- 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

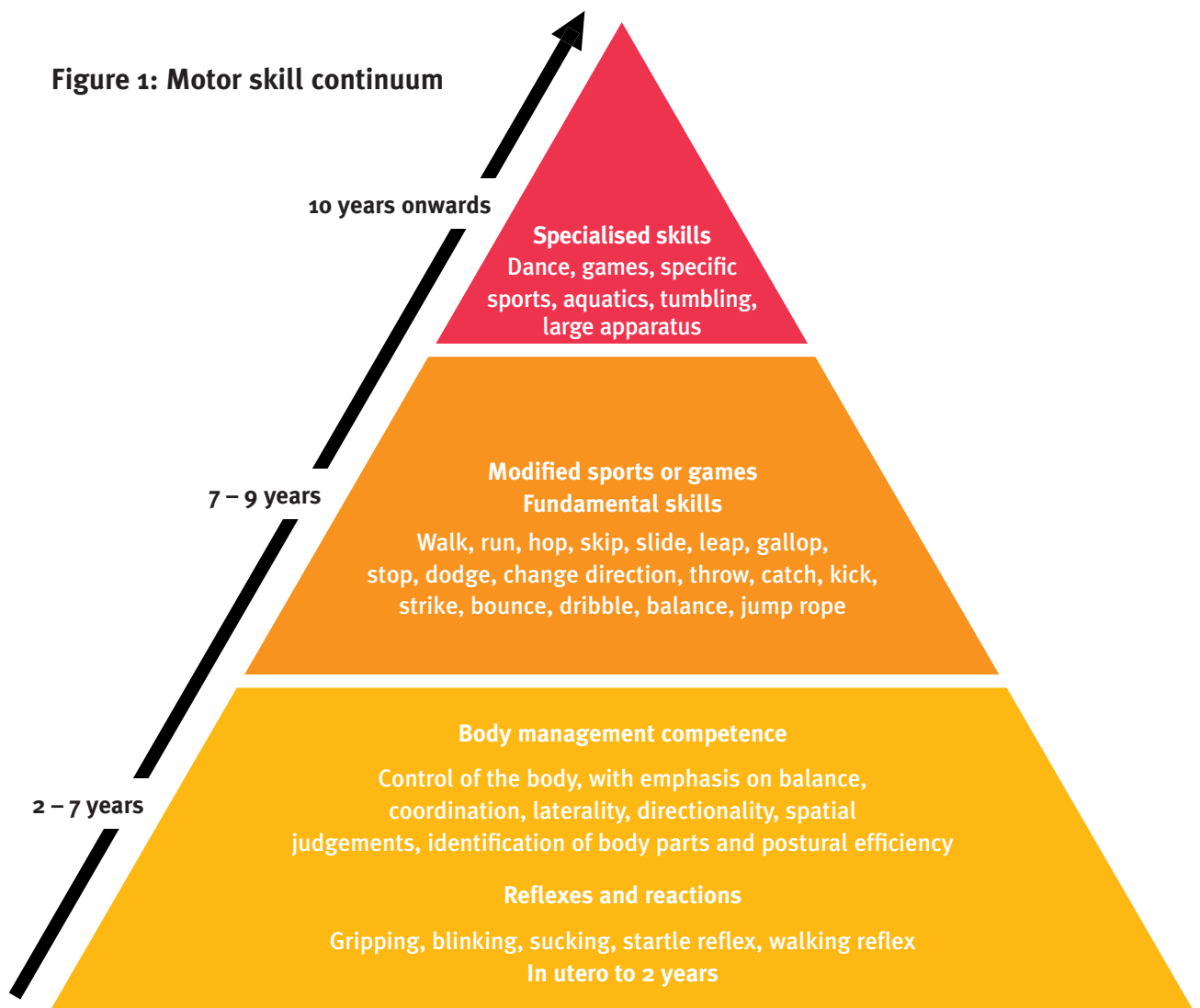
The information in this section will help you determine the activities that would be most suitable for your class.

### 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. In section 4 activities are sequenced in line with these developmental stages.

Figure 1: Motor skill continuum



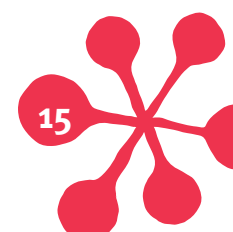
Adapted from Dauer, V, Pangrazzi, R (1998) *Dynamic Physical Education for Elementary School Children*<sup>16</sup>.

### 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**

Ages 5 to 8 (Years Preschool to 3)		
Start with...	Leading to...	And finally...
<ul style="list-style-type: none"> <li>• Spontaneous play and movement</li> <li>• Coordination skills</li> </ul>	<ul style="list-style-type: none"> <li>• Trying more complex tasks</li> <li>• Cooperative activities</li> </ul>	<ul style="list-style-type: none"> <li>• Informal or minor games</li> </ul>
Ages 9 to 10 (Years 4 to 5)		
Start with...	Leading to...	And finally...
<ul style="list-style-type: none"> <li>• Development of coordination skills</li> <li>• Small group activity</li> <li>• Skill development through modified sport activities</li> </ul>	<ul style="list-style-type: none"> <li>• Minor games</li> <li>• Skill application</li> <li>• Acceptance of rules</li> </ul>	<ul style="list-style-type: none"> <li>• Modified competition</li> </ul>
Ages 11 to 12 (Years 6 to 7)		
Start with...	Leading to...	And finally...
<ul style="list-style-type: none"> <li>• Sport-specific skill development</li> <li>• Modified sports and games eg Minkey, Netta-Netball</li> </ul>	<ul style="list-style-type: none"> <li>• Inter-school or inter-club competition based on modified rules of sport</li> <li>• Integration of school and modified rules of sport</li> </ul>	<ul style="list-style-type: none"> <li>• Sports camps</li> <li>• Regional competitions based on:               <ul style="list-style-type: none"> <li>- some specialised training in a variety of sports</li> <li>- some interstate competition in certain sports</li> </ul> </li> </ul>
Ages 13 to 19 (Years 8 to 12)		
Start with...	Leading to...	And finally...
<ul style="list-style-type: none"> <li>• sport-specific skill development</li> <li>• youth counselling service eg Sportsearch</li> </ul>	<ul style="list-style-type: none"> <li>• inter-school and inter-club competition</li> <li>• integration of competitions</li> <li>• development of youth leadership opportunities (eg Active School Leaders)</li> </ul>	<ul style="list-style-type: none"> <li>• talent squads</li> <li>• interstate competition</li> <li>• career paths eg sports administration, officiating, coaching</li> </ul> <p>Interstate competition should have an educational component as well as sports development.</p>



### 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. See section 5.2 for more information on programs using physical activity as a vehicle for school leadership programs.

### 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. Use your student leadership program.

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. This could be done through the student council. Refer to section 5.2 for information on the Department of Local Government, Sport and Recreation's Active School Leaders program (on-line resource).



### After school access and opportunities

- Promote after-school opportunities where older students work with younger students to improve their participation and physical activity skills. Refer to section 5.2 for more information on the Department of Local Government, Sport and Recreation's Active School Leaders program.
- 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

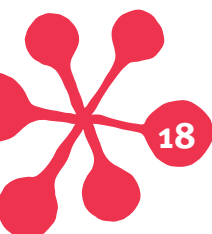
- Check equipment regularly.
- Check playing surfaces for loose gravel or sand, divots, cracks, water or sharp objects.
- Avoid using a wall or other hard object as a finish line.
- Choose activities carefully when working in undercover areas. Poles and seating in these areas may be dangerous if the 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.

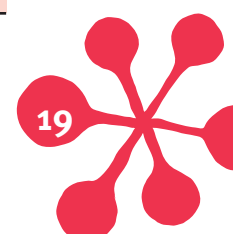
## 2.3 Develop an action plan

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.

Step	Procedure	Resources/action
1	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.	<ul style="list-style-type: none"> <li>• <i>Daily physical activity guide for schools</i> section 2.</li> </ul>
2	Canvass parent support and level of assistance available.	<ul style="list-style-type: none"> <li>• <i>Daily physical activity guide for schools</i> section 6.</li> </ul>
3	Organise a shared meeting between staff, interested parents and student council representatives to discuss: <ul style="list-style-type: none"> <li>• research and evidence</li> <li>• proposed format of program.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Daily physical activity guide for schools</i> section 6.</li> </ul>
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: <ul style="list-style-type: none"> <li>• timetabling;</li> <li>• resources available;</li> <li>• equipment and working areas;</li> <li>• timeline for introduction of the program;</li> <li>• the need for teacher inservice, parent training and the role of older students.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Daily physical activity guide for schools</i> section 2.4.</li> <li>• Physical Education specialist (if available).</li> <li>• It may be an advantage to use a coordinator from a school that already has a program up and running (if you know somebody).</li> <li>• <i>Active School Leaders and Support an Active Learner</i> – refer to <i>Daily physical activity guide for schools</i> section 5.2.</li> <li>• Smart Moves Leadership Team in <i>Planning for Smart Moves Guidelines</i></li> </ul>
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: <ul style="list-style-type: none"> <li>• program development and resources;</li> <li>• equipment;</li> <li>• facilities; and</li> <li>• promotion of the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Check if equipment is in order. Locate the stocktake from the previous year.</li> <li>• Check for facility safety. List all areas that are available for use for daily physical activity.</li> <li>• 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.</li> </ul>



Step	Procedure	Resources/action
7	Staff liaison.  Parent liaison.	<ul style="list-style-type: none"> <li>• Make sure all staff are well informed about resources, facilities, equipment and methods of integration.</li> <li>• 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.</li> <li>• Keep a list of all parents involved in the program, along with their contact numbers.</li> </ul>
8	Training and Inservice programs – these can be ongoing as the needs of the program dictate.	<ul style="list-style-type: none"> <li>• Contact local sport and recreation providers and/or contact state sport and recreation organisations (see the the Department of Local Government, Sport and Recreation website for contacts <a href="http://www.sportrec.qld.gov.au">www.sportrec.qld.gov.au</a>).</li> <li>• Train parents using <i>Support an Active Learner</i> – refer to <i>Daily physical activity guide for schools</i> section 5.2.</li> </ul>
9	Review the school physical activity policy.	<ul style="list-style-type: none"> <li>• Amend the school policy / guidelines as required to ensure the new program is accommodated.</li> <li>• If your school does not have a policy / set of guidelines, refer to <i>Daily physical activity guide for schools</i> section 5.2 for details on a <i>Model for Developing a School Physical Activity Policy</i>.</li> </ul>
10	Launch the program.	<ul style="list-style-type: none"> <li>• Invite local education personnel, parents, media, local government representatives.</li> <li>• Invite local sports stars to attend.</li> <li>• Have children design posters for display.</li> <li>• Have all students take part in an activity.</li> <li>• Take plenty of photos. Remember to get parental consent to use them in newsletters and other promotion.</li> </ul>
11	Implement the daily activity sessions.	<ul style="list-style-type: none"> <li>• <i>Daily physical activity guide for schools</i> sections 3, 4 and 5.</li> </ul>
12	Review the progress of the program and consider changes, which could improve the program's operation.  Inform parents of program progress and consult students to determine their enjoyment of program.  Look for ways to reward teachers and volunteers.	<ul style="list-style-type: none"> <li>• <i>Daily physical activity guide for schools</i> section 6 – checklist.</li> <li>• This can be done through the newsletter.</li> <li>• Make sure parent helpers are rewarded for their efforts. This may be in the form of a thankyou letter, a certificate or morning tea.</li> </ul>



## 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. More examples of term overviews are located in section 6 (CD ROM Notes 7). 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.

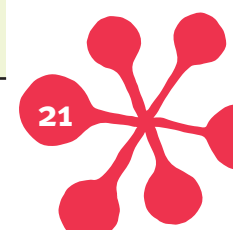
### Example: Year overview of a school daily physical activity program

	Lower Primary	Middle Primary	Upper Primary
	Pre Year 1 Year 2 Year 3	Year 3/4 Year 4 Year 5	Year 5/6 Year 6 Year 7
TERM 1	<p><b>Fundamental motor skills - integrating literacy and numeracy</b></p> <p>Include activities with throwing catching, bouncing, rolling, galloping, skipping, jumping, kicking, leaping.</p>	<p><b>Cooperative games and skills</b></p> <p>Include team challenges, problem solving and games that require active participation.</p>	<p><b>Skipping skills and games</b></p> <p>Refer to the <i>Jump Rope for Heart Manual</i> for activities.</p> <p><b>Cooperative and team challenges</b></p> <p>Integrating numeracy and science.</p>
TERM 2	<p><b>Locomotor skills and games</b></p> <p>Games involving running, skipping, hopping, galloping, leaping, walking, jumping. Include music for students to move to.</p>	<p><b>Skipping skills and games</b></p> <p>Refer to the <i>Jump Rope for Heart Manual</i> for activities.</p>	<p><b>Measure and set up for athletics</b></p> <p>Students work in group situations to determine the field requirements for the athletics carnival and work to help mark the areas. Integrates numeracy.</p>
TERM 3	<p><b>Fundamental motor skills (3)</b></p> <p><b>Parachute games (3)</b></p> <p><b>Relays (3)</b></p> <p>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.</p>	<p><b>Circuits, tabloids and relays</b></p> <p>Incorporate skills such as throwing, catching, striking, kicking, bouncing, dribbling, trapping, hopping, skipping, leaping, etc.</p>	<p><b>Years 5/6 and 6</b></p> <p><b>Lead up games</b></p> <p>End ball, Ball tag, Rounders, Keep the ball.</p> <p><b>Year 7</b></p> <p><b>Mon and Tues</b></p> <p>Buddy with a pre 1/2/3 class group and help with activities,</p> <p><b>Wed Thurs Fri</b></p> <p>Modified games.</p>
TERM 4	<p><b>Circuits/ tabloids</b></p> <p>Practise skills learnt using circuit format.</p>	<p><b>Creative movement and dance activities</b></p> <p>Movement to music. Students may work on a <i>Jump Rope For Heart</i> routine to music, exercises to music or dances around a class theme.</p>	<p><b>Modified games</b></p> <p>Limited rules.</p> <p>Act as leaders for pre 1/2/3 classes and assist with circuits, tabloids and relays.</p>

### Example: Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5
Pre /1 Beanbags and	hoops Beanbags and	hoops Beanbags and	hoops Equipment	circuit Equipment	circuit
Year 2 Balls and hoops		Balls and ropes	Ball games	Racquets and beanbags	Racquets and tennis balls
Year 3 Equipment	circuit Equipment	circuit Equipment	circuit Ball, ropes	and hoops Balls, ropes	and hoops
Year 3/4 Cooperative	games Cooperative	games Cooperative	games Cooperative	games Cooperative	games
Year 4 Ball games		Ball games	Cooperative games	Cooperative games	Cooperative games
Year 5 Ball games		Ball games	Ball games	Ball games	Ball games
Year 5/6 Skipping		Skipping	Skipping	Cooperative games	Cooperative games
Year 6	Team challenge	Team challenge	Team challenge	Skipping	Skipping
Year 7 Cooperative	games Cooperative	games Cooperative	games Team challenge		Team challenge

	Week 6	Week 7	Week 8	Week 9	Week 10
Pre /1 Equipment	circuit Balls and	ropes Balls and	ropes Balls and	ropes Racquets and	mixed circuits
Year 2 Racquet and ball	circuits Equipment	circuit Equipment	circuit Equipment	circuit Equipment	circuit
Year 3 Ball games		Racquets	Racquets	Mixed circuits	Mixed circuits
Year 3/4 Ball games		Ball games	Ball games	Ball games	Ball games
Year 4 Cooperative	games Cooperative	games Cooperative	games Ball games		Ball games
Year 5 Cooperative	games Cooperative	games Cooperative	games Cooperative	games Cooperative	games
Year 5/6 Cooperative	games Team challenge		Team challenge	Team challenge	Team challenge
Year 6 Skipping		Cooperative games	Cooperative games	Cooperative games	Cooperative games
Year 7 Team challenge		Skipping	Skipping	Skipping	Skipping



## 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 guide for schools*, section 4. For more ideas see section 5 for further resources.

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

Note: Examples for Terms 2, 3 and 4 can be found in section 6



# 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 Introductory 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. Easy-to-organise examples of introductory activities can be found in the green part of section 4.

On very hot days the introductory 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 Main 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. Examples of enjoyable activities that promote fundamental motor skills, cooperation, participation and fun can be found in the red part of section 4.

### 3.2.3 Quietening down or concluding activity (usually four to six minutes)

Allowing the body to warm 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. Examples of quietening down activities can be found in the blue part of section 4.

## 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

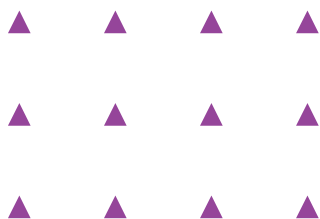
Groups can be organised in the warm-up through the game or activity being played. This allows for smooth transition from warm-up to other activities. See examples of this in section 4.



- 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.

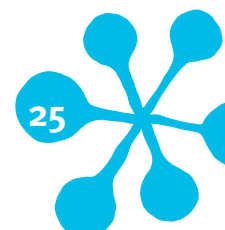
#### Key points

- 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 eg skip or hop, joined as a caterpillar or creep down low.

Samples circuits are included in section 4



## 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.
- See resources for children with special needs in section 5.

