

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

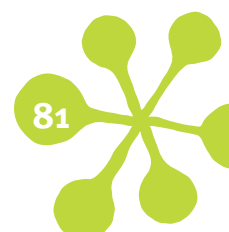
A basic kit for middle and upper primary class would be:

- 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 Local Government, Sport and Recreation

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 Local Government, Sport and Recreation 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.

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 Local Government, Sport and Recreation operates several centres across Queensland. 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.

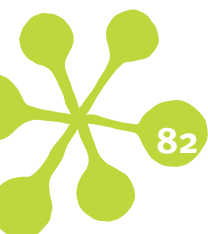
Active recreation centres are located at:

- Currimundi (on the Sunshine Coast)
- Tallebudgera (on the Gold Coast)
- Lake Tinaroo (Atherton Tablelands near Cairns)
- Leslie Dam (on the Darling Downs)
- Yeppoon (Capricorn Coast near Rockhampton)

For more information refer to website www.sportrec.qld.gov.au/active_recreation_centres.cfm

Get Active Queensland Schools Program

The Get Active Queensland Schools Program is a Queensland Government initiative to motivate Queensland school students to get active by giving them new ideas about why, how and where to be physically active. The program offers an action-packed schedule of healthy lifestyle presentations and activity sessions, providing students with memorable contact with their sporting heroes. The activity sessions are designed to improve sporting skills, agility, hand-eye coordination and teamwork, while demonstrating the fun side of physical activity. Athletes from the Queensland Academy of Sport work with students to develop necessary skills and positive attitudes to help them become, and stay, physically active throughout their life.



The Department of Local Government, Sport and Recreation website – www.sportrec.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 Local Government, Sport and Recreation funding programs are also available online, with application forms and guidelines available for downloading.

Kids Playground website – www.sportrec.qld.gov.au/kids

Kids playground is the newest section on the Department of Local Government, Sport and Recreation website, designed to develop positive attitudes towards lifelong physical activity among children aged seven to 12 years.

Children can find out more about getting active using the interactive website. The site also allows children to send e-cards, play games, submit poems, stories and jokes, learn about Queensland Academy of Sport athletes, and get information for school projects. The Kids Playground website also has its own Members Area, so kids can join and have even more fun.

Get Active Queensland Active School Leaders (online resource only)

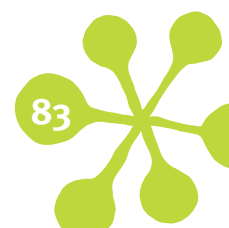
The Get Active Queensland Active School Leaders (ASL) program has been developed to help schools implement or enhance leadership programs using physical activity as the vehicle for interaction. Older students are trained in basic sport skill teaching as leaders for younger student participants. The younger ASL participants are involved in skill-based physical activities and modified experiences in sport, community recreation, fitness, outdoor recreation or some other areas of activity.

Get Active Queensland Support an Active Learner (online resource only)

The Get Active Queensland Support an Active Learner program has been developed to inform parents, teachers, teacher aids and other members of the school community about the benefits of, and need for physical activity for young children as well as providing tools for parents who wish to promote and support physical activity in the school or at home. A stand-alone kit for key teachers to run workshops in their school will be developed to assist schools to identify and invite volunteers from the school community to be trained to assist teachers deliver the school physical activity program.

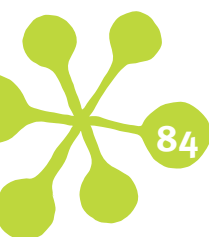
For more information

For more information about the Department of Local Government, Sport and Recreation's programs and services, visit the website www.sportrec.qld.gov.au, or contact the Department of Local Government, Sport and Recreation on telephone **(07) 3237 0098**.



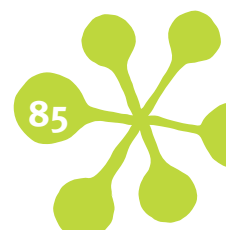
5.3 Other support, programs and resources

Organisation	Support	Contact
ACHPER QLD	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.	P (07) 3895 8383 E achper@achper.org.au W www.achperqld.org.au
Australian National Schools Network	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.	P 61 2 9590 5341 W www.ansn.edu.au
Australian Sports Commission	Provide specialist advice, assist with planning and research, resources and participation strategies.	W www.ausport.gov.au
Centre for Health Promotion	Works with school communities to develop health and physical education programs that promote children's health.	E chdf@wch.sa.gov.au W www.chdf.org.au P (08) 8161 7777
Australian Health Promoting Schools Network	Supports schools in their endeavours to create an environment conducive to dealing with health issues. Resource: <i>A toolbox for creating healthy places to learn, work and play.</i>	W www.ahpsa.org.au
Heart Foundation	An independent health organisation that provides research and information about heart disease and risk factors and develops heart health resources for schools. Resources: <i>Jump Rope For Heart and EatSmart.</i>	W www.heartfoundation.com.au
Nutrition Australia	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.	P (07) 3257 4393 E qld@nutritionaustralia.org W www.nutritionaustralia.com.au
Queensland Association of School Tuckshops	Supports and promotes school canteens.	P (07) 3324 1511 W www.qast.org.au
Growcom	Provide information and resources to promote fruit and vegetable consumption. Resource <i>The Wonderful World of Vegies.</i>	W www.growcom.com.au
Sports Medicine Australia (QLD Branch)	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.	P (07) 3367 2700 or Regional 1800 007 501 W www.smaqld.com.au



5.4 Reading list

Organisation	Support	Contact
Australian Bureau of Statistics	Statistics on Australians, sport and physical activity.	W www.abs.gov.au
Australian Institute of Health and Welfare	National agency for health and welfare statistics and information.	P 61 2 9590 5341 W www.ansn.edu.au
Australian Sports Commission	<i>Give it a go: including people with disabilities in sport and physical activity</i> is the revised edition of <i>Willing and Able</i> . Contains practical activities and ways to include people with special needs and disabilities in physical activity.	P (02) 6214 1795 E pubs@ausport.gov.au W www.ausport.gov.au
Curriculum Corporation	<i>Food and Nutrition in Action</i> . A resource to provide primary and secondary teachers with appropriate methodology to enhance students' control over their dietary habits.	P (03) 9207 9600 E info@curriculum.edu.au W www.curriculum.edu.au
Centers for Disease Control and Prevention (USA)	<i>Healthier Communities: Preventing Chronic Disease by Activating Grassroots Change</i>	W www.cdc.gov/nccdphp
SNAC - School Nutrition Action Coalition	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.	W www.nutritionaustralia.org/SNAC
Strategic Inter Governmental Nutrition Alliance (SIGNAL)	Manages national nutrition promotion priorities. Nutrition resources available.	P (03) 9603 8338 E nphp@dlhs.vic.gov.au W www.nphp.gov.au
Australian Dairy Corporation	Provides general information on dairy products, nutritional facts, student activities and free resources.	P (03) 9694 3777 W www.dairyaustralia.com.au



5.5 More resources via the web

Resource

Eat Well Be Active – developed by Queensland Health to promote physical activity and healthy lifestyle

Food Safety – games quizzes, fact sheets on food safety for home, school, work and when shopping

Human Race – encourages students to undertake set physical activities and enter results on line to receive immediate feedback on their performance

Kids Health and Fitness – practical ideas for physical activity and nutrition lessons

Lesson Planz – lesson ideas for physical activity including integrated ideas

Live Life, Get moving – developed by Tasmanian Government to promote active living

PE Central – hundreds of physical activity ideas

Primary Resources – activities for physical activity sessions

Take 10 – physical activities that can be done in 10-minute slots throughout the day

Teaching Ideas – lesson ideas for physical activity

Website

www.eatwellbeactive.qld.gov.au

www.foodsafety.asn.au

www.human-race.org

www.kidshealthandfitness.org.au

www.lessonplanz.com

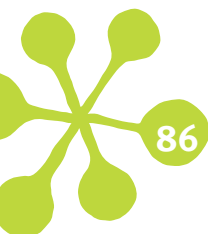
www.getmoving.tas.gov.au

www.pecentral.org

www.primaryresources.co.uk

www.take10.net

www.teachingideas.co.uk



5.6 Hard copy resources

5.6.1 Physical activity resources

Resource

Australian Council for Health Physical Education and Recreation, *Physical Education Primary – Dance*, Eagle Press, South Australia, 1996.

Australian Council for Health Physical Education and Recreation, *Physical Education Primary – Fitness Lower Primary*, Eagle Press, South Australia, 1996.

McCaskill, W, *Games for Growing – Behavioural enhancement and modification through the use of physically interactive games*, The Game Factory, 1994.

W www.achper.org.au

W www.achper.org.au

P (08) 9309 3992

F (08) 9409 3995

5.6.2 Nutrition resources

Resource

Rogers, J Cullerton, K, *Healthy Jarjums Make Healthy Food Choices*, Indigenous Health Program, Queensland Health.

Nutrition Australia (formerly the Australian Nutrition Foundation), *Tuckshop Team-mate*.

Home Economics Institute of Australia Inc. Food Choices the IT Way 2002, *Food lets do it*.

National Heart Foundation of Australia, South Australian Division, *Eat Smart for Heart*.

Queensland Health – South Coast Public Health Unit, *Food for Smiles*. 2001.

Australian Institute of Sport, *Get the AIS into your classroom*.

Australian Government Department of Health and Ageing Active School Curriculum

W www.eatwellbeactive.qld.gov.au/eatwellbeactive/atsip

W www.nutritionaustralia.com.au

W www.heia.com.au

W www.heartfoundation.com.au

W www.health.qld.gov.au

W www.nestle.com.au/ais/teachers

W www.ausport.gov.au/ais

W www.healthyactive.gov.au

CD Rom notes

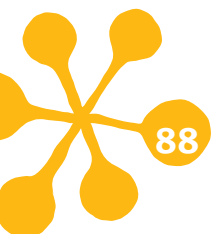
6.1 CD Rom notes

- 1 The health of Australian children
- 2 What does all this mean?
- 3 The benefits of daily physical activity
- 4 What our school can achieve through a daily physical activity program
- 5 How to incorporate daily physical activity into the school day
- 6 Barriers and enablers
- 7 Student comments
- 8 Sample program
- 9 Letter to parents
- 10 Review checklist

6.2 CD Rom masters

For easy photocopying, the following master pages can be found as individual sheets in the back cover pocket of this resource.

- 1 The health of Australian children
- 2 What does all this mean?
- 3 The benefits of daily physical activity
- 4 What our school can achieve through a daily physical activity program
- 5 How to incorporate daily physical activity into the school day
- 6 Barriers and enablers
- 7 Student comments
- 8 Sample program
- 9 Letter to parents
- 10 Review checklist



CD Rom - Notes 1

The health of Australian children

This overhead is intended to set the scene by delivering some sobering statistics, use the information below to add to the dot points on CD Rom handout 1.

- The prevalence of overweight and obesity in Australia is increasing rapidly and is a major health problem. 21% of school-aged children were classified as overweight or obese in 2007¹.
- Obesity in childhood is associated with increased risk factors for heart disease and elevated insulin levels. All these factors track to adulthood².
- Type 2 diabetes (formally termed late onset diabetes) has now begun to appear among Australian adolescents and is being diagnosed in increasing numbers. Complications of this are heart disease stroke, limb amputation, kidney failure and blindness which may occur at an earlier age².
- Obesity can also lead to orthopaedic complications due to postural imbalance and excessive weight bearing upon joints².
- Sedentary pastimes, in particular, watching television, is now a principal leisure time activity for children two to five hours per day³.
- Participation in spontaneous physical activity decreased by 50% between commencement and completion of school years⁴.

ABS Figures¹

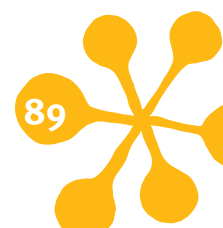
- Queensland's participation rate for children in organised sport outside of school hours was 60.9% in 2000, that is three percentage points lower than the national rate.
- Participation for Queensland boys (64.3%) was second lowest, ahead of Tasmania.
- Participation for Queensland girls (56.1%) was well below other states and territories. The next lowest states were Victoria (56.2%) and SA (57.7).
- 20 - 25% of Australian children do not participate in sufficient physical activity to gain health benefit.
- Participation rates for Queensland children were above the national averages for:
 - Swimming (17.9% in Qld; 17.4% in Aust);
 - Bicycle riding (66.2% in Qld; 63.8% in Aust);
 - Art and craft activities (46.1% in Qld; 44.3% in Aust);
 - Athletics (3.1% in Qld; 2.9% in Aust)
 - Watching TV and videos (97.3% in Qld; 96.9% in Aust); and
 - Rugby league (6.8% in Qld; 4.2% in Aust).
- Participation for Queensland children was below the national average for reading for pleasure (72.5% in Qld; 74.5% in Aust).

1 Australian Bureau of Statistics 2007

2 N.S.W Childhood Obesity Summit September 2002

3 Active Australia School Network Physical Activity for children and youth Information sheet 5

4 Rowland, T.W. (1990) Exercise and children's health. Champaign, Illinois: Human Kinetics



Participation in organised sports and leisure time physical activity tends to increase during the primary school years but decrease during adolescence. Boys tend to be more active than girls. 40% of children and adolescents watch TV or videos two hours or more per day. 15% of children and adolescents play computer games one hour or more per day.

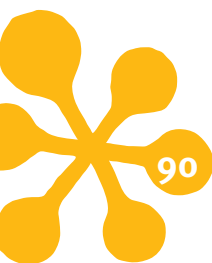
In another recent national study:

- '64% of 12 – 16 year olds had not engaged in aerobic activity on 2 or 3 of the past 7 days;
- Participation in spontaneous physical activity decreased by 50% between commencement and completion of school years; and
- 36% of 13 – 18 year olds are not participating in organised sport. Half of our community does less physical activity than walk for recreation – a quarter do no exercise at all'.

(ACHPER Advocacy Kit p 10).

Parents as role models are not helping, with 54% of adults in Queensland not doing enough physical activity for good health (Medibank Private, 2007). The contradiction is that 88% of parents believe that physical activity is essential to the healthy development of their children. A recent survey also found that:

- 91% of parents favoured their children participating in a range of activities rather than focusing on one activity;
- 95% of parents rejected the idea that participation in physical activity is more important for girls; and
- 94% of parents rejected the idea that organised sport is more important for boys.



CD Rom - Notes 2

What does all this mean?

- Chronic diseases are now the major cause of death and disability worldwide. Non-communicable diseases now account for 59% of the 56.5 million deaths annually² and is expected to rise to 69% by 2030¹.
- Scientific evidence is strong that a change in dietary habits, physical activity and tobacco control can produce rapid changes in population risk factors for diseases such as cardiovascular diseases, diabetes, obesity, cancers and respiratory diseases².
- Australian children aged 6 – 17 years spend one quarter of their time at school, during term.
- Health problems due to inactivity have origins early in life.
- The fundamental starting point for changing physical activity patterns is with school-aged children.
- By working to increase physical activity levels we are making an investment in the future wellbeing of our children and society as a whole.
- Student and teacher enjoyment is essential if physical activity is to be maintained.
- Children under 10 have a very limited concept of 'physical activity'. In one study³ undertaken, over one third of children under 10 thought computer games were 'physical activity' and over one third thought reading was 'physical activity'. About 30% thought vacuuming was NOT 'physical activity'.

Corresponding to a reduced involvement in physical activity has been a growing trend in obesity and unhealthy weight in our children. In the 1995 Australian Bureau of Statistics National Nutrition Survey it was found that 'nearly one in four Australian children aged between nine and 18 years are deemed overweight or are at risk of becoming overweight.'

This equates to one million Australian children who are now overweight or obese. These children are at

an increased risk of cardiovascular disease, type 2 diabetes, some forms of cancer, musculoskeletal disorders, cholecystitis, asthma and psychological disorders and stress-related illness. Children and adolescents who are overweight or obese are more likely to develop endocrine, gastrointestinal and some orthopaedic problems than children of a healthy weight in the short term. As perceived by young people themselves, the most immediate consequence of overweight is social discrimination, associated with poor self-esteem and depression.

It is pertinent to note that the proportion of overweight or obese women aged 25 – 64 years had increased from 27% in 1980 to 45% in 2005; and the proportion of overweight or obese men aged 25 – 63 had increased from 48% in 1980 to 62% in 2005. The real concern is that this trend will be replicated in children.

Increased prevalence of overweight and obesity is caused by excess energy balance due to physical inactivity, inappropriate eating patterns or a combination of both promoted by the 'obesogenic' environment. Two factors appear to be most significant in this trend to childhood obesity. One is the increased consumption by children of highly processed, high fat content foods such as burgers and high sugar drinks. This change in nutrition has coincided with a corresponding decrease in the intake of fresh fruit, vegetables, high fibre foods and water by children. The other factor as pointed out earlier, is the increased inactivity of children as they spend more time in front of electronic game machines, computers, DVDs and TVs.

² WHO Obesity, High Blood Pressure, High Cholesterol, Alcohol and Tobacco: The World Health Organisation's Response 2002.

³ Dr Steward Trost, University of Qld., Sports Medicine Conference, Melbourne, Oct 2002

The last national fitness survey was undertaken in 1985. Since then several states have conducted fitness studies and it would be reasonable to assume that Queensland children would not be too different from those in other states. For example a 1997 NSW Schools Fitness and Physical Activity Survey (Booth M., Macaskill P., et al, 1997) indicated among other things, only a moderate level of motor skill mastery among NSW school students and on self report responses, 20 – 30% of students reported only one period of PE per week (ACHPER Advocacy Kit p 8).

The Senate Inquiry into Physical Education (1992) also ‘identified a number of areas of concern including the variations in time allocated to physical activity across the country and the disappointing levels of skills of many school children particularly in primary schools’. (ACHPER Advocacy Kit, p 2).

Physical activity and particularly involvement in team sports is also a protective factor against the onset of mental illness in young people. A research study of the health of children across Australia recently found that “14% of children were identified as having a mental health problem” (ABS Health of Children 2004-05). This is a statistic that could well increase as the levels of physical activity decrease in children across the country.

What does all this mean?

It means that as a nation we need to be proactive and support our children and young people by providing daily physical activity opportunities at home, at school and in the community.

The challenge for schools is to provide stimulating experiences that are relevant to students’ lifestyles and interests taking into account that:

- behaviours and values learnt when young are more likely to continue throughout life;
- enjoyment is essential if physical activity is to be maintained;
- health and physical activity education if seen as essential elements of the school environment, are more likely to engender health enhancing behaviours; and
- unhealthy practices are more difficult to rectify later in life.

(ACHPER Advocacy Kit p 12).



CD Rom - Notes 3

The benefits of daily physical activity

The benefits of children participating in regular physical activity reach far beyond the physiological effects. 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. Benefits also include enhancement in cognitive, social, psychological and emotional areas.

Research suggests that regular physical activity:

- **Creates a more positive school climate.** Students are less aggressive and experience fewer discipline problems. (CAHPERD)³;
- **Is positively associated with increased educational aspirations.** This is even stronger with students from disadvantaged groups. (Kerr, 1996)⁴;
- **Is positively correlated with improvements in subjects** such as mathematics. (Sallis et al., 1999)⁵;
- **Leads to students being more productive,** more motivated, better organised and more effective in learning and performing tasks (Kidd 1999)⁶;
- **Improves self esteem and self concept in children,** and contributes to a reduction in depressive symptoms, stress and anxiety (McKay et al., 1996)⁷;
- **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)⁴;
- **Decreases the amount of vandalism,** mischief, petty crime and other negative behaviours in the community (Norrie and Mustard, 1999)⁸;
- **Enhances social and moral development.** (Shields and Bredemeier 1994)⁹ and (Sage 1986)¹⁰;

Research 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)¹¹.

It is important to raise awareness of the need for and benefits of daily physical activity. For any change to be supported, people need to believe in it and feel committed to the change. Raising awareness also involves taking a critical look at the school's current practices regarding physical activity.

What is our school doing to provide and promote opportunities for children to be physically active?

CD Rom - Notes 4

What our school can achieve through a daily physical activity program

- Increased school spirit, more positive school climate – Working towards a collective goal of increasing children’s physical activity levels is a powerful instrument in enhancing school spirit.
- Less behaviour management issues – Students involved in regular physical activity are less aggressive and experience fewer discipline problems.
- Increased student concentration in class – Students participating in regular physical activity have been found to be more motivated, better organised and more effective in learning and performing tasks.
- More productive students with increased aspirations for learning – Healthy children and young people tend to be more successful at school, there is a strong relationship between student health behaviours and their academic achievement and views about school life (NHMRC Health Advancement Standing Committee, 1997).
- Increased school profile – The high incidence of obesity amongst Australians is a major health issue for our country. This has been heavily reported in the media and your school will also attract media attention through the implementation of a quality daily physical activity program.
- An enjoyable environment for learning – With less behaviour management issues and increased concentration and motivation the learning environment is more relaxed for both teacher and student.
- Stronger school-home-community links – Through working with parents to promote the concept of a partnership in increasing students’ opportunities to be physically active.



CD Rom - Notes 5

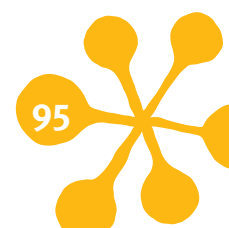
How to incorporate daily physical activity into the day

This overhead explores the various ways to incorporate 30 minutes of physical activity into every school day.

The methods and advantages are examples only. You may come up with other examples suitable for your school.

Method	Advantages	Comments
The traditional method was to involve all students in activity at the start of the school day ie 9.00 – 9.30.	This method 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. This also tends to be the cooler part of the day.	Write down teacher comments in this section and rate each method to determine which fits best for your school. The Barriers and Enablers CD Rom - Notes 6 may assist in this process. Consider permanent commitments and activities that classes already have timetabled, specialist teacher times, religious education times etc.

- Be aware of the different methods of incorporating the 30 minutes of activity into the day and be able to present these to the staff. They are all on CD Rom - Notes 5.
- Discuss these methods with the principal and work through the best possible option before presenting to the entire staff for discussion.
- Barriers will always be encountered. Work on the enablers.
- Determine which method would work for the majority and then take into consideration the barriers stopping it working for all.
- Consider permanent commitments that classes already have organised and timetabled and attempt to either work around these or consider changing these to another time slot if possible, to fit with the method selected.
- Continually bring the discussion back to the benefits of the program. 'There is a need for this to be implemented and it has many positive learning outcomes.'



CD Rom - Notes 6

Barriers and enablers

In many instances schools present the only opportunity that children have for engaging in organised physical activity. Getting over the barriers and providing this much needed activity is important.

While the research tells us there is a steady decline in the time children spend in physical activity, the benefits of that physical activity are well documented including the fact that students who are active are more likely to perform better in class.

Many primary schools will cite the 'crowded curriculum' as a major factor in the decline in the number of lessons devoted to physical activity in a week.

When working through barriers keep the following in mind:

Research shows that student learning is enhanced through participation in regular daily physical activity. Active students have a higher level of concentration and are more productive. Behaviour management issues are reduced and school spirit is increased. All of these factors lead to a more positive school climate with higher student self esteem levels.

Student and teacher welfare are enhanced when a positive school environment exists.

Convincing the staff of the importance of having a daily physical activity program is one of the most importance steps in the whole process.

Some of the barriers commonly encountered are shown on CD Rom - Notes 6.

- Work through any of these that are relevant to your school.
- Brainstorm for enablers for other barriers that may be encountered.
- When attempting to find solutions, always keep in mind the students and parents who are also available to help in some situations eg equipment set up, assistance with programs, storeroom clean up etc.



CD Rom - Notes 7

Students' comments

- Have teachers explain what a daily physical activity program is.
- Have time allocated for this survey to be completed so all classes are reporting on the same day ie check with Principal that teachers can be asked to allow student representatives to complete the survey in their class on Monday at 9.00am (for example).
- Put a reminder note in staff notices or pigeonholes.
- Have student reps return the form to an allocated person immediately after the survey is complete. This way, time is not wasted chasing responses.
- Collate responses for each year level.
- Provide the results to the student council and allow discussion.
- Provide the results to staff.
- This kind of survey is useful also in determining playtime activities offered and safe equipment that is made available to students during playtimes. It also may help in determining activities that students would like to participate in during sport sessions, ie activities that may not be accommodated during daily physical activity may be offered during either play or sport times.

CD Rom - Notes 8

Sample program

The following is an example of a program that could be adapted to suit a variety of schools. A more detailed plan for each term is included with an example of activities for week one of each term. Activities can come from a variety of sources - see section 5. Many are from the sample activities in

section 4. Keep in mind that it is not imperative to have such a detailed program as progress depends on the individual class and its students. The overviews are intended purely as a guide, a starting point to be worked with, modified, changed or discussed.

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

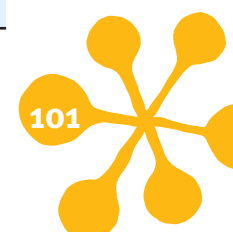
Class	Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Pre/1	Beanbags and hoops	Here there where? Beanbag games - balance, throw and catch. (Count as you do.)	Follow the leader (Throw and catch using both right and left hands.)	Here there where?	Follow the leader (In school excursion - moving as a group 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 End ball 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 End ball Human knots	Trust me Water relay Circle knee sit



Example Term 2

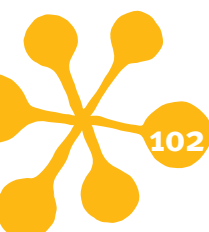
	Week 1	Week 2	Week 3	Week 4	Week 5
Pre /1	Moving to music	Moving to music	Rope activities	Rope activities	Hoops and bases
Year 2	Ropes	Hoops	Moving to music	Moving to music	Locomotor games
Year 3	Locomotor games	Locomotor games	Locomotor games	Locomotor games	Moving to music
Year 3/4	Long ropes	Long ropes	Partner and group rope activities	Partner and group rope activities	Individual rope activities
Year 4	Games with no equipment	Games with no equipment	Long ropes	Long ropes	Partner and group rope activities
Year 5	Partner and group rope activities	Partner and group rope activities	Individual rope activities	Individual rope activities	Long ropes
Year 5/6	Requirements of marking 200m and 800m lanes	Measure 800m and mark start and finish	Groups work to mark outside and inside line of track with flour	Arrange for track to be marked for 800m + 200m	Estimate time to run 200m, record and time actual run, graph
Year 6	Games with no equipment	Games with no equipment	Games with no equipment	Games with no equipment	Requirements of marking 60m, 80m, and 100m track
Year 7	Requirements of marking shotput and long jump areas	Groups problem solve method of marking shot circle	Mark circles with flour include sector lines. Groundsperson marks	Groups follow same process to mark runway, takeoff lines and landing area for long jump	Estimate time to run 200m, record and time actual run, graph

	Week 6	Week 7	Week 8	Week 9	Week 10
Pre /1	Hoops and bases	Locomotor circuits	Locomotor circuits	Activity circuits using beanbags	Activity circuits using beanbags
Year 2	Locomotor games	Locomotor games	Activity circuits including bean bags and balls	Activity circuits including bean bags and balls	Activity circuits including bean bags and balls
Year 3	Moving to music	Activity circuits including balls	Activity circuits including balls	Ball games	Ball games
Year 3/4	Individual rope activities	Games with no equipment	Games with no equipment	Jump rope circuits	Jump rope circuits
Year 4	Partner and group rope activities	Individual rope activities	Individual rope activities	Jump rope circuits	Jump rope circuits
Year 5	Long ropes	Jump rope circuits	Jump rope circuits	Games with no equipment	Games with no equipment
Year 5/6	Estimate time to run 800m, record and time actual run, graph	Games with no equipment	Games with no equipment	Games with no equipment	Games with no equipment
Year 6	Determine start and finish lines for 60, 80 and 100m	Mark start and finish with flour Groundsperson marks	Estimate time to run 100m, record and time actual run, graph	Estimate time to run 200m, record and time actual run, graph	Estimate time to run 800m, record and time actual run, graph
Year 7	Estimate time to run 800m, record and time actual run, graph	Games with no equipment	Games with no equipment	Games with no equipment	Games with no equipment



Week 1/Term 2 at a glance

Class	Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Pre/1	Moving to music	Follow the leader Moving to the beat of a tambourine, walking, skipping, marching, running, etc	Moving to the beat of a drum Children move freely to teacher selected music which has varied tempos. Follow the leader	Collecting tails Introduce levels of movement - high, medium and low. Incorporate levels of movement using the same music from Tuesday	Collecting tails Head, shoulders, knees, toes Song with actions Simon says, without elimination	Here there where? Choose a classic eg Peter and the wolf and have the students move to the music as the story is told
Year 2	Ropes	Collecting tails Criss cross walking Jumping 2 feet across the rope Stuck in the mud	Collecting tails Walk along the rope forwards and backwards Carry a beanbag on your head as you walk along rope Relays to practise skills	Here there where? Jump the stream Work in pairs, hand over hand pulling action Tug o' war	Here there where? Single rope jumping Make a letter or number with your rope. Work in a group to make a word	Follow the leader Rope circuit incorporating skills learnt during week
Year 3	Locomotor games	Collecting tails Animal movements Animal movement relays	Traffic lights Popcorn Train	Traffic lights Crocodile crocodile What's the time Mr Wolf?	Crocodile, crocodile Frog in the pond Popcorn	Train What's the time Mr Wolf? Here there where?
Year 3/4	Long ropes SEE JRFH Manual	Follow the leader Entering a turning rope 5 skips and out	Here there where? Figure of eight	Collecting tails Skipping with an individual rope in a long rope	Traffic lights Jumping the rope while throwing and catching a ball	Walk a bit Egg beater
Year 4	Games with no equipment	Follow the leader Frog in the pond Body movements	Here there where? Counting game Toe roll	Collecting tails Counting game Big snake	Traffic lights Human letters Over under through	Walk a bit Tee pees and Indians Windmill
Year 5	Partner and group rope activities See JRFH Manual	Running skipping Skipping with partner in one rope. Facing partner and with back to partner	Running skipping Pairs skip together with 2 individual ropes	Skipping in groups with individual ropes, maximum 4	Children develop a short skipping routine with their partner or small group	Pairs teach each other their routines
Year 5/6	Requirements of marking 200m and 800m lanes	Walk to athletics area to determine positioning of track. Jog twice around perimeter of area	Work through basic rules of the events to determine what markings need to be made	Break into groups and assign jobs. Determine method of measurement	Measure 200m and 800m distances around the school and record where your group measured	Run the alternate 800m distance that your group measured on Thursday
Year 6	Games with little equipment	Collecting tails Poison ball tag Balance tag	Palm push Counting game Human letters	Tee pees and Indians Over under through Crusts and crumbs	Crusts and crumbs Stuck in the mud Knee sit	Collecting tails Push up tunnel ball Windmill
Year 7	Requirements of marking shotput and long jump areas	Work through the rules of shot put and determine what markings will be required	Work through the rules of long jump and determine what markings will be required	Determine where each event will be situated and break into groups to allocate responsibilities	Groups work on measuring areas and develop a written plan of action for the following week	Games with no equipment Crusts and crumbs Stuck in the mud Knee sit



Example Term 3

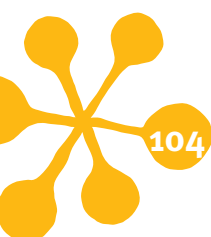
	Week 1	Week 2	Week 3	Week 4	Week 5
Pre /1	Fundamental motor	Fundamental motor	Fundamental motor	Fundamental motor	Relays
Year 2	Parachute	Parachute	Parachute	Parachute	Fundamental motor
Year 3	Relays	Relays	Relays	Relays and games	Parachute
Year 3/4	Circuits	Circuits	Circuits	Balloon games	Balloon games
Year 4	Balloon games	Balloon games	Balloon games	Relays	Relays
Year 5	Relays	Relays	Relays	Circuits	Circuits
Year 5/6	Ball games	Ball games	Ball games	Ball games	Ball games
Year 6	Ball games	Ball games	Ball games	Ball games	Ball games
Year 7 Mon, Tues	Pre/1/2/3 assistance	Pre/1/2/3 assistance	Pre/1/2/3 assistance	Pre/1/2/3 assistance	Pre/1/2/3 assistance
Year 7 Wed, Thurs, Fri	Lead up and modified games	Lead up and modified games	Lead up and modified games	Lead up and modified games	Lead up and modified games

	Week 6	Week 7	Week 8	Week 9	Week 10
Pre /1	Relays	Relays	Parachute	Parachute	Parachute
Year 2	Fundamental motor	Fundamental motor	Relays	Relays	Relays
Year 3	Parachute	Parachute	Fundamental motor	Fundamental motor	Fundamental motor
Year 3/4	Balloon games	Relays	Relays	Relays	Relays
Year 4	Relays	Circuits	Circuits	Circuits	Circuits
Year 5	Circuits	Balloon games	Balloon games	Balloon games	Balloon games
Year 5/6	Ball games	Ball games	Ball games	Ball games	Ball games
Year 6	Ball games	Ball games	Ball games	Ball games	Ball games
Year 7 Mon, Tues	Pre/1/2/3 assistance	Pre/1/2/3 assistance	Pre/1/2/3 assistance	Pre/1/2/3 assistance	Pre/1/2/3 assistance
Year 7 Wed, Thurs, Fri	Lead up and modified games	Lead up and modified games	Lead up and modified games	Lead up and modified games	Lead up and modified games



Week 1/Term 3 at a glance

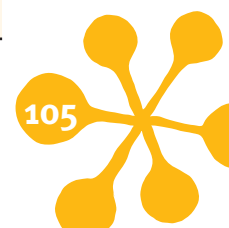
Class	Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Pre/1	Fundamental motor	Popcorn Small racquet activities Simon says	Simon says Small racquet activities Relaxation	Crocodile crocodile Racquet circuit Relaxation	Frog in the pond Rope activities Palm push	Frog in the pond Rope circuit Body movements
Year 2	Parachute Games	Let it fly Mushroom Crocodile Hunter	Running parachute Beanbag popcorn Flying saucer	Parachute basketball Parachute ping pong	Weather Cyclone coming	Running parachute Crocodile hunter
Year 3	Relays	Skipping relay Number game relay Hopping relay	Ball bouncing relay Dribbling relay Lame dog relay	Crab relay Partner relay Hoop relay	Laundry relay Dressing relay Partner relay	Artist relay Water relay
Year 3/4	Circuits	Bean bag circuit	Rope circuit	Ball circuit	Small racquet circuit	Mixed circuit
Year 4	Balloon games	One hand tap Balloon basketball Keep it up	Keep it up Balloon high	Group balloon hit Balloon tennis All on one side	Group balloon hit Balloon basketball	All on one side Balloon high Group balloon hit
Year 5	Relays	Skipping relay Number game relay Hopping relay Ball dribble relay	Ball bouncing relay Dribbling relay Lame dog relay Crab relay	Crab relay Partner relay Hoop relay Rope skipping relay	Laundry relay Dressing relay Partner relay Lame dog relay	Artist relay Water relay with variations
Year 5/6	Ball games	Crusts and crumbs End ball Push up tunnel ball	Stuck in the mud Netball end ball Knee sit	Crusts and crumbs Ball versus team running Knee sit	Stuck in the mud Ball versus team running Keep the basket full	Keep the basket full Fly Base balances
Year 6	Ball games	Keep the basket full Fly Base balances	Crusts and crumbs Ball versus team running Knee sit	Stuck in the mud Ball versus team running Keep the basket full	Crusts and crumbs End ball Push up tunnel ball	Stuck in the mud Netball end ball Knee sit
Year 7	Pre/1/2/3 assistance	Students allocated to class groups, ie 6-8 to pre-school, year 1, 2 and 3.	Students work as instructed by teacher to assist with activities	Modified games with group Crusts and crumbs End ball Push up tunnel ball	Modified games with group Throw and catch challenge Basketball challenge	Modified games with group Thief End ball incorporating bouncing



Example Term 4

	Week 1	Week 2	Week 3	Week 4	Week 5
Pre /1	Balloon games	Balloon games	Balloon games	Basic locomotor circuits	Basic locomotor circuits
Year 2	Fundamental skills circuits	Fundamental skills circuits	Fundamental skills circuits	Balloon games	Balloon games
Year 3	Basic locomotor circuits	Basic locomotor circuits	Basic locomotor circuits	Fundamental skills circuits	Fundamental skills circuits
Year 3/4	Aerobics	Aerobics	Aerobics	Cultural dance	Cultural dance
Year 4	JRFH routine	JRFH routine	JRFH routine	Aerobics	Aerobics
Year 5	Cultural dance	Cultural dance	Cultural dance	JRFH routine	JRFH routine
Year 5/6	Modified games Minkey hockey	Modified games Minkey hockey	Modified games Minkey hockey	Modified games Netta netball	Modified games Netta netball
Year 6	Modified games Kanga cricket	Modified games Kanga cricket	Modified games Kanga cricket	Modified games Minkey hockey	Modified games Minkey hockey
Year 7 Mon, Tues	Act as leaders for pre 1/2/3 classes and assist with circuits etc	Act as leaders for pre 1/2/3 classes and assist with circuits etc	Act as leaders for pre 1/2/3 classes and assist with circuits etc	Act as leaders for pre 1/2/3 classes and assist with circuits etc	Act as leaders for pre 1/2/3 classes and assist with circuits etc
Year 7 Wed, Thurs, Fri	Modified games Netta netball	Modified games Netta netball	Modified games Netta netball	Modified games Kanga cricket	Modified games Kanga cricket

	Week 6	Week 7	Week 8	Week 9	Week 10
Pre /1	Basic locomotor circuits	Fundamental skills circuits	Fundamental skills circuits	Fundamental skills circuits	Combined circuit
Year 2	Balloon games	Basic locomotor circuits	Basic locomotor circuits	Basic locomotor circuits	Combined circuit
Year 3	Fundamental skills circuits	Balloon games	Balloon games	Balloon games	Combined circuit
Year 3/4	Cultural dance	JRFH routine	JRFH routine	JRFH routine	JRFH routine
Year 4	Aerobics	Cultural dance	Cultural dance	Cultural dance	Cultural dance
Year 5	JRFH routine	JRFH routine	Aerobics	Aerobics	Aerobics
Year 5/6	Modified games Netta netball	Modified games Kanga cricket	Modified games Kanga cricket	Modified games Kanga cricket	Varied modified games
Year 6	Modified games Minkey hockey	Modified games Netta netball	Modified games Netta netball	Modified games Netta netball	Varied modified games
Year 7 Mon, Tues	Act as leaders for pre 1/2/3 classes and assist with circuits etc	Act as leaders for pre 1/2/3 classes and assist with circuits etc	Act as leaders for pre 1/2/3 classes and assist with circuits etc	Act as leaders for pre 1/2/3 classes and assist with circuits etc	Act as leaders for pre 1/2/3 classes and assist with circuits etc
Year 7 Wed, Thurs, Fri	Modified games Kanga cricket	Modified games Minkey hockey	Modified games Minkey hockey	Modified games Minkey hockey	Varied modified games



Week 1/Term 4 at a glance

Class	Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Pre/1	Balloon games	Simon says, with balloon One hand tap Keep it up	Here there where? Keep it up Balloon high	Simon says, with balloon Group balloon hit Balloon tennis	Here there where Group balloon hit Keep it up	Collecting tails Balloon high Group balloon hit
Year 2	Fundamental skills circuits	Bean bag circuit	Small ball Circuit	Racquet circuit	Perceptual motor movement circuit	Get Active Queensland Schools Program circuit
Year 3	Basic locomotor circuits	Hopping and skipping using hoops and bases	Balance and coordination Circuits using beam and rebounder	Combination Monday Tuesday circuit	Rope circuit	Perceptual motor movement circuit
Year 3/4	Aerobics	Aerobics	Aerobics	Aerobics	Aerobics	Aerobics
Year 4	JRFH routine	Revision of jump rope skills Individual ropes	Revision partner rope activities	Revision long rope skills	Pairs. Develop short routine to music using individual and partner rope skills	Pairs. Develop short routine to music using individual and partner rope skills
Year 5	Cultural dance	Australian dance Bush dance	Bush dance	Dance from other countries Heel and toe polka La raspa	American line dance	American line dance
Year 5/6	Modified games Mini basketball	Get Active Queensland Schools Program Circuit 1 use basketballs for all stations	Get Active Queensland Schools Program Circuit 1 use basketballs for all stations	Crusts and crumbs End ball Push up tunnel ball	Keep the basket full Ball versus team running Base balances	Throw and catch challenge Basket ball challenge
Year 6	Modified games Kanga cricket	Ripper run out Roll a goal	Ball circuit	Keep the basket full Continuous cricket	Ball circuit	Roll a goal Continuous cricket
Year 7	Act as leaders for pre 1/2/3 classes and assist with circuits etc	Work with teacher to determine what activities are being run. Plan activities for Tuesday	Lead Tuesdays activities as planned, with assistance of classroom teacher.	Work with group Crusts and crumbs Netball endball Positions on court	Work with group Poison ball tag Modified netball	Work with group Revision of positions Two games modified netball depending on skill level



CD Rom - Notes 9

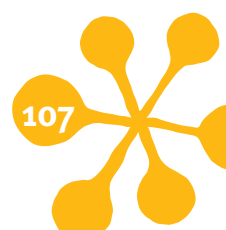
Sample letter to parents

A sample letter to parents is provided to inform parents of your daily physical activity program and to canvas parents for support and assistance.

Sustaining parent assistance can sometimes be difficult. Consider the following.

- Include a return date for request for assistance form, no longer than a week, otherwise it may be forgotten.
- When parental assistance is offered, attempt to contact the parent as soon as possible to thank them and discuss how they could be involved and when the program will be starting. Set up a contact system between the parent and yourself, so as they can comfortably contact you and receive feedback. This initial point of contact is crucial in the ever-busy school environment.
- Determine what each helper would like to be involved in and use their skills accordingly.
- Ensure parent helpers are thanked each time they attend.
- Give parent helpers meaningful tasks to complete.
- Thank helpers through the school newsletter and in other ways you feel appropriate.

Your school may choose to hold a parent information session to inform parents of the facts about declining levels of children physical activity and the increasing levels of obesity. Keeping parents informed is important and empowers them to participate in school activities.





CD Rom - Notes 9a

This information could be copied back-to-back with the parent letter or used in parent consultation sessions. Place one or two of the ideas in the newsletter each week to encourage positive attitudes towards physical activity.

How can I help my children to be active?

- Determine what activities are offered at your child's school and encourage your child to participate in these.
- Take interest in what your child has done in the Daily Physical Activity Program, Health and Physical Education and School Sport.
- Encourage play from an early age.
- Set a good example by being active yourself.
- Be active as a family by walking, riding bikes, swimming together and planning holidays where there are plenty of opportunities for physical activity.
- When buying presents for children think of something that will encourage them to be physically active.
- If your child is having difficulties with skills provide positive encouragement.
- Restrict time spent watching television and playing on computers and electronic games.
- Have fun and reduce competitive situations for children developing skills.
- Consider taking part in *Get Active Queensland Support an Active Learner* – a course for parents to develop skills to assist children being physically active at school.

CD Rom - Notes 10.

Review checklist

(Daily physical activity program review)

It is valuable to evaluate the program regularly when starting out, to alleviate problems and collaboratively implement solutions. The program is more sustainable with this approach.

Have each staff member fill in the evaluation prior to the meeting. Highlight the positive aspects of the program and discuss problems or concerns that are raised. Have staff determine solutions.

Some valuable questions for staff to consider are:

- **Are we making progress?**

Consider: Student participation, enjoyment, enthusiasm, school climate, parental support, staff confidence.

- **What have we achieved?**

Consider: Program implementation, student and parent participation, community participation, classroom and school climate.

- **What changes need to be made?**

Consider: timetabling, equipment, activities, weather, class groupings, gender groupings, promotion of the program.

- **How will we provide feedback to the school community?**

Consider the school newsletter, student work displays, local newspaper and school assemblies.

- **Where to now?**

Consider: can the program be improved? Can we involve more parents? Do we need to budget for more equipment?

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Alphabetical index of activities

a Green Introductory activity

b Red Main activity

c Blue Concluding activity

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Beanbag games: Add them up	31b	Hoop or base activities	49b
Beanbag popcorn	59c	How long?	79a
Beat the ball	39c	Variation: How long?	78a
Variation: Beat the ball	38c	Human letters	51a
Body coordination	51c	Variation: Human letters	50a
Variation: Body coordination	50c	Jump rope circuit	79b
Body movements	47c	Diagram: Jump rope circuit	78b
Variation: Body movements	46c	Keep it up	61c
Circle ball pass	37c	Variation: Keep it up	60c
Variation: Under and over	36c	Keep the basket full	71a
Circular continuous cricket	77b	Variation: Keep the basket full	70a
Diagram: Circular continuous cricket	76b	Knee sit	69c
Collecting tails	47a		

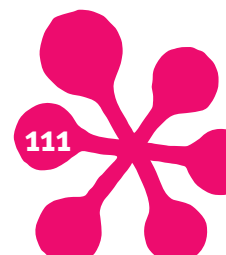


Diagram: Knee sit	68c	Diagram: Ripper run out	76a
Knots	79c	Rob the nest	39b
Variation: Knots	78c	Variations: Rob the nest	38b
Ladder activities	51b	Roll a goal	77c
Variation: In and out the windows	50b	Diagram: Roll a goal	76c
Long, long, long jump	75c	Rope activities	45b
Variation: Long, long, long jump	74c	Variation: Jump the stream	44b
Moving to a beat	33a	Rope circuit	47b
Variation: Moving to music	32a	Diagram: Rope circuit	46b
Mushroom	57c	Running parachute	59a
Netball end ball	69b	Diagram: Running parachute	58a
Diagram: Netball end ball	68b	Simon says	41c
Number game	65a	Variation: Mirror partner	40c
Variation: Number game	64a	Small ball activities	35b
One hand tap	61a	Variation: Partner activities with small ball	34b
Variations: One hand tap	60a	Small racquet activities	41b
Over, under, through, around	53c	Speed pass	71c
Diagram: Over, under, through, around	52c	Variation: Speed pass	70c
Palm push	45c	Spelling ball	35c
Variation: Palm push	44c	Variation: Words	34c
Parachute activities: Let it fly	57a	Stuck in the mud	69a
Parachute basketball	59b	Variation: Water under the bridge	68a
Parachute ping-pong	58b	Tee pees and Indians	53a
Partner back up	31c	Diagram: Tee pees and Indians	52a
Variation: Partner pull up	30c	Thief	75a
Perceptual motor movement circuit	55b	Variation: Thief	74a
Diagram: Perceptual motor movement circuit	54b	Throw and catch challenge	73c
Poison ball tag	39a	Diagram: Throw and catch challenge	72c
Diagram: Poison ball tag	38a	Toe roll	49c
Popcorn	41a	Variation: Big snake	48c
Variation: Train	40a	Walk a bit	37a
Progression ball	67c	Variation: Traffic lights	36a
Racquet circuit	43b	Weather	57b
Diagram: Racquet circuit	42b	Variation: Cyclone coming	56b
Relaxation	43c	Windmill	55c
Ripper run out	77a		





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