

Workshop 2

How physical activity works within the school setting

Workshop focus

Physical activity within the school setting goes well beyond formal Health and Physical Education lessons. It may include such things as organised sport or recreational activities before and after school or during lunch time, school sports carnivals, walkathons, or activities such as bicycle trains or walking school buses. This workshop is designed to assist participants to explore how some of these physical activities fit within the school setting, as well as exploring the role of the volunteer in physical activity programs. It is important therefore, that participants have a basic understanding of each of the following:

- the concept of the formal curriculum and extracurricular activities (including very broad understandings about the *Health and Physical Education Years 1-10 Syllabus*);
- school physical activity programs and the role of the volunteer;
- the *Health Promoting Schools* framework; and
- terminology used in physical activity programs.

Pre-workshop requirements

Activity Sheet 2.1 Developing a language for physical activity

Photocopy the activity sheet onto coloured card and cut out each of the words and definitions. Only one set of materials is required for the entire group.

OHT 2.5 The importance of physical activity for young people.

This overhead transparency may be too hard for participants to read. Photocopy so that each participant has a copy.

Materials required

- Butcher's paper and pens
- Coloured card - three A4 sheets will be enough for up to 38 participants
- Overhead projector and pens
- Blu tac (or equivalent)
- Whiteboard/blackboard and whiteboard markers/chalk
- Copy of Workshop 2 from the *Participant's Handbook*

Activity sheets

- 2.1 Developing a language for physical activity

Overhead transparency masters

- 2.1 - Overview of Workshop 2 - Workshop outcomes
- 2.2 - Overview of Workshop 2 - Sequence of activities
- 2.3 - The *Health Promoting Schools* framework
- 2.4 - Physical activity within curricular and extracurricular activities
- 2.5 - The importance of physical activity for young people
- 2.6 - Top five reasons for participation in physical activity for boys and girls

Note that photocopy master sheets for activities and overhead transparencies are found at the end of each workshop section.

Workshop outcomes

1. Participants should be able to discuss the importance of physical activity for young people, and recommend ways they can support young people to participate in physical activity.
2. Participants should be able to make links between the school physical activity program and documents such as the *Health and Physical Education Years 1-10 Syllabus* and the *Health Promoting Schools* framework.
3. Participants should be able to use appropriate terminology for discussing physical activity.



Orientating phase

Sequence of learning experiences

Notes for workshop facilitators

Show OHT 2.1

Overview of Workshop 2 - Workshop outcomes

Show OHT 2.2

Overview of Workshop 2 - Sequence of activities

Activity 1 - Review of audit from Workshop 1

Return the completed audit forms from Workshop 1 to participants and ask them to share their results. In particular, they should share how they would like to help out in a physical activity setting, now that they know some of the possibilities that exist and the skills that they have or need to acquire. Emphasise that the school will have predetermined needs and personal preferences may not be able to be accommodated.

Explain to participants that this workshop will build on the knowledge, understandings and attitudes explored in Workshop 1. It will continue to focus on physical activity within the school setting and provide opportunities to develop some strategies for addressing socio-cultural factors and physical activity.

This discussion should give an idea of who might participate in each of the practical workshops, and will be useful in establishing a frame of reference for the capacity in which people will be volunteering in particular settings.

Approximate timeframe - 10 minutes

Activity 2 - Understanding the relationship between physical activity, the school and community

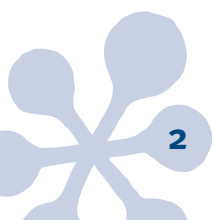
Show OHT 2.3

The *Health Promoting Schools* framework.

Invite participants to view the diagram and discuss where they see their role, and their understanding of each of the circles. Participants may wish to refer to this diagram in their *Participant's Handbook*.

Ask participants to come up with five questions that they might need to ask in order to enhance their understanding of each of the circles.

Facilitators may need to explain that the role of the volunteer within the *Health Promoting Schools* framework creates an important link between the school and community.



Orientating phase

Sequence of learning experiences

Activity 2 (continued)

Show OHT 2.4

Curricular and extracurricular activities.

Explain that teachers of Health and Physical Education have responsibility for students demonstrating outcomes from the *Health and Physical Education Years 1 - 10 Syllabus*. This syllabus is made up of three strands. Explain to participants that they have a copy of this overhead transparency in their handbook and they also have a copy of the features of the syllabus. Volunteers will not be expected to know details about the syllabus, as this is the teacher's responsibility.

Invite participants to reflect on whether their involvement (as per audit) is part of curricular or extracurricular activities. They may wish to make notes in their *Participant's Handbook*. Discuss what implications this might have for who they work with in the school, what activities they might be involved in, and the groups of students they will work with.

Activity 3 - Understanding physical activity terminology

Activity Sheet 2.1

Developing a language of physical activity terminology.

Write the headings *Physical activity term* and *Definition* on the board. Hand out a series of cut up words and definitions to participants. Invite participants to read their word or definition, and find the other person who has the definition to match their word, or vice versa. Once a match is made, blu tac the word and definition to the board. Give participants time to read all the definitions. Suggest to participants that they copy any difficult or unusual definitions into Activity 3 in their *Participant's Handbook*.

Notes for workshop facilitators

Explain that there is a *Health and Physical Education Years 1-10 Syllabus* that guides the physical activity curriculum within schools. Explain that the formal curriculum is often not the only opportunity students get to participate in physical activity. Volunteers may choose to help out in physical education classes as well as in other areas eg school sport or daily physical activity programs.



Approximate timeframe - 15 minutes

Explain to participants that particular terminology is often used in physical activity programs. Explain that this activity is an opportunity to explore some of this terminology. Encourage participants to seek out meanings/definitions if they do not understand any term that is being communicated.

Approximate timeframe - 10 minutes

Enhancing phase

Sequence of learning experiences

Activity 4 - The importance of physical activity

Using think, pair, share.

Invite participants to individually list all the reasons why they think engaging in physical activity is important for young people and write these down in their *Participant's Handbook*. Once completed, ask them to form pairs and compare their answers, noting any differences. Next, invite the pairs to share some of their responses with the group.

Ask participants to predict the top five reasons why physical activity is important for boys and young girls.

Compare this to the list on *OHT 2.5 Top five reasons for participation in physical activity for boys and girls*. (Note that although this data is from New South Wales, we have no reason to believe it would be different for Queensland.)

Participants should not be given a photocopy of this sheet until they have tried to come up with ideas themselves first.

Ask participants to discuss the following ideas, making notes in their *Participant's Handbook* as they go:

1. The similarities and differences between the top five reasons for participating in physical activity for boys and girls.
2. Whether the top five reasons might be different in different contexts (eg school physical activity, physical activity as part of a sporting club, physical activity with family and friends.)
3. What implications this might have for school physical activity programs.

Activity 5 - physical activity barriers

The ways in which physical activity interacts with societal issues including gender, ethnicity, race, socio-economic status, age and religious background is the socio-cultural context. Ask participants to use the table in Activity 5 to make notes on reasons why children at their school do not take part in physical activity. In particular, consider the socio-cultural context and all the likely impacts on children. In the second column, list some suggestions of ways the situation might be improved. Ask participants to have a brief discussion about their ideas.

Notes for workshop facilitators

Participants should come up with a range of reasons why physical activity is important, including health (reduces childhood obesity, reduces risk of developing cardiovascular disease), fun (offers socialisation opportunities, increases endorphin levels), fitness, improves coordination and physical development, has been linked to improved intellectual performance, as an alternative transport mode (walking, cycling) which has environmental benefits.

Facilitators should refer to the section on *Benefits of Physical Activity* provided in the both the *Introductory Booklet* and *Participant's Handbook*.

Approximate timeframe - 25 minutes

Enhancing phase

Sequence of learning experiences

Activity 6 - Exploring differences

Facilitate a discussion about how participants might perceive a physical activity 'classroom' and the differences there would be to a regular classroom. This should include how the physical activity class is structured, and how and why teachers may work differently in this environment.

Explain that physical activity teachers have a range of strategies, policies, procedures and ways of working to ensure students are safe and learning effectively in the physical activity 'classroom'.

Complete the list of strategies preferred at school when dealing with behaviour management issues in the physical education classroom.

Remind participants that:

- Behaviour management is the responsibility of the teacher.
- All people working with children are to look for and comment on positive behaviours as much as possible.

Explain that their *Participant's Handbook* contains a list of management techniques used to ensure physical activity classes run smoothly and effectively. As a volunteer, the teacher you are working with will employ some or all of these at various times in the classroom and may instruct you to use some of them as well. Read these strategies and ask questions about any that you do not understand.

Notes for workshop facilitators

Share with participants that a physical activity program is usually structured in terms of a warm up, a sequence of skill development, enhancement or practice of the skill, and a cool down.

Share with participants that some of the differences include the size of the physical space that you are working in, some of the safety considerations, the ways that children may behave in this environment, weather considerations, voice projection and ways of communicating with the class (eg whistles), clothing requirements.

Sport and Recreation Queensland's *Daily Activity Guide for schools*, Section 3 - simple steps to success when teaching outdoors, refers to 'the outdoor classroom' and includes tips for working in this environment.

Approximate timeframe - five minutes



Synthesising phase

Sequence of learning experiences

Notes for workshop facilitators

Activity 7 - Developing strategies to encourage participation in physical activity.

Invite participants to reflect on the information shown in OHT 2.6.

Divide the group into pairs, providing each pair with a sheet of butcher's paper and a pen. Instruct participants to divide the butcher's paper into two columns, and head up one column with *Reasons for children avoiding physical activity* and the second column with *Strategies to encourage more children to participate*. Ask participants to use the previous discussions to list all the reasons they can think of for children's non-participation in physical activity. For each reason that has been listed, ask participants to suggest and list some strategies for how they might encourage participation.

Ask each pair to share two of their strategies with the rest of the group, adding to their own list when any new ideas come up.

Ask participants to identify where these strategies might fit in the *Health Promoting Schools* framework.

Some of the ideas that participants may come up with include socio-cultural factors such as media images and messages about participation in physical activity, family beliefs and values, cultural beliefs and customs, particular dress codes required. Other reasons might include cost, enjoyment, socialisation, fitness, access to facilities, experiences of success, level of involvement.

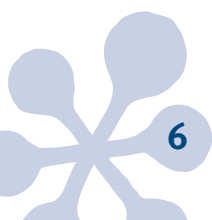
It is important to highlight the social justice principles of equity, diversity and supportive environments in terms of the strategies being suggested.

It may be possible to create a class list of strategies to encourage participation and make this available to all participants.

Approximate timeframe

Developing lists - 10 minutes

Sharing and discussing strategies - 10 minutes



Developing a language for physical activity

Activity Sheet 2.1

Notes for facilitator - prior to the workshop, photocopy each sheet and cut out each of the boxes below, mixing them up. Hand each participant one or more of the physical activity terms or definitions, and ask them to find the other person who holds the matching physical activity term or definition.

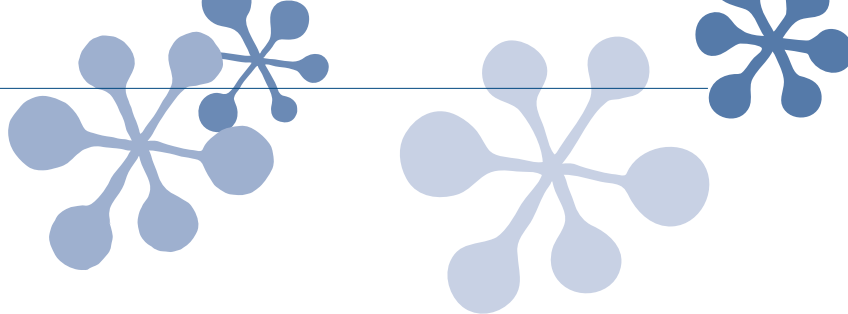
Physical Activity Term	Definition
Locomotor skills	Rolling, walking using feet or hands, swimming or any activity that requires the body to travel from one place to another across a surface or through the air or water.
Non-locomotor skills	Balancing, floating or any activity that uses a base of support and does not require the body to travel from one place to another.
Manipulative skills	Striking, serving or hitting a ball using a racquet or bat, or using equipment such as hoops, bean bags or ropes in games and play.
Biomechanics	The use of mechanical principles, such as levers, force and stability, as they are applied to the body to improve physical performance.
Fitness	The ability to participate in everyday activities without getting tired.
Tactics	Used at particular times in games or physical activities to achieve a short-term goal (eg shorten passes in windy conditions).
Strategies	The overall plan for participating in a game or physical activity. It may include one-on-one or zone defence.
Fine motor skills	Usually involve movements of the extremities of the body eg hands, fingers, feet.
Gross motor skills	Usually involve movement of the whole body eg running, jumping, skipping.

Physical Activity Term	Definition
Stability	The ability to balance the body over the centre of gravity, using bases of support, so that you can hold steady in a particular position.
Tabloid games	A series of stations that students move around, practising a different type of activity at each station, that is related to the sport or physical activity they are learning.
Modified games	A variation of a recognised game or sport, usually modified to suit age group (eg type of ball and bat used) or playing conditions (eg smaller diamond in softball to make it easier for students to run between bases).
Striking skills	Use of racquet, bat, stick or foot to hit an object, usually a ball.
Social justice principles	The principles of equity, diversity and supportive environments, that are used to guide teaching and learning.
Socio-cultural factors	Elements of the social environment (eg media images and messages) or cultural environment (eg religious beliefs) that may impact on participation in physical activity.
Dribbling	A ball skill whereby a person controls a moving ball, and keeps it moving, using hands, feet or an implement (eg hockey stick).
Trapping	Gaining control of a moving ball by stopping it, using a body part (eg feet or hands) or an implement (eg hockey stick).
Zone defence	Used as a tactic in team games where players are given a particular area of the court or field to mark (defend) and thus they defend or attack any player in this zone.
One-on-one defence	Used as a tactic in team games where a defender marks (sticks to) a particular player to try and stop them receiving or getting rid of the ball.

OHT 2.1 Overview of Workshop 2

Workshop outcomes

1. Participants should be able to discuss the importance of physical activity for young people, and recommend ways they can support young people in participating in physical activity.
2. Participants should be able to make links between the school physical activity program and documents such as the *Health and Physical Education Years 1-10 Syllabus* and the *Health Promoting Schools* framework.
3. Participants should be able to use appropriate terminology for discussing physical activity.



OHT 2.2 Overview of Workshop 2



Sequence of activities

Activity 1 - Review of audit from Workshop 1.

Activity 2 - Understanding the relationship between physical activity, the school and community.

Activity 3 - Understanding physical activity terminology.

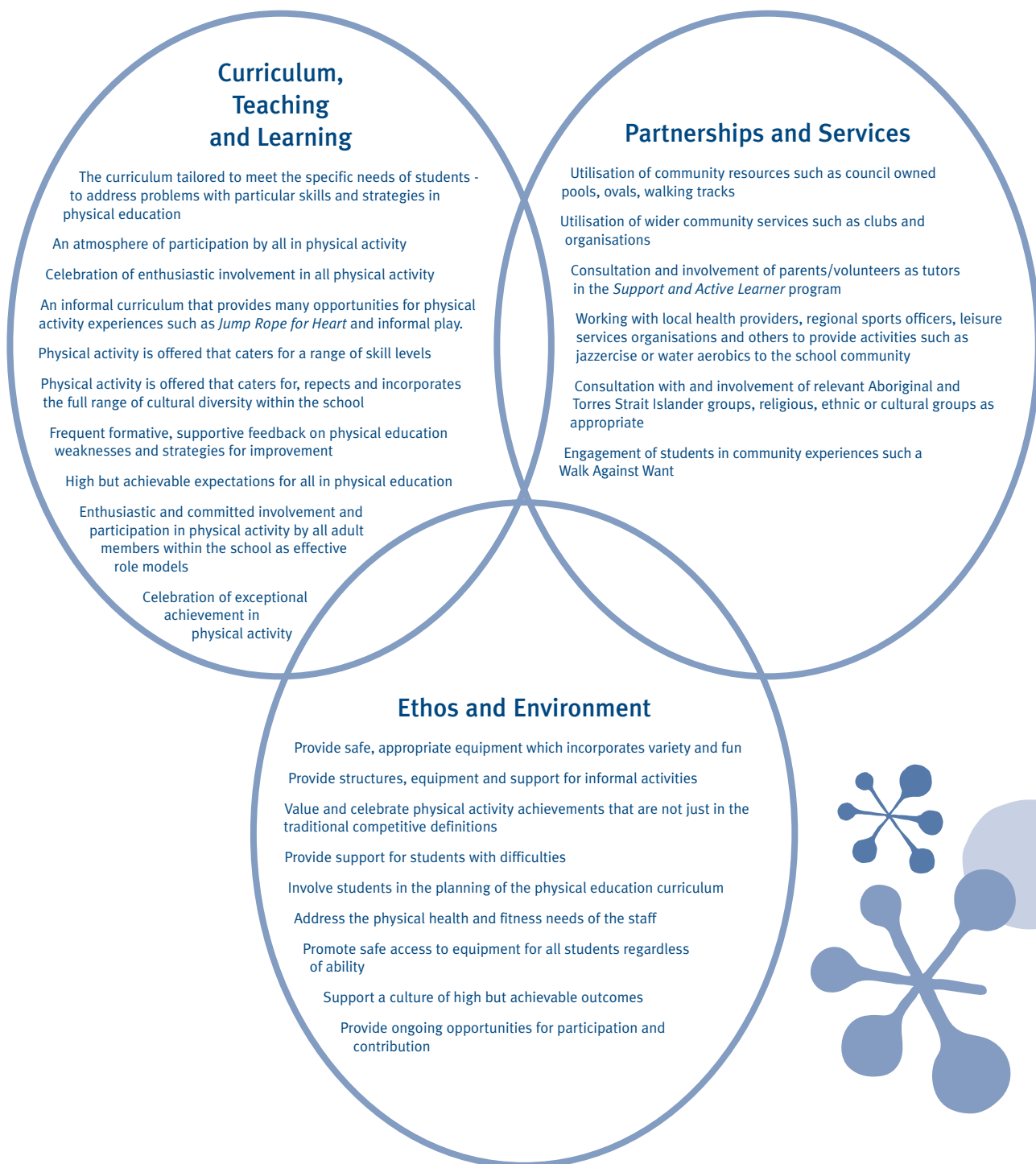
Activity 4 - The importance of physical activity.

Activity 5 - Exploring differences.

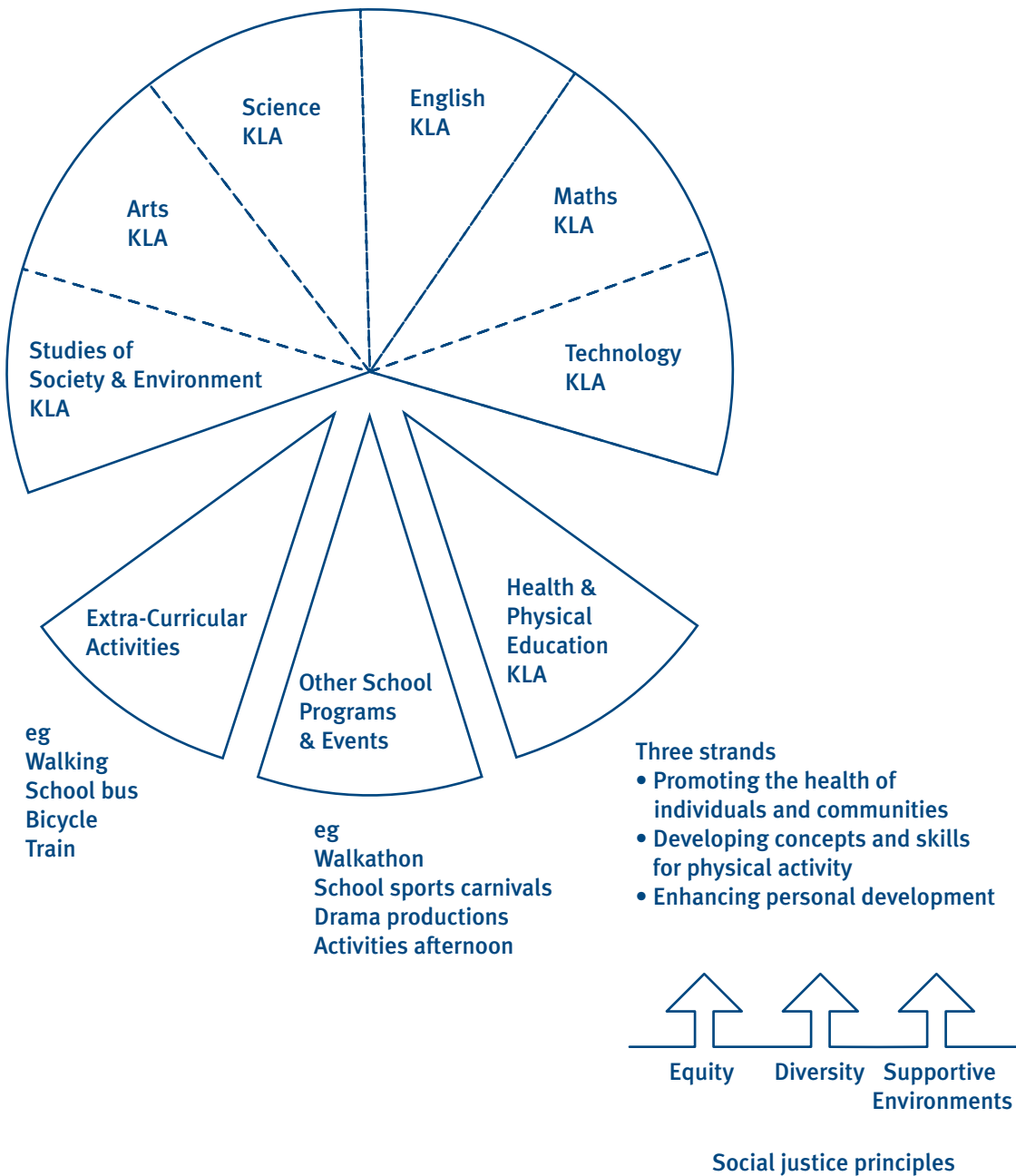
Activity 6 - Physical activity barriers.

Activity 7 - Developing strategies to encourage participation in physical activity.

OHT 2.3 The *Health Promoting Schools* framework



OHT 2.4 Curricular and extra-curricular activities



OHT 2.5 The importance of physical activity for young people

Academic achievement

- Assists with concentration and improved academic performance
- Cognitive benefits
- Improves confidence leading to better achievement in all areas of life

Health

- Reduces childhood obesity
- Reduces risk of developing cardiovascular disease
- Reduces blood pressure
- Decreases stress levels and anxiety
- Improves self-esteem and self-concept
- Reduces depression
- Improves ability to sleep

Growth and Development

- Improved muscular strength
- Development of bone mass
- Improved coordination
- Improved intellectual performance

Fitness

- Improved aerobic endurance

Fun and enjoyment

- Increased socialisation opportunities
- Increased endorphin levels which make you feel good

Improves behaviour

- Reduced tiredness and irritability
- Exercise has the potential to provide a sense of calm in demeanour - physically, emotionally and socially
- Allows children to express themselves physically in open spaces
- Uses excessive energy levels productively
- Decreased involvement in anti-social behaviours (eg smoking)

Transport

- Provides alternative ways to get around - walking, riding, and jogging - to and from school, shop or friend's place.



OHT 2.6 Top five reasons for participation in physical activity for boys and girls

Boys	Girls
<ul style="list-style-type: none">• To keep fit• To keep healthy• To feel good about themselves• To have fun• To spend time with their friends	<ul style="list-style-type: none">• To have fun• To keep fit• To feel good about themselves• To keep healthy• To control their weight

Source: New South Wales Department of Education and Training, 1997.

