

get active  
QUEENSLAND

Support  
an Active  
Learner

Introductory Booklet



Queensland Government  
Sport and Recreation Queensland

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AND GET ACTIVE!

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## What is *Support an Active Learner*?

- *Get Active Queensland Support an Active Learner* is a training package for schools to use to improve parents' and volunteers' confidence and knowledge of physical activity. Trained parents and volunteers are in a much better position to assist teachers and students undertaking physical activity. As *Active Learner* tutors, parents or volunteers may choose to support teachers as they work with students in physical activity or just provide support at home.
- Appropriately qualified school personnel provide the training.
- Parents or volunteers attend a series of training workshops to help them develop:
  - a sound knowledge base of physical activity;
  - effective, useful and relevant skills; and
  - a positive attitude towards physical activity.
- *Support an Active Learner* offers a choice from eight training modules (each from 60 to 75 minutes long) covering the following topics:
  1. Supporting an active learner – expectations, roles and responsibilities
  2. How physical activity works within the school setting
  3. Skills for locomotor activities (eg walking, running, skipping, hopping) and non-locomotor activities (eg balancing)
  4. Large and small ball skills
  5. Other recreation activities including moving with rhythm and creativity
  6. Swimming and water-based activities
  7. Group and team games
  8. Organisational skills for assisting at school events
- The *Support an Active Learner* program does not provide formal coaching qualifications. Participants wishing to pursue coaching qualifications should consult the appropriate organisations listed on the Sport and Recreation Queensland website [www.sportrec.qld.gov.au](http://www.sportrec.qld.gov.au).
- *Support an Active Learner* workshops provide helpful hints on roles and responsibilities, strategies and behaviour management issues for tutors when working with children and young people. At all times the emphasis is on fun, involvement, participation and safety. At no time is the training meant to replace a qualified teacher with a tutor.

### Aims of the program

The overall aim of *Support an Active Learner* is to increase the skill level of parents and volunteers so that they feel more confident to help children and young people with physical activity either in the school or at home.

Other aims of the program include:

- increasing participation by parents and volunteers in a school's physical activity program;
- increasing opportunities for student participation in physical activity within the school or at home;
- increasing support for teachers when teaching physical activity within the school; and
- increasing school-community links.

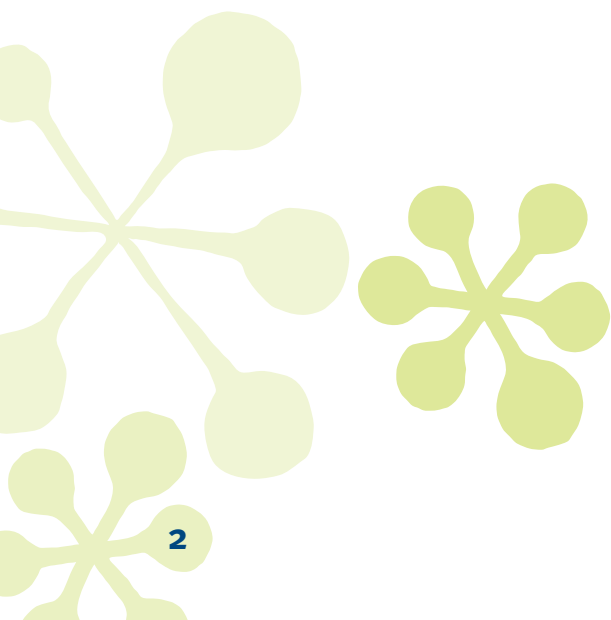
### What is provided in the package?

The *Support an Active Learner* package has five components:

- *Introductory Booklet* – This booklet is provided as a guide to help teachers implement the *Support an Active Learner* program into schools and should be read first. It includes suggestions for determining the type of program suitable for a particular school, gaining the support of parents and volunteers and evaluating the program, as well as a set of masters.
- *Facilitator's Manual* – This manual contains information for the facilitator to gain an understanding of the training workshops to be offered to parents and volunteers and is used when conducting the workshops.

- *Participant's Handbook* – This handbook provides detailed information for parent and volunteer participants and is used as a master for copying the modules for use during the workshops. Participants can retain their copy for further reference.
- *Sportstart: Developing Your Kids' Skills at Home* – *Sportstart* is an Australian Sports Commission booklet providing a practical and easy-to-follow guide for adults wanting to develop children's sports skills at home.
- *Sport It Teacher Resource Manual* – *Sport It* is an Australian Sports Commission program to provide primary school teachers, parents and community volunteers with information and strategies to help them to design and teach developmental motor skills sessions. *Sport It* concentrates on the basic skills of locomotion, ball control, throwing, tracking and trapping, kicking and striking.

The *Introductory Booklet*, *Facilitator's Manual* and *Participant's Handbook* are also available on the Sport and Recreation Queensland website [www.sportrec.qld.gov.au](http://www.sportrec.qld.gov.au).



## Key features of *Support an Active Learner*

1. *Get Active Queensland Support an Active Learner* is based on building stronger links between schools and their communities, particularly with parents and volunteers, who have many skills that can be used to assist schools. Some parents and volunteers are particularly interested in physical activity and *Support an Active Learner* provides an opportunity for them to become physical activity tutors. It also assists parents and volunteers who may be reluctant to be involved in physical activity programs by providing them the opportunity to gain the necessary skills and confidence.
2. Tutors participate only in those components of physical activity within the school in which they have an interest. Through negotiation, the school develops a database of interested and trained tutors who can assist in a consistent and ongoing manner with particular aspects of physical activity. These tutors are welcomed and valued as an integral part of the school's physical activity program.
3. *Support an Active Learner* gives parents and volunteers confidence to assist teachers deliver the physical activity outcomes of the teaching and learning program as well as potentially increasing participation by students in school sport and school carnivals. Parents teaching their children using methods consistent with the school program will in turn bring benefits to the classroom through the reinforcement of skills and attitudes.
4. The program has over-riding themes of fun, motivation and creating interest. A tutor may coach particular students in competitive events but will more usually be involved in working with small groups of students in non-competitive physical activity. Some may want to contribute to the organisation and management of a sporting event. Whatever the involvement, the emphasis of the program is on increasing student participation and skill levels. The program relies on tutors placing a heavy emphasis on enthusiasm, involvement and participation by everyone.
5. Although the program is targeted at developing students' physical skills, the related benefits of regular physical activity and its proven connection with feelings of health and wellbeing are also key messages.

## Implementation of *Support an Active Learner*

It is essential that schools effectively communicate with interested parents and volunteers before running the *Get Active Queensland Support an Active Learner* workshops.

Schools need to be very clear about their expectations and responsibilities when working with parents and volunteers and must remember that parents are giving up their time to work with the school and its children.

Parent contributions cannot be underestimated and many schools would not be able to function effectively without these valuable partnerships. Schools must decide, in consultation with parents and volunteers, which workshops to offer and in what sequence.

The workshop program offered by individual schools will depend on a number of factors including the facilities available, types of activities preferred by volunteers, the amount of time volunteers are prepared to give to training, etc. Some schools may decide not to offer all workshops. Instead, a school may offer workshops 1, 2 and 8 before offering the workshops related to particular skills, for example workshop 4 and workshop 7 before a ball skills unit in term 2, workshop 3 before athletics in term 3, and workshop 6 before swimming in term 4.

The number and order of the workshops can be determined to suit the school community. For more information about the workshops see *Eight training workshops – an overview*.

Schools can demonstrate a commitment to the program by assigning a member of the school staff as the program coordinator. The school and especially the program coordinator need to be clear on the following questions:

- What opportunities are available within the school for parents to contribute to its physical activity programs?
- What information needs to be provided to parents and volunteers?
- What information will need to be provided by parents and volunteers?

- What mechanisms will be used to ensure that there is a match between what parents and volunteers are offering and what the school requires?
- How will the school address issues of confidentiality?
- How will the school address the issue of parents and volunteers wanting to work with their own children?
- What steps will be taken to support and encourage parents and volunteers in working appropriately with young people?
- How might the school address any issues of inappropriate behaviour?
- What are the school's legal responsibilities and how do they differ to those of parents and volunteers?

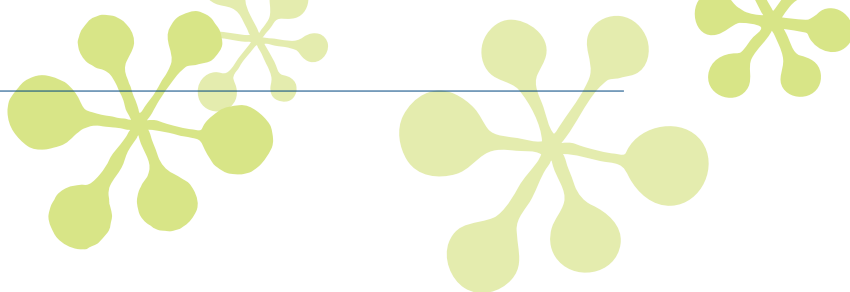
Most of these questions are answered in this booklet, but some must be answered by each individual school according to that school's context. The following masters are provided as samples to assist schools with these decisions and the organisation of the program.

- Master 1 – Expression of interest form
- Master 2 – Workshop formats
- Master 3 – Registration form
- Master 4 – Questionnaire for parents and volunteers
- Master 5 – Evaluation form
- Master 6 – Certificate of completion

## Implementation steps

The following steps set out the approach that schools could follow to implement the *Support an Active Learner* program.

- 
- Step 1**
- A member of the school administration team or key teacher reads the *Introductory Booklet*.
- 
- Step 2**
- A member of the school administration team invites interested staff to meet and discuss the feasibility of the program being implemented in the school.
  - Once staff members agree, a coordinator is appointed to oversee the program in the school.
  - A notice is inserted in the school newsletter calling for expressions of interest (EOI) from parents and volunteers (see Master 1 – Expression of interest form) and the P & C (or equivalent group) is informed and invited to be involved.
- 
- Step 3**
- EOI forms from parents and volunteers are collated and made available to relevant personnel.
  - If required, follow school procedures to conduct *working with children checks*.
  - Interested staff discuss possible format of training (see Master 2, Workshop formats)
  - Ideally, a qualified Health and Physical Education (HPE) teacher is appointed workshop facilitator and reads the *Facilitator's Manual*. The specialist can be from your school or, through discussion within your school cluster, could be “borrowed” from a school nearby. If no specialist is available, the most qualified person in the opinion of the principal should be appointed. In this case, the school could seek assistance from local sport and recreation providers.
  - The facilitator organises all that is required to run the training program.
  - A registration form is sent home to parents to register for the training (see Master 3 – Registration form).
  - Based on feedback from parents and volunteers, the training format is decided.
  - A registration list is compiled and adequate numbers of the *Participant's Handbook* are prepared.
- 
- Step 4**
- Parents and volunteers undergo the training program.
  - Administration, classroom teachers and physical education specialist teachers (where available) consider ways that they might utilise the *Support an Active Learner* tutors in the school.
  - A database is established of potential times/places where assistance is required.
- 
- Step 5**
- The coordinator may choose to send out a questionnaire (see Master 4 – Example questionnaire for parents and volunteers) to determine parents' attitudes and ideas about physical activity in the school.
  - The coordinator collates responses and shares these with teachers and *Support an Active Learner* tutors.
  - The coordinator develops a schedule of classes or times when tutors may assist with physical activity in the school.
  - Tutors attend physical activity sessions and assist teachers and students.
- 
- Step 6**
- An evaluation of the program is conducted to ascertain where problems may be occurring and to celebrate successes (see Master 5 – Evaluation form).
  - The school provides certificates to parents and volunteers who have completed a workshop (see Master 6 – Certificate of completion).



## Eight Training Workshops – an overview

### Workshop 1 – Supporting an active learner – expectations, roles and responsibilities

In this workshop participants consider:

- roles and responsibilities of the volunteer; and
- the physical activity ‘classroom’ and how it is different from a regular classroom.

### Workshop 2 – How physical activity works within the school setting

Workshop 2 focuses on an understanding of the:

- importance of physical activity in the lives of young people, and ways young people can be supported in physical activity;
- concept of physical activity within a socio-cultural context;
- 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; and
- terminology in physical activity programs.

### Workshop 3 – Skills for locomotor and non-locomotor activities

In Workshop 3 participants learn about working with young people to improve two of the fundamental skills of physical activity – locomotor and non-locomotor skills. Locomotor skills occur when the body travels from one place to another, either across a surface or through space. This would include walking, running, crawling, rolling, swimming, skipping, hopping or jumping. Non-locomotor skills require the body to perform a skill whilst remaining in one spot. For example, this may include balancing on various body parts, pivoting with one foot planted, wiggling the body with the feet planted firmly on the ground, or practising a golf swing without moving the feet.

### Workshop 4 – Large and small ball skills

In this workshop participants explore the skills required for one of the most common pieces of equipment included in many sports, games or physical activities – the ball. Participants learn how to manipulate the ball using hands, feet, a racquet or stick.

### Workshop 5 – Other recreation activities including moving with rhythm and creativity

Workshop 5 provides participants with an overview of some of the skills required for recreation activities that may be available to young people such as yoga, tai chi, aerobics and dance.

### Workshop 6 – Swimming and water-based activities

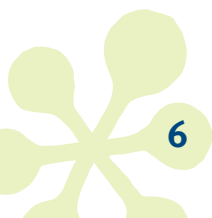
In this workshop, participants have the opportunity to learn some of the skills necessary to support young people as they practise stroke development and are involved in water-based games.

### Workshop 7 – Group and team games

During this workshop, participants learn skills to assist young people effectively participate in team games, sports or activities. In particular, participants learn about selection of teams, ways to organise teams to ensure maximum participation and cooperation, and skills and strategies in team events.

### Workshop 8 – Organisational skills for assisting at school events

This workshop provides participants with skills to assist at school events such as swimming and athletics carnivals and community events such as fun runs. Participants learn about basic organisational skills such as how to run a round robin event. Selection of workshop content will depend on the facilities and events that are available within the school and community.



# Roles and responsibilities

All members of the *Get Active Queensland Support an Active Learner* program, whether part of the administration team, a teacher, parent or volunteer must be willing to negotiate the areas of physical activity to be developed. They must also adhere to all relevant laws and sector and school policies regarding aspects such as workplace health and safety, child protection, anti-discrimination and duty of care.

*Support an Active Learner* will be most successful in schools where communication is open and frank and everyone involved is clear on their roles and responsibilities.

## Role of the school

### Support *Active Learner* tutors

For *Support an Active Learner* to be effective, the school must ensure that parents and volunteers are working where and when they are most needed and can be of most assistance. The school will need to make it clear to the parents and volunteers, those times, classes, teachers or activities that are in most need of support.

The school must identify, plan and provide opportunities for parents and volunteers to participate in its physical activity programs. The support given by parents and volunteers will be most effective if it is over a period of time so that the tutor is able to witness improvements in the young people.

It is important for the school to build up trust and open, honest communication between the school personnel and the parents and volunteers.

The school must also genuinely demonstrate an appreciation of the commitment and time given by the parents and volunteers to the school. For example:

- awarding a *Support an Active Learner* tutor certificate and name badge in public forums such as school assemblies (see Master 6 – Certificate of completion);
- providing “thank you” morning teas (especially after large events such as swimming carnivals);
- arranging public “thank you” messages through the school notice board and providing parking bays (if appropriate).

### **Working with children check for volunteers**

*Support an Active Learner* may involve volunteers from the wider community working with children in physical activity. Schools need to be aware of the legislation regarding volunteers working with children. This legislation, which aims to protect children from harm and promote their wellbeing, is the responsibility of the Commission for Children and Young People.

An important child protection initiative of the Commission is the *working with children check*.

The *working with children check* involves a detailed assessment of a person’s suitability to work with people under the age of 18 years based on the person’s criminal history, if any.

From 1 May 2002, all volunteers who work in schools are required to undergo a criminal history check. Parent volunteers who provide services or conduct activities at a school in which their child is enrolled are exempt. A parent of a child is the child’s mother, father or another adult who has parental responsibility for the child.

It is the school’s responsibility (ie the program coordinator) to apply to the Commission for Children and Young People for a suitability notice for a volunteer prior to their appointment or engagement. The coordinator must sight original identifying documents proving the applicant’s identity. The proof of identification documents are listed on the application form. Volunteers are required to complete their personal details on the application form and consent to the criminal history check.

If the applicant is deemed suitable by the commission they are issued with a suitability card or “blue card”.

For further information on the *working with children check* and the application form, visit the Commission for Children and Young People’s website [www.childcomm.qld.gov.au](http://www.childcomm.qld.gov.au) or call (07) 3247 5145 or freecall 1800 113 611.

## Specific roles and responsibilities of team members

(Adapted from ACHPER Advocacy Kit p 14)

### Administration team

- Provides support and resources to the coordinator, teachers and tutors as required.
- Provides advice on all aspects of the program.
- Acts as a focus point for all parent communication.

### Coordinator

- Keeps all staff informed about program elements.
- Liaises with the administration team about all program elements.
- Places relevant notices and registrations in the school newsletter.
- Collects and collates responses from parents and communicates these to the staff directly involved.
- Coordinates which tutors will work with which teachers and when.
- Conducts ongoing evaluation and decides, in consultation with others, on any changes that need to be made to the program.

### Workshop facilitator

- Reads the *Facilitator's Manual* carefully and is certain of content, format and requirements for each workshop.
- Delivers workshops with enthusiasm, modeling the main themes of fun, involvement, participation and safety while developing skills and knowledge.
- Ensures parents and volunteers feel welcome and valued in the workshops.
- Keeps a roll of workshops completed by each of the participants.
- Checks for understanding before proceeding with each step of the workshops.
- Answers questions as they arise and provides ongoing advice to participants.

### Teacher

- Answers questions as they arise and provides ongoing advice to tutors.
- Works closely with the administration team and the coordinator to make the tutor feel welcome and valued within the physical education class.
- In consultation with the tutor, agrees on specific activities that will be undertaken by the tutor with specific groups in the class.
- Assists and supports the tutor with all aspects of their work with young people.
- Maintains direct and proper control over the class and at no time leaves the tutor alone with young people.
- Provides positive feedback on aspects of the tutor's work.
- Communicates to the coordinator and the administration team any issues or difficulties that may arise.
- Assists in evaluation of the program.

## Role of parents and volunteers (Active Learner tutors)

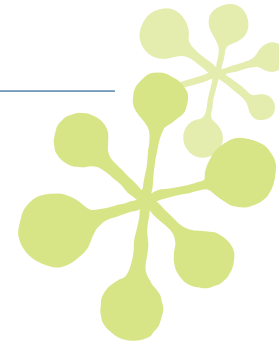
Support an Active Learner tutors are encouraged to participate in as much of the program as they can. Some tutors may feel comfortable to take part in the swimming lessons and the swimming carnival of the school and may offer to coach a squad or individual swimmers. Some tutors may feel more comfortable to assist in events like the Heart Foundation's *Jump Rope for Heart*, assist with coaching a school team or some similar extra-curricular activity. Some tutors may have a particular skill in a ball game or team sport. What will be important for consistency and to ensure success, is that parents and volunteers make a commitment to provide assistance over an extended period of time.

Some participants will only be able to work with their own child within the home environment.

## Specific roles and responsibilities

(Adapted from ACHPER Advocacy Kit p 14)

- Encourage and motivate all young people to participate.
- Constantly encourage and give positive feedback to young people. Don't compare them with older or younger siblings or peers.
- Be an active role model, so young people identify with healthy life style choices and feel good about themselves in physical activity.
- Support the class teacher when and as directed and never stay alone with any students.
- Work with the teacher to provide specific advice on strategies or activities that can assist to rectify identified problems occurring for particular students.
- Work with the teacher to determine whether the program has an appropriate level of competition. (Competition in itself is not bad, but the children and young people must understand that winning is not the only outcome to be achieved. Success is not equivalent to winning, rather success is enjoyment and the feeling of achievement.)
- Work with the teacher to determine if the sport or activity is appropriate for the young people's age or stage of development.
- Communicate effectively with young people and create a positive environment in which to learn – does not tolerate “put-downs” by anyone.
- Display appropriate student behaviour management techniques when required.



## Why implement *Support an Active Learner*?

Queensland schools have a rich history of parent participation and volunteering. Many parents attend the tuckshop or perhaps the uniform shop. Other parents may assist within the library or in the computer laboratory. Following previous similar programs, many parents are now *Support a Reader* tutors, *Support a Writer* tutors or *Support a Maths Learner*, *Number* tutors. These parents are willing to work with individual students or small groups of students to assist them with a particular aspect of their learning.

All these parents are actively involved in their school and willingly give of their time because:

- children want to see their parents at school;
- parents want to know what their child is doing at school, who their friends are, what the teacher is like, what the classroom is like, what the curriculum is like;
- parents have particular skills and feel that they can be of assistance to the school;
- parents develop a sense of usefulness and connection with their child's school when they are part of a volunteer program; and
- parents gain skills and knowledge that they will be able to use to assist their own children at home.

Schools from the state, catholic and independent sectors across Queensland are working hard to forge stronger links with their whole school community and especially with their parents. Schools appreciate the difference that parents make. Parent contributions cannot be underestimated and many schools would not be able to function effectively without these valuable partnerships.

Good quality physical activity is an essential element in the growth and development of children and young people and the *Get Active Queensland Support an Active Learner* program provides schools with the tools to provide more and better physical activity experiences for students.

The benefits of children and young people 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.

Australian Bureau of Statistics April 2000 data indicates that Queensland children aged five to 14 years have the lowest participation rates (58.7%) 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>11</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.

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>2</sup>.

\* *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).*

## Benefits of physical activity

Research shows that regular physical activity:

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

## Benefits of *Support an Active Learner*

**For parents and volunteers** *Support an Active Learner* provides opportunities to:

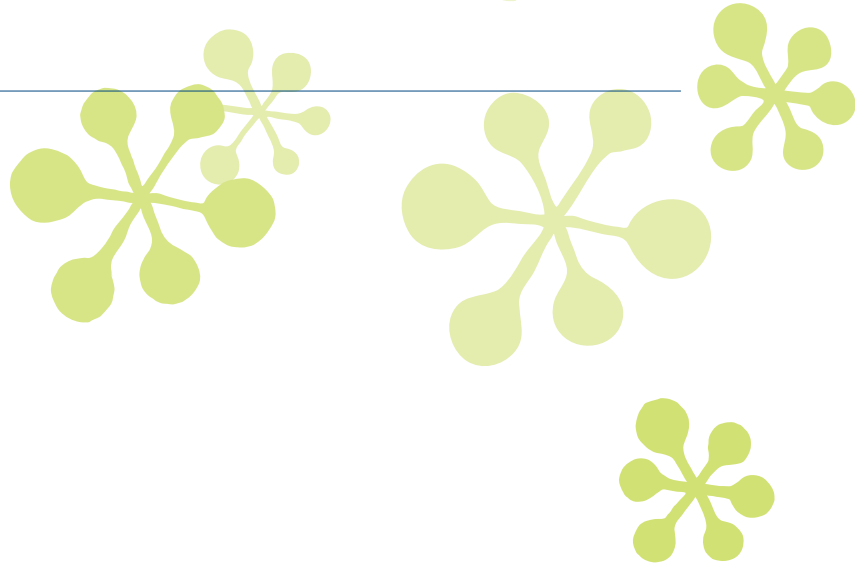
- gain the skills, knowledge and confidence to assist in a school's physical activity program or to assist their own children at home;
- be involved in what their child is doing at school, who their friends are, what the teacher is like, what the classroom is like, what the curriculum is like;
- use their particular skills and feel that they can be of assistance to the school;
- develop a sense of usefulness and connection with their child's school;
- make a difference not just by being in school but by bringing their attitudes and values to young people;
- work with individual students or small groups of students to assist them with a particular aspect of their learning; and
- complement their work with similar programs such as *Support a Reader*, *Support a Writer* or *Support a Maths Learner, Number*.

**For students** *Support an Active Learner* provides opportunities to:

- improve their physical activity skills;
- increase their motivation to participate further as a result of experiencing success;
- increase their participation in physical activity; and
- interact with their parents at school.

**For schools** *Support an Active Learner* provides opportunities for:

- teachers (whether class teachers or physical education specialists) to be assisted in a wide variety of settings involving physical activity by parents and volunteers who have the required skills, knowledge and confidence;
- individuals or small groups of young people to receive additional physical activity support to meet their individual needs;
- developing stronger links with the whole school community and especially with parents and volunteers; and
- contributing to the *Health Promoting Schools* framework.



## **Health Promoting Schools – a whole school approach to physical activity**

By implementing *Support an Active Learner* schools are reinforcing a whole school approach to physical activity. A health promoting school strives to create a healthy place to work and play for all in the school community and features the three interconnecting elements of:

1. curriculum, teaching and learning;
2. ethos and environment; and
3. partnerships and services.

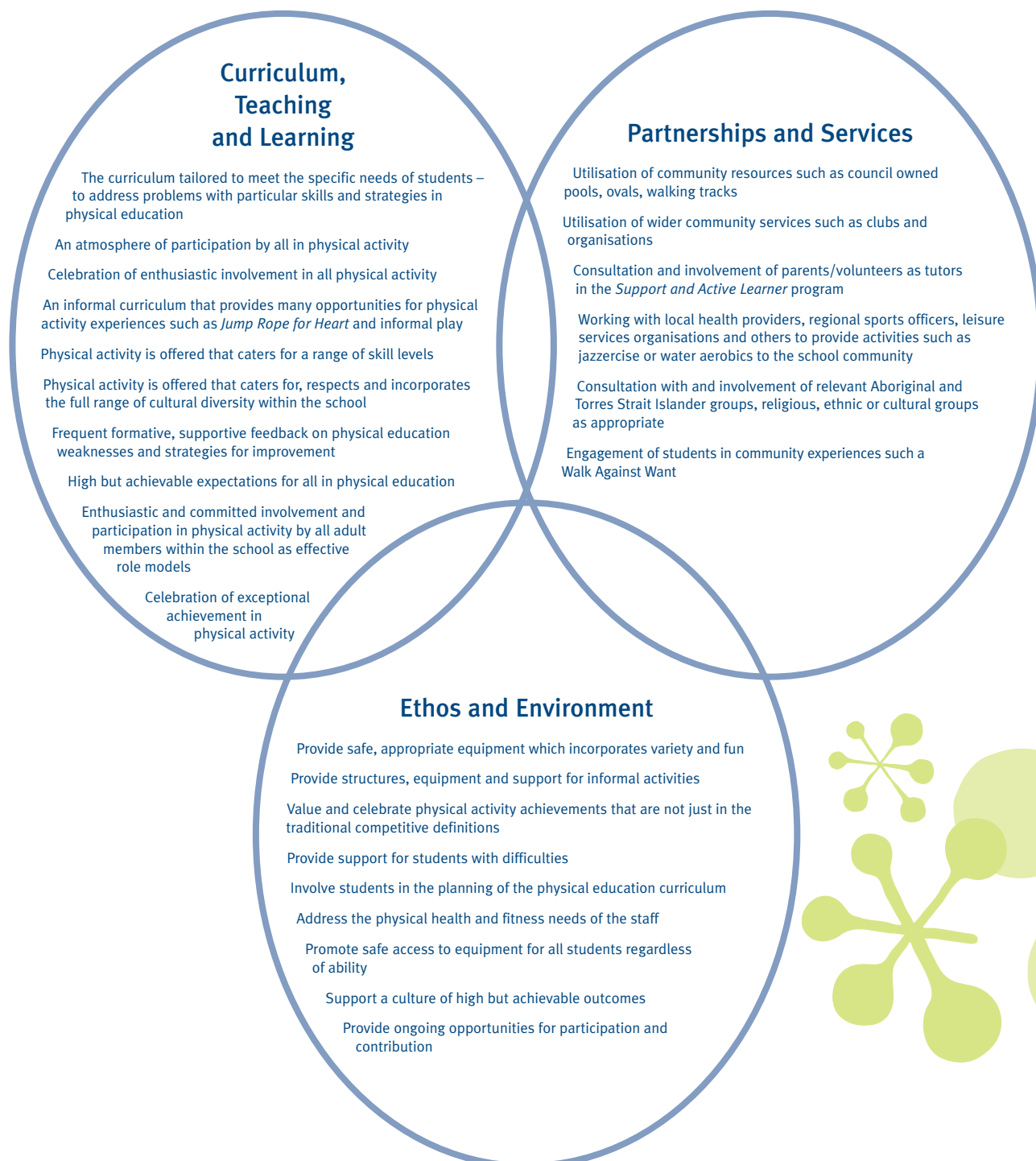
The *Health Promoting Schools* framework is shown on page 13. The three interlocking circles demonstrate the connections between each element.

Within each element, specific references are made to the contribution of *Support an Active Learner* to that element. For example, within the element of *ethos and environment* it is important that a school provides safe, appropriate equipment that incorporates variety and fun. Appropriate equipment will assist in the success of the program.

*Support an Active Learner* contributes to each facet of the health promoting schools approach by:

- Encouraging parents and volunteers to find out about the role of physical activity within the curriculum. Parents and volunteers are supported in their ability to assist teachers in delivering effective physical education classes if and when required.
- Recognising the range of physical activity programs that take place within the school, considering how these programs are supported by school policies and principles, and ensuring that young peoples' experiences of physical activity occur within a supportive physical and social environment.
- Engaging members of the community to assist in the running of physical activity programs within the school.

# The *Health Promoting Schools* framework



## Cultural and social contexts – diversity, equity and supportive environments

*Get Active Queensland Support an Active Learner* emphasises physical activity and participation for all. Students with elite abilities are catered for in other programs but are not excluded by the *Support an Active Learner* program. The reluctant student or the student experiencing particular difficulties or the student with poor skills in physical activity can also benefit from working with an *Active Learner* tutor. In working with young people it is critical that the tutor displays a willingness to participate themselves and that the priority of the learning experience is fun, enjoyment and inclusion. Depending on the school, there will be students with diverse needs who may require particular programs or activities.

As an example, boys and girls, as they develop have a range of issues. It can be extremely difficult for some students to explain why they cannot participate in swimming or other activities on some days. Such students can still be made to feel part of the class and involved by perhaps doing timekeeping, acting as a stroke critic or in other support duties.

The school should be especially considerate of the needs of girls from some cultural and religious groups. Parents and community members are often the best guide as to what is acceptable. In some groups, physical education with boys present would not be acceptable. In some groups, the physical education uniform may not be acceptable. The school must be prepared to forge links with the families and influential members of these communities to determine what is appropriate and what the school can do to ensure that students are comfortable. In some cases it may be necessary to examine strategies for different groupings of students during physical education lessons and the school should make such arrangements.

For students with physical disabilities, physical activity is often of more importance than for other students. There are many resources that assist schools to be inclusive of such young people. *Give it a Go: Including People with Disabilities in Sport and Physical Activity* (Australian Sports Commission 1997) is one of the best of these and is highly recommended.

Schools have to be particularly mindful of young people from lower socio-economic sectors of society as these young people “participate in fewer community based physical activity programs than young people from middle and upper socio-economic sectors. For many young people, school based physical activity programs offer the only opportunity for developmentally appropriate, regular physical activity” (Kirk D. et al, 1996 in the ACHPER Advocacy Kit p 9). Lower socio-economic groups in Australia bear a greater burden of disease according to the Australian Institute of Health (1988) (ACHPER Advocacy Kit p 9). This provides a compelling reason why a daily physical activity program should be considered by schools – this may be the only physical activity some young people get.

Aboriginal and Torres Strait Islander people also carry an unfair proportion of the disease burden in this country and have mortality rates four times greater than other Australians (ABS, 1997 in the ACHPER Advocacy Kit p 15). “Indigenous people because of their place in the political, legal, economic and social systems, have rarely had access to golf courses, cricket clubs or squash courts. On settlements and missions, where most of their community lived, there has been limited grass, pools, gyms, tracks, nets, coaches and other forms of infrastructure that accompany physical activity. These historical, structural and institutional factors have directly impacted on Indigenous Australians’ understanding of and access to better health outcomes through physical activity” (ACHPER Advocacy Kit p 15). Indigenous parents have the same aspirations for their young people as other Australians and they also share the same sense of the importance of physical activity to the healthy development of their young people. Where they differ from non-Indigenous Australians is that they recognise and value the importance of free play as a legitimate component of physical activity. Because free play is valued by Aboriginal and Islander communities, schools should endeavour to allow students such times as part of their physical activity program.

**The *Facilitator’s Manual* should now be consulted to gain an understanding of the training workshops that can be offered to parents and volunteers.**

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# ***Get Active Queensland Support an Active Learner*** **Masters**

**Master 1** Expression of interest form

**Master 2** Workshop formats

**Master 3** Registration form

**Master 4** Questionnaire for  
parents and volunteers

**Master 5** Evaluation form

**Master 6** Certificate of completion

# Get Active Queensland Support an Active Learner

## Expression of interest form

..... is interested in developing a list of parents and volunteers who are willing to be involved in assisting with aspects of physical activity either within the school or at home. This might mean working with a teacher in a physical activity class, being involved in assisting at a sports carnival, or working with students on an activity such as the Heart Foundation's *Jump Rope For Heart*.

If you are interested in any aspect of physical activity and would like to volunteer your time, even just for one event per year, then please complete the form below and return it to your child's teacher. As a volunteer you will make a real difference to the young people you work with and we are always very grateful for the support provided.

*Please note:*

Volunteers who work in schools are required to undergo a criminal history check.

Name \_\_\_\_\_

*Please indicate with an 'x' whether you are a volunteer or a parent volunteer (mark one only)*

- Volunteer  
 Parent of a child enrolled in the school

Name of my oldest child at school and class (if applicable) \_\_\_\_\_

*Please indicate with an 'x' those that are applicable*

- Yes, I am interested in having my name on a list of parents and volunteers willing to assist with the development of aspects of physical activity.

*I am particularly interested in the following:*

- Assisting the class teacher with physical education lessons  
 Assisting with swimming lessons or the swimming carnival  
 Assisting with the athletics carnival  
 Assisting with extra-curricular activities such as *Jump Rope For Heart*  
 Assisting with coaching a team after school  
 Assisting with physical activity during lunchtime  
 Assisting my own child at home  
 Other

I have particular skills in \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_



# Get Active Queensland Support an Active Learner

## Workshop formats

The number of workshops offered would be determined by the school, in consultation with the parents, and dependant on the needs of the teaching and learning program, the number and timing of carnivals, the areas of interest, and availability of facilities.

Model 1	Model 2	
<p><b>A whole day of workshops – perhaps on a Saturday</b></p>	<p><b>2.5 hours each day for up to four mornings or afternoons – covering 2 workshops in each session</b></p>	<p><b>1.25 hours each day for up to eight mornings or afternoons – covering one workshop in each session</b></p>
<p><b>Benefits</b> of this model are that the workshops:</p> <ul style="list-style-type: none"> <li>could be run close to or just prior to the parent or volunteer being required;</li> <li>could be offered on one day to encourage participants to cover all eight workshops; and</li> <li>could be offered to working parents particularly those wishing to assist their own children at home.</li> </ul>	<p><b>Benefits</b> of this model are:</p> <ul style="list-style-type: none"> <li>participants may not have child-minding issues if the workshops are offered during school time;</li> <li>participants have time to consolidate their knowledge, do home tasks (perhaps practise with their young people), or find and refer to supporting resources if they are interested; and</li> <li>Modules can be offered throughout the year immediately prior to the relevant unit being delivered.</li> </ul>	
<p><b>Disadvantages</b> of this model are:</p> <ul style="list-style-type: none"> <li>this would be a very long day for the facilitator and for those choosing all workshops;</li> <li>participants would be required to move between venues such as the oval and the pool and this might involve travel;</li> <li>child-minding issues would mean that some potential participants could not be involved; and</li> <li>there would be some “comings and goings” as participants attend only those workshops they are interested in – this discontinuity and disruption could be unsettling.</li> </ul>	<p><b>Disadvantages</b> of this model are:</p> <ul style="list-style-type: none"> <li>the school would have to provide training and if this is during school time added costs would be incurred in teacher release;</li> <li>planning would be required to ensure that parents and volunteers are ready to be of assistance when required. For example swimming carnivals are often early in the school year and so parents and volunteers would have to be trained the year before;</li> <li>participants may drop out, lose interest or become occupied with other things before workshop 8 is offered; and</li> <li>may preclude participation by those working parents who wish to learn how to assist at home.</li> </ul>	



# Get Active Queensland Support an Active Learner

## Registration form

..... would like to offer training to parents and volunteers who may be interested in becoming *Support an Active Learner* tutors. The *Support an Active Learner* program aims to give interested parents and volunteers the skills to be able to assist students in the school's physical activity programs. Tutors will be required to complete a number of training workshops offered by the school. Tutors may choose to simply work at home with their own child and do not have to make a commitment to volunteering to assist teachers.

Anyone interested in the importance of physical activity in the development and wellbeing of our young people, and who has some time to spare, is strongly encouraged to register for this training. Teachers will be grateful for any extra support that can be provided during physical activity sessions and young people will be particularly grateful for any assistance that can be given to support them.

Please return the completed form to your child's teacher.

*Please note:*

Volunteers who work in schools are required to undergo a criminal history check.

**YES, I would like to participate in the training workshops to become a *Support an Active Learner* tutor.**

Name \_\_\_\_\_

*Please indicate with an 'x' whether you are a volunteer or a parent volunteer (mark one only)*

- Volunteer  
 Parent of a child enrolled in the school

*I would prefer the following (please mark one only)*

- A whole day training. My preferred day is \_\_\_\_\_  
 Four workshops of 2.5 hours each, preferably on \_\_\_\_\_ each week.  
 Eight workshops of 1.25 hours each, preferably on \_\_\_\_\_ each week.

*I am particularly interested in attending the following workshops (please mark with an 'x')*

1. Supporting an active learner – expectations, roles and responsibilities  
 2. How physical activity works within the school setting  
 3. Skills for locomotor activities (eg walking, running, skipping) and non-locomotor activities (eg balancing)  
 4. Large and small ball skills  
 5. Other recreational activities including moving with rhythm and creativity  
 6. Swimming and water based activities  
 7. Group and team games and activities  
 8. Organisational skills for assisting at school events

Signature \_\_\_\_\_ Date \_\_\_\_\_

# Get Active Queensland Support an Active Learner

## Questionnaire for parents and volunteers

The Australian Council for Health, Physical Education and Recreation (ACHPER) recently published a document supporting more involvement by parents and the broader community in the physical activity of young people.

“It seems that it is not so much a matter of convincing teachers or parents that physical activity is valuable to young people’s lives, but rather to provide opportunities and programs that meet the needs of all young people, understanding that those needs are diverse and may vary for different groups of young people and for different young people within those groups.”  
(ACHPER Advocacy Kit p 9)

\_\_\_\_\_ is particularly interested to know what parents and volunteers think about the importance of physical activity and what we can do to encourage more children and young people to undertake physical activity\*. Please take the time to complete the questions below and return to your child’s teacher.

1. How important do you think physical activity is to the health, development and wellbeing of young people?

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2. In our school, what physical activity needs do you think there are among groups of young people?

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3. What parts of the existing school physical activity program do you think are the most valuable for our students?

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4. What physical activity opportunities / programs not currently offered at the school do you think should be provided?

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Thank you for taking the time to complete our survey.

\* 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).

# Get Active Queensland Support an Active Learner

## Evaluation form

1. Briefly outline how, as a tutor or teacher, physical activity sessions are different now that the *Support an Active Learner* program has been introduced.

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2. Briefly outline specific examples of how young people have responded to having a *Support an Active Learner* tutor available either in the class or at home.

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3. What could the school do to improve the work being undertaken by *Support an Active Learner* tutors?

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4. In what ways can the school be sure of the success of the *Support an Active Learner* program?

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5. Provide reasons why you would or would not recommend the *Support an Active Learner* program to other schools.

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Thank you for your time.





***Get Active Queensland***  
***Support an Active Learner***

**Certificate of completion**

**Presented to**

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who has completed the following modules from the  
*Support an Active Learner* program:

- 1. Supporting an active learner – expectations, roles and responsibilities
- 2. How physical activity works within the school setting
- 3. Skills for locomotor activities (eg walking, running, skipping)  
and non-locomotor activities (eg balancing)
- 4. Large and small ball skills
- 5. Other recreation activities including moving with rhythm and creativity
- 6. Swimming and water based activities
- 7. Group and team games
- 8. Organisational skills for assisting at school events

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*Principal*

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*Physical Activity Coordinator*

