

Daily Physical Activity

A Guide for Schools





Queensland
Government

Minister's message



The Newman Government is determined to ensure more Queensland children are getting active and involved in sport each day and as a teacher you play a vital role in helping students achieve this target.

By getting kids involved in sport and exercise now, you are helping them to develop good habits for a healthier future. You are helping them build sound foundations for perhaps the most important aspect of their lives – their health and wellbeing.

The Newman Government is committed to supporting you with curriculum-based activities to help your students get more active, more often.

The *Daily Physical Activity – A Guide for Schools* provides you with ideas to use in your lesson plans and activities which can be mixed and matched to suit the needs and abilities of your students.

The task of educating students about the value of regular physical exercise is one of enormous importance – and one in which you as a teacher have a central role to play. I am confident the *Daily Physical Activity – A Guide for Schools* will help instil a whole new generation with the virtues of being fit, active and healthy.

HON STEVE DICKSON MP

Minister for National Parks,
Recreation, Sport and Racing

Daily Physical Activity – A Guide for Schools

Disclaimer

This publication has been compiled to provide a guide to primary and secondary school teachers, and is distributed by the Department of National Parks, Recreation, Sport and Racing (DNPRSR) as an information source only. It should not be treated as an exhaustive statement on the subject.

While DNPRSR believes that this publication will be of great assistance to its readers, it is provided on the basis that recipients will be responsible for making their own assessment of the topics discussed herein.

DNPRSR makes no representations, warranties or conditions of any kind in relation to fitness for a particular purpose, non-infringement, and the contents or accuracy of the information contained in this publication.

To the full extent permitted by applicable law, DNPRSR expressly disclaims all liability for, errors or omissions of any kind whatsoever (whether negligent or otherwise), and for any loss, damage or other consequence whatsoever which may arise from any person relying on the material contained in this publication.

The publication is provided on the understanding that DNPRSR is not engaging in rendering any legal or other professional service. Recipients are encouraged to seek independent advice if they have any concerns about the material contained in this publication.

Copyright

The State of Queensland Department of National Parks, Recreation, Sport and Racing (DNPRSR) 2012.



The Queensland Government supports and encourages the

dissemination and exchange of its information. The copyright in this publication is licensed under a Creative Commons Attribution Non-Commercial No Derivatives 3.0 Australia (CC-NC-ND) licence. To view this licence, click the icon or visit <http://creativecommons.org/licenses/by-nc-nd/3.0/au/deed.en>.

Under this licence you are free, without having to seek permission from DNPRSR to copy, distribute and communicate (on line) this publication but only in whole and “as is” without adaption or the making of any derivative (new) publications from it. You must not commercialise the work (NC) including by imposing any licence fees or royalty payments in making the work available to others. You must keep intact all copyright notices (as indicated by the copyright symbol ©), and you must attribute the Department of National Parks, Recreation, Sport and Racing as the source of the publication.

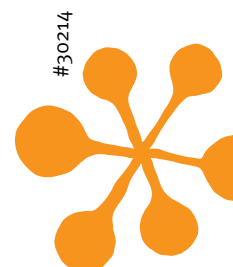
The publication may contain images and content for which other copyright conditions and permissions may apply: refer to the copyright use terms relevant to that image/content or contact the author or publisher.

For permissions beyond the scope of this licence contact:

Director
Department of National Parks, Recreation,
Sport and Racing
Community Programs
PO Box 15187
Brisbane City East, QLD 4002

Telephone: 1300 656 191
Facsimile: (07) 3247 3611

Email: communityprograms@nprsr.qld.gov.au
Website: www.nprsr.qld.gov.au



Why daily physical activity?

1.1 Introduction

Australian Bureau of Statistics April 2006 data indicates that Queensland children aged 5 to 14 years have the second lowest participation rates (60.9%) in organised sport and physical activity outside school hours, in Australia¹.

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)².

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

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

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

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)⁴. Increased physical activity has a significant impact on weight control problems, an increasing concern in Australia and a condition that impacts on children's success in performing physical activities.

There is overwhelming evidence of the physical, social, mental, environmental and economic benefits that can be achieved by increasing the levels of moderate physical activity of our community. Changes in behaviours such as inactivity and their social, economic and environmental context are part of the core of all disease prevention strategies⁴. More than 50% of Queenslanders are overweight or obese, with the prevalence of these cases steadily increasing over the past few decades. Increased physical activity and healthy eating are principal means for addressing this problem.

Research shows that regular physical activity:

- **creates a more positive school climate.** Students are less aggressive and experience fewer discipline problems (CAHPERD)⁵.
- **is positively associated with increased educational aspirations.** This is even stronger with students from disadvantaged groups (Kerr, 1996)⁶.
- **is positively correlated with improvements in subjects** such as mathematics (Sallis et al., 1999)⁷.
- **leads to students being more productive,** more motivated, better organised and more effective in learning and performing tasks (Kidd, 1999)⁸.
- **improves self-esteem and self-concept in children** and contributes to a reduction in depressive symptoms, stress and anxiety (McKay et al., 1996)⁹.
- **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)⁶.
- **decreases the amount of vandalism,** mischief, petty crime and other negative behaviours in the community (Norrie and Mustard, 1999)¹¹.

* 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)¹⁰



- **enhances social and moral development** (Shields and Bredemeier, 1994)¹² and (Sage, 1986)¹³.

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

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

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

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

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

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

1.2 Aims

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

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

1.3 How to use this guide

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

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

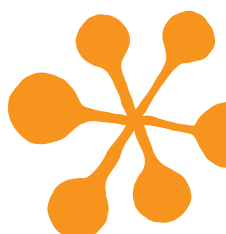
Section 2 contains ideas to help you 'spread the word' among your fellow teachers and the school community and easy-to-follow guidelines to help get daily physical activity up and running in your school.

Section 3 contains tips on teaching in the outdoor classroom.

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

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

Section 6 contains references.



1.4 Links to the school curriculum

Daily physical activity provides a variety of ways to achieve the outcomes expected in the delivery of the school curriculum, in an active way.

The following provides an overview of how daily physical activity links to the curriculum.

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

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

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

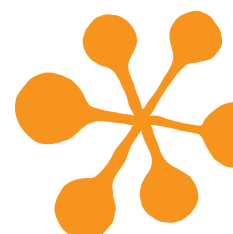
The Essential Learnings provide direction for what will be taught and how students will work with knowledge so that they are able to build and transform knowledge. The Essential Learnings clearly describe the key concepts, facts, procedures and processes that support complex problem solving, critical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

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



1.4.2 Health and Physical Education (HPE) Essential Learnings

Physical Activity		
	Knowledge and understanding	Some examples of how students could demonstrate what they know and can do
By the end of year 3	Fundamental movement skills are foundations of physical activity.	<ul style="list-style-type: none"> • Demonstrates increasing confidence in a range of movement skills (e.g. underarm and overarm throw, catch and kick, skips a rope turned by self or others, bouncing a ball, leaping and dodging). • Demonstrates good body management skills (e.g. moving through, over and around equipment, other participants, at different levels and on different surfaces, travelling forward, sideways or backwards and changing direction quickly and safely) in dynamic situations.
By the end of year 5	Fundamental and simple specialised movement skills are elements of physical activity.	<ul style="list-style-type: none"> • Demonstrates coordinated performance of movement skills (e.g. kick, overarm throw, forehand strike, two-hand side-arm strike) through and around obstacles and in modified games (e.g. soccer, basketball and football). • Performs a complex sequence involving travel, rolling, balance and weight transfer with smooth transitions and changes of direction, speed and flow.
By the end of year 7	Fundamental and specialised movement skills, movement concepts, tactics and strategies are elements of physical activity.	<ul style="list-style-type: none"> • Demonstrates increasing confidence and competence in a range of specialised individual and team movement skills (e.g. serve and dig, dribbling and lay-up, serve and volley) in modified games. • Demonstrates confident use of common offensive tactics across different games (e.g. alternating the speed and direction of the ball, invasion-fakes, give and go, backing up other players, staying between an opponent and the goal).
By the end of year 9	Regular active and purposeful participation in physical activity promotes health and wellbeing and supports the achievement of goals.	<ul style="list-style-type: none"> • Self-assesses their level of fitness and develops a plan for maintenance or improvement using fitness components (e.g. heart-lung capacity, agility, balance, coordination, power, reaction time, speed) and various training principles (e.g. overload, progression, specificity, FITT). • Evaluates the success of community programs developed to encourage various groups with differing needs to participate in physical activity.



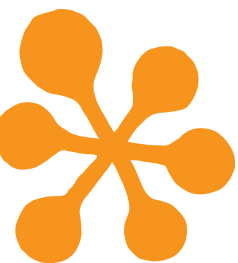
QCAR Capabilities

The QCAR Capabilities represent the skills needed for success at school and in life beyond school.

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

Each category consists of three generic capabilities:

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



1.4.3 Links to Health Promoting Schools

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

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

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

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

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

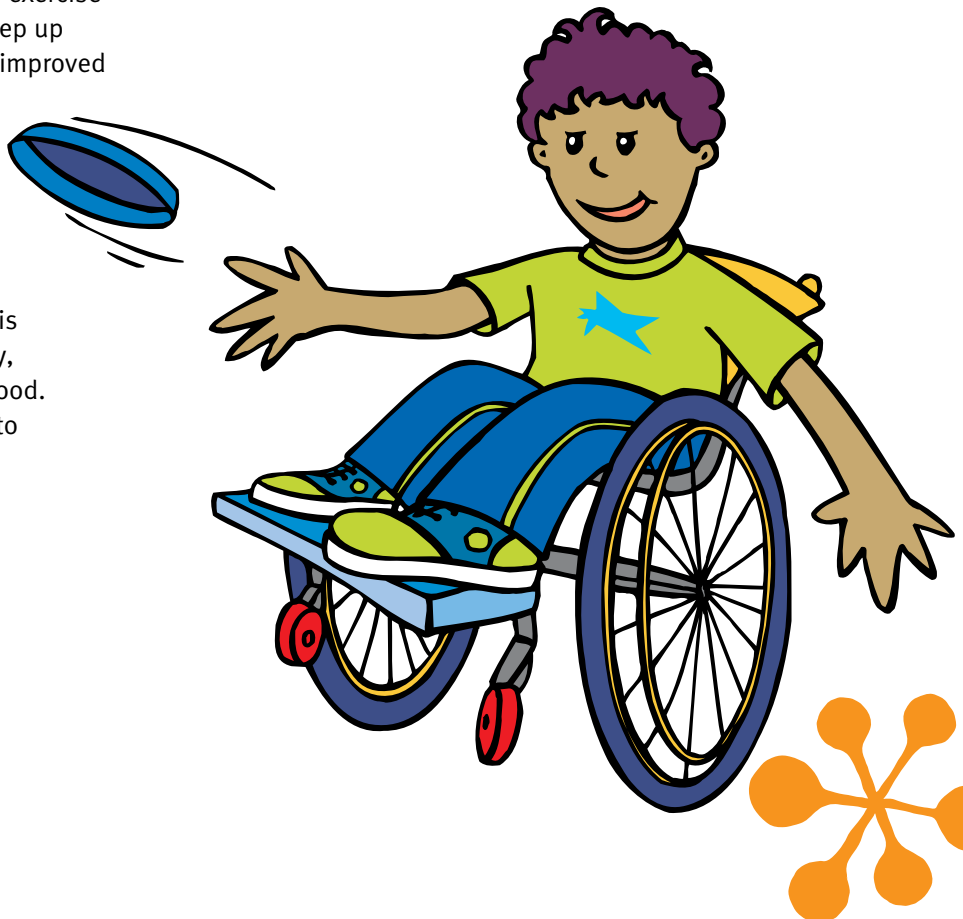
Poor nutrition practises and inactivity adversely affect children's health and ability to learn. Whether a student aspires to be the next sporting star, or simply wants to run, play and perform at their best at school, an adequate diet is the key. Healthy eating involves flexibility, variety and a spontaneous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

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

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

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

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



1.5 Integration across the curriculum

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

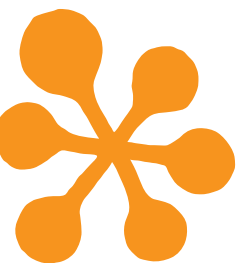
Daily physical activity provides a vehicle for acquiring skills in other learning areas. In addition to the activities the application includes, some examples of more informal ideas are provided below.

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

1.6 The power of half an hour

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

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



Organisation of daily physical activity in schools

2.1 Getting started

2.1.1 Promote daily physical activity to school and the community

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

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

It is a good idea to:

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

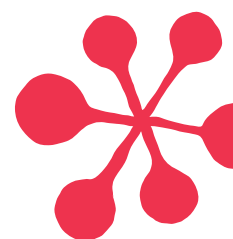
2.2 Factors influencing implementation

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

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

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

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



2.2.1 Timetabling — how to make time for daily physical activity

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

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

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



2.2.2 Scope and sequence of children's skill development

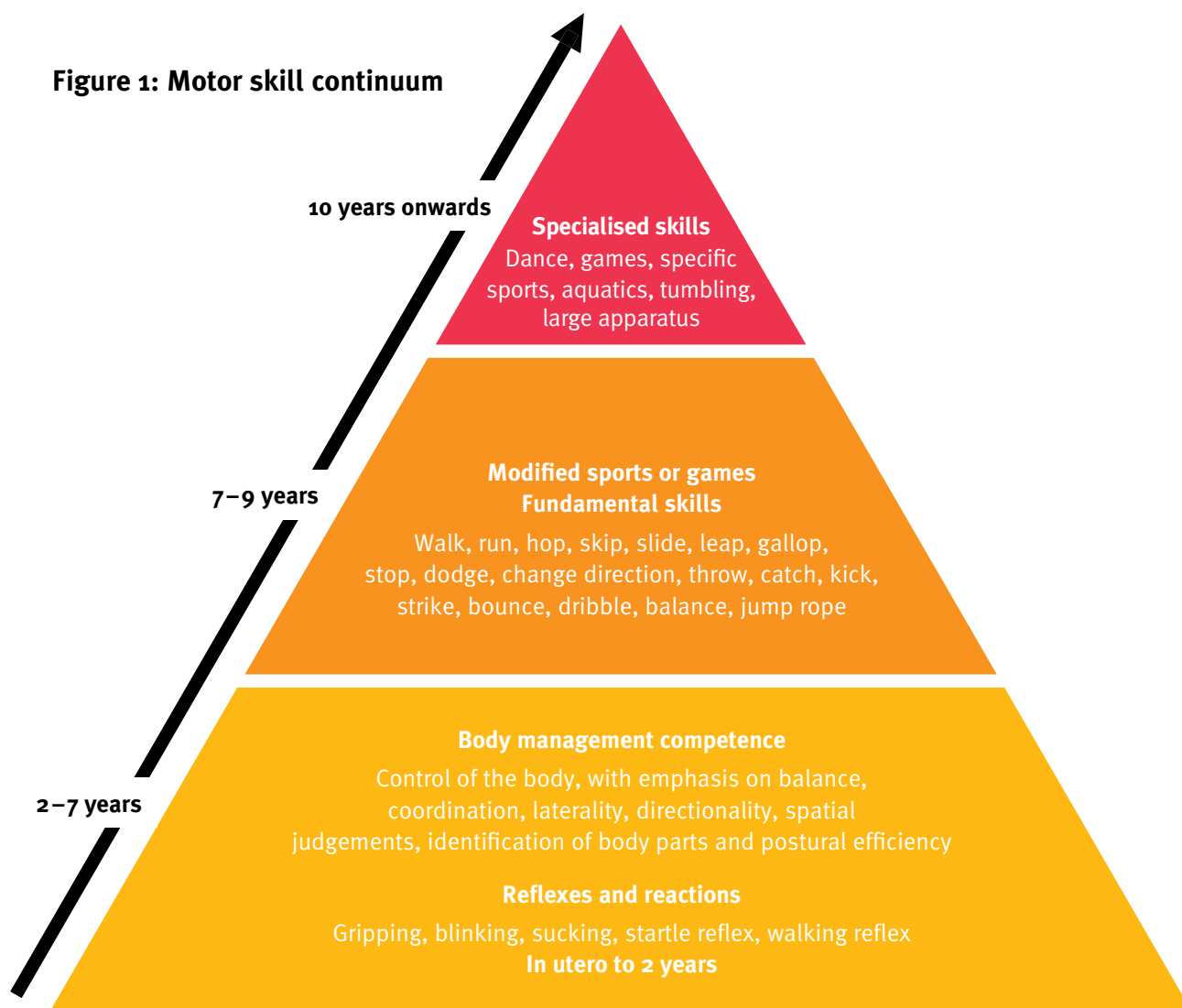
The information in this section will help you determine the activities that would be most suitable for your class.

How children learn motor skills

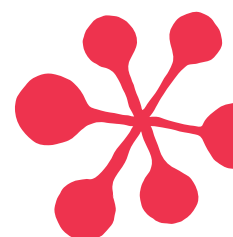
Figure 1 illustrates the continuum through which most children's motor skill development will progress in a logical manner. There is great variability between individual children as to when

they will reach a certain stage and master certain skills. Each higher level builds on the lower. Motor skills refined later in life are those relying on thought, decision-making and strategy. The ages are merely a guide. Skills are placed in levels to help you present activities appropriate to the children's maturity and developmental level.

Figure 1: Motor skill continuum



Adapted from Dauer, V, Pangrazzi, R (1998) Dynamic Physical Education for Elementary School Children¹⁶.

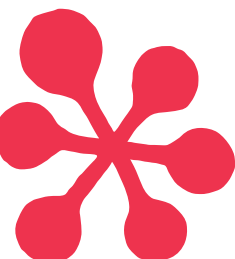


Children's development stages

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

Table 3: Development stages

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



2.2.3 School size

In smaller schools consider age groups and abilities that can be grouped together to attain greatest results, for example:

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

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

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

2.2.4 Weather conditions

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

2.2.5 Access to equipment

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

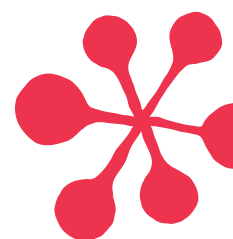
- Don't be limited by your equipment. There is always a way around this so be inventive and flexible. Students can make up alternatives for equipment that is not available, just as they do in play situations. This is often half the fun and encourages improvisation that is valuable for students when playing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

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

2.2.6 Access to facilities

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

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



After school access and opportunities

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

2.2.7 Clothing

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

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

2.2.8 Safety

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

Sun safety

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

See section 5 for more resources.

General safety considerations during activity

- Limit the number of students working in any one area.

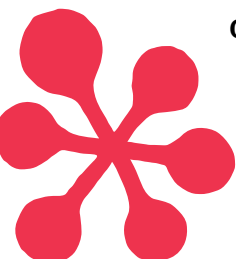
- Attempt to have students' backs to the sun while explaining and demonstrating activities.
- If moving around an obstacle all students should move in the one direction.
- The direction of movement around circles should be clearly stipulated to avoid collisions.
- Younger children need to be separated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

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

Physical environment

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

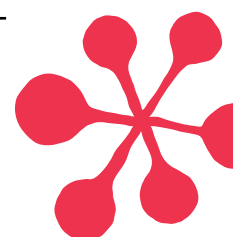
Not every situation can be covered in a manual or by a set of rules. When in doubt, use your common sense. If you think something isn't safe or even 'not quite right' — it probably isn't. If you are not sure about something ask advice from someone else, preferably a physical education specialist.



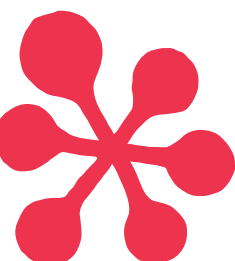
2.3 Develop an action plan

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

Step	Procedure	Resources/action
1	After the decision has been made to implement daily physical activity a full staff meeting should be used to consider requirements and responsibilities for organisation of the program.	<ul style="list-style-type: none">• <i>Daily Physical Activity Guide</i> section 2.
2	Canvass parent support and level of assistance available.	
3	Organise a shared meeting between staff, interested parents and student council representatives to discuss: <ul style="list-style-type: none">• research and evidence• proposed format of program.	
4	Plan a draft daily physical activity program. This may be done at a staff meeting or by a smaller working group and may take a number of sessions. Discuss: <ul style="list-style-type: none">• timetabling;• resources available;• equipment and working areas;• timeline for introduction of the program;• the need for teacher inservice, parent training and the role of older students.	<ul style="list-style-type: none">• <i>Daily Physical Activity Guide</i> section 2.4.• Physical Education specialist (if available).• It may be an advantage to use a coordinator from a school that already has a program up and running (if you know somebody).• Smart Moves Leadership Team in <i>Planning for Smart Moves Guidelines</i>
5	Take the draft plan back to the staff for comment and make changes if required.	The plan may take several iterations before a consensus is reached.
6	Allocate duties to members of the working group: <ul style="list-style-type: none">• program development and resources;• equipment;• facilities; and• promotion of the program.	<ul style="list-style-type: none">• Check if equipment is in order. Locate the stocktake from the previous year.• Check for facility safety. List all areas that are available for use for daily physical activity.• Allocate a student to be responsible for preparing a report once a week on activities that have taken place for inclusion in a verbal report at assembly and in the school newsletter.



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

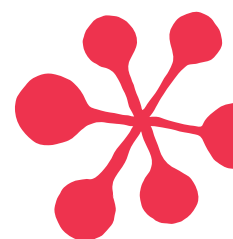


2.4 Sample program

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

Example: Year overview of a school daily physical activity program

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

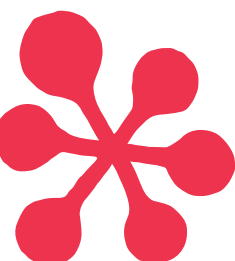


d ropes Ball games Racquets and
beanbags tennis balls
Racquets and

Example: Term 1

Class	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

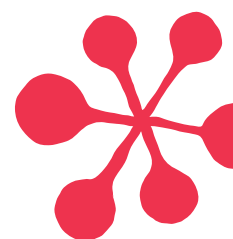
Class	Week 6	Week 7	Week 8	Week 9	Week 10
Pre/1	Equipment circuit	Balls and ropes	Balls and ropes	Balls and ropes	Racquets and mixed circuits
Year 2	Racquet and ball circuits	Equipment circuit	Equipment circuit	Equipment circuit	Equipment circuit
Year 3	Ball games	Racquets	Racquets	Mixed circuits	Mixed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



Week 1 at a glance

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

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



Simple steps to success when teaching outdoors

3.1 General control

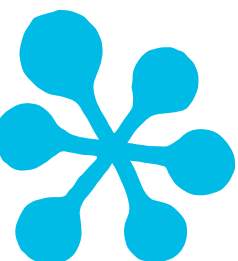
Establish a stop/look/listen signal at the very first lesson. Students respond well to this system. Some people like to use their voice but, unless you are used to it, you can end up with a very sore throat. A whistle is extremely effective. One whistle blast — stop/look/listen, two whistle blasts —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

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

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

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

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



3.2 Session structure

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

3.2.1 Warm up activity (usually four to six minutes)

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

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

3.2.2 Core activity (usually 10 to 15 minutes)

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

3.2.3 Cool down activity (usually four to six minutes)

Allowing the body to cool down at the end of each session is important both physically and mentally. Students need to be settled to return to the classroom environment and focus on the next opportunity to learn.

3.3 Managing student behaviour

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

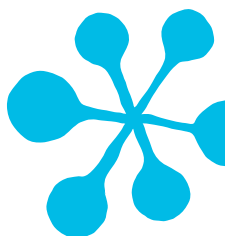
- Get involved and have fun.
- Designate work areas clearly. Large witches' hats work best, especially with younger grades, though any coloured marker, even bean bags, plastic bottles filled with sand or carpet squares will do.
- Keep group numbers small to allow for maximum participation (this is where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

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

3.4 Methods for organising groups

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

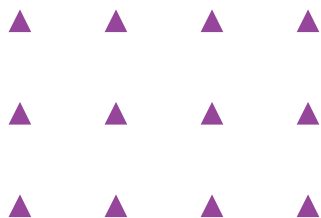
- Ask students to stand with a partner, complete a partner activity then join pairs together to form larger groups.
- If you want to form four groups, number students 1, 2, 3 or 4. All the number ones stand and form a group, all the number twos stand and form a group, etc.



- Avoid using the method where the two team captains select their team members alternately. This method can be extremely stressful for children who are left until last and is not good for building the self-esteem of all students.
- Be mindful of different abilities and experiences of boys and girls. Consider using a variety of methods of class organisation to match these needs. Try single sex, mixed sex, ability and friendship groupings.

3.5 The outdoor classroom

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



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

3.5.1 Demonstrations

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

3.5.2 General organisation of circuits

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

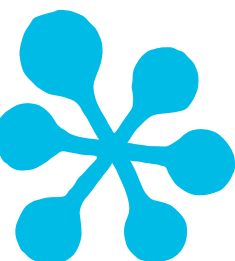
Students are organised into small groups, usually one group at each 'station' and 'rotate' after a period of time, say three minutes. In this way they can practice one activity after the other without having to wait too long. This keeps their interest and allows good control by the teacher.

Key points

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

Set up a procedure with your class for circuits

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



3.6 Ways to motivate students

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

Some considerations for overweight students:

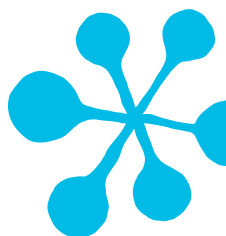
- Determine which activities they enjoy and include these in the program.
- Incorporate substitution rules in games where they can be assured equal rights to participation.
- Incorporate rules into games whereby all team members must be involved before a point can be scored for the team.
- Consider discussing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

3.7 Generic principles in teaching motor skills and game play

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

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

There are many resources that develop these principles in easy-to-understand formats.



3.8 Physical activity for children with special needs

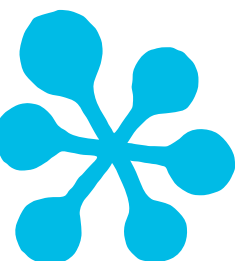
Physical activity is equally important for all children, regardless of age or ability. Integrating children with special needs allows them to enjoy experiences with their peers as they become one of the group.

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

General activity adaptations for children with disabilities

- Substitute walking for running.
- Substitute wheeling or rolling for running or skipping.
- Use a stationary object for striking.
- Sitting/lying/kneeling instead of standing.
- Try bouncing or rolling or an underarm toss instead of an overarm throw.

- Make small groups of similar abilities.
- Use visual aids and demonstrations to model the activity or skill.
- Guide body parts through a movement.
- Use language appropriate to the group.
- Use lighter bats or racquets and/or shorter handles.
- Allow for more bounces in a game.
- Reduce the size of the playing area.
- Use lighter bigger balls, or balls with bells in them.
- Reduce the competitive element.





Sample activities

This section contains a number of sample activities you can use to start off your daily physical activity program.

‘mix and match’

The format allows you to ‘mix and match’. You can flip through the introductory activities to find one you like and then do the same for the main activities and the concluding/calming down activities.

The introductory activities are in the green section, main activities in the red section, and concluding activities in the blue section.

<p>Counting game</p> <p>Equipment: Markers</p> <p>Designate the area with markers. Students move around in the designated area in specified manner, eg walking, jogging, skipping, hopping and galloping.</p> <p>On a signal the teacher holds up a number of fingers or calls out a number. Students make a group of that number. When a group is complete, everyone in the group sits down to indicate that their group is complete. When all groups are complete the game begins again. This is a good game to use when organising groups for the next activity as the finishing number called can be the number of groups you require for the next activity.</p> <p>28a</p>	
<p>Hoop or base activities</p> <p>Equipment: Hoops</p> <ul style="list-style-type: none"> Leap from hoop to hoop. Jump with two feet from hoop to hoop. Hop from hoop to hoop. Jump into hoop and lift hoop up over body and place on ground in front of body. Roll hoop to partner. Skip with a hoop by stepping through the hoop and bringing the hoop behind the body and over the head. <p>28b</p>	
<p>Toe roll</p> <p>Equipment: Nil</p> <p>Pairs lie flat on their stomachs with toes touching. They attempt to pencil roll together without losing contact with their partner's toes.</p> <p>28c</p>	

Symbols

Symbols have been used to allow integrated and indoor activities and activities with little or no equipment, to be located quickly.



Indoor activity
Activities suitable for indoors



No equipment
Activities requiring little or no equipment



Integrated activities
Activities that easily contribute to outcomes across the curriculum



Student - Team 1



Student - Team 2



Hoop



Marker



Barrel



Bucket



Beam



Beanbag



Ball



Bottle



Direction



Rope



Ladder



Hurdle

Fundamental movement

Equipment: Nil



Running, horizontal jumping, hopping, jumping for height, skipping and leaping are all fundamental movement skills, that can be practised with or without equipment. Some individual activities **without equipment** are:

- Musical running, children run around the area in time to the music.
- Jumping forwards, backwards, sideways, from line to line.
- Count how many hops or jumps it takes to get to a designated spot.
- Try hopping with your hands on your hips, on your head, behind your back. What works best?

- Jump like a frog, squat with legs apart, arms in between.
- Step and hop on alternate feet. This will lead to skipping.
- Combine movements, run, skip, jump, and walk.
- Skip at different speeds, in a circle. Can you skip backwards?

29a

Beanbag activities

Equipment: One beanbag per student



- Balance a beanbag on different parts of your body.
- Move around while balancing the beanbag on different body parts.
- Walk with the beanbag on your head.
- Can you sit down without letting the beanbag fall from your head?
- Throw the beanbag up to face level and catch. Make a basket with hands ie little fingers together.
- Can you throw and catch the beanbag five times in a row?
- Can you throw the beanbag, clap, and then catch it again?
- How many times can you clap while the beanbag is in the air?

- Sit down on the ground throw the beanbag in the air and attempt to stand to catch.
- Throw the beanbag in the air, then turn around on the spot and catch.
- Hold the beanbag between your knees and jump up and down without dropping it.

- Work with a partner and throw and catch the beanbag.

- As you throw and catch the beanbag with your partner call out the letters of the alphabet or count to 20.

- Throw the beanbag to land in a hoop at a designated distance.
- Work in small groups to keep one beanbag up in the air without letting it touch the ground.

29b

Follow the leader

Equipment: Nil



Works well with music.

Divide class into four or five groups. Designate a leader. Leader moves around area with rest of group following copying the leaders actions.

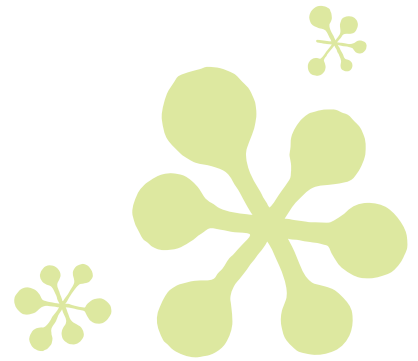
29c

Variation: North, south, east, west

Equipment: Nil



Teacher instructs children on where north, south, east, west are in relation to play area. Teacher calls one of the directions and a method of movement. Children move as instructed eg hop west, jump north etc. Incorporate NW, SW, NE, SE.



30a

I love to
get active.
It's fun and
it's good
for me!

30b

Variation: Partner pull up

Equipment: Nil



Children work in pairs and sit down facing each other, with the soles of their feet on the floor, toes touching. Partners reach forward to grasp hands. By pulling together, both come up to stand and return to sitting position again. Try the same skill with groups.

30c

Here there where?

Equipment: Nil



On the call of 'Here' students move toward teacher, on 'There' teacher points to the area where students need to move towards and when teacher calls 'Where' students hop on the spot. Movement method can be changed each time the game is played so as skipping, jumping, galloping, leaping and running are incorporated.

31a

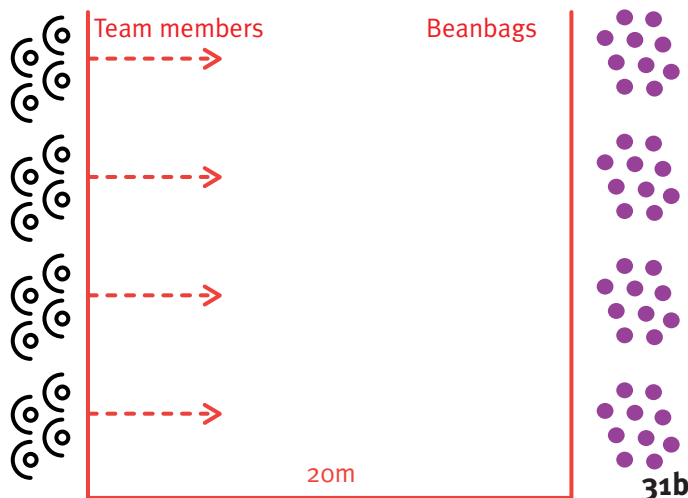
Beanbag games: Add them up

Equipment: Two beanbags per student, more if you have them.
Paper on clipboard and a pencil for each group



Groups of four.

All the beanbags are placed 20 metres away spread so each team can gain access to them. Teacher calls out a number (eg 'eight'). Groups run together to collect that number of beanbags. Each student must carry at least one beanbag. When they get back to their starting position the group tally their beanbags, writing on their paper the sum eg I+II+III+II =8.



Partner back up

Equipment: Nil



Children work in pairs and sit back-to-back, knees at chest. Link elbows and on 'go', without moving feet, push against partner to stand.

Try to stand without elbows linked.

Work in groups to do the same activity.

Try to sit down again with elbows linked.

31c

Variation: Moving to music

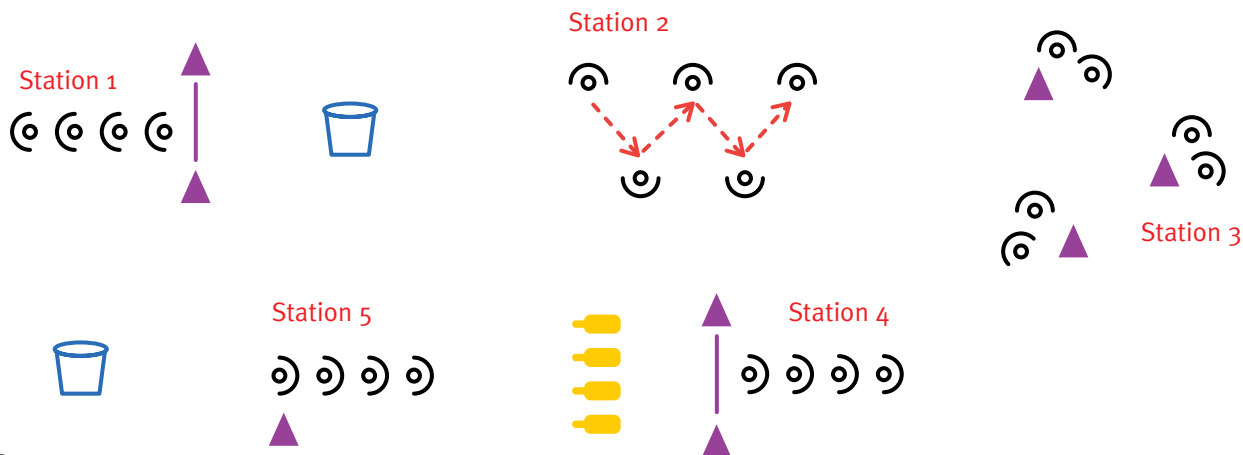
Equipment: CD/cassette player



Select music that the children are firstly familiar with and then unfamiliar with and direct them to move around in time to the music. Encourage movement on low, medium and high levels.

32a

Diagram: Beanbag circuit



32b

Variation: Balances



Children can work in pairs or groups to form a balance using the required number of bases (points touching the ground eg feet, knees, elbows, etc).

32c

Moving to a beat

Equipment: Tambourine or drum



Designate area. Students move around the area in time to the beat of a tambourine. Vary the speed of the beating to incorporate a number of movement types.

33a

Beanbag circuit

Equipment: One beanbag per student and 10 to 20 extra for Station 3, two buckets, markers, two to three empty milk containers with a little sand or water in them or skittles



Divide class into five equal groups. Explain each activity. Allow students to keep their own beanbag and take it from one station to the next.

Station 1 Students stand three metres away from bucket and take turns to underarm throw the beanbag into the bucket. Distance can be reduced or increased depending on year level and ability.

Station 2 Students stand at markers set and throw and catch in order as instructed by teacher.



Station 3 Students work in pairs to make letters or words with the beanbags on the ground.

Station 4 Students attempt to knock over milk containers filled with a little sand from three metres away.

Station 5 Students attempt to walk with the beanbag balanced on their head over a distance of 10 metres and if successful place the beanbag in the bucket at the end.

33b

Balances

Equipment: Nil



Challenge children to balance in a variety of ways using the number of bases (points touching the ground eg feet, knees, elbows, etc.) as directed by teacher. Encourage students to work on different levels - low, medium and high. See if students can hold their balance for a count of 10 or balance with their eyes closed.

33c

Variation: Big and small

Equipment: Nil



Direct students to make their body as small as a mouse, as big as an elephant, as still as a rock, as tall as a tree. Include speeds of change from one position to the next, ie change very slowly from a rock to an elephant. While children are imitating the size or shape of items/animals they could also move as that item/animal moves. Scamper like a mouse, roll like a rock, sway as a tree does in the wind.

34a

Variation: Partner activities with small ball

Equipment: One ball per group of students



- Work with a partner and throw and catch the ball. Use an underarm throw.
- Bounce the ball to your partner.
- Throw the ball to land in a hoop or bucket at a designated distance.
- Work in small groups of three to keep one ball up in the air without letting it touch the ground.
- Tap the ball along the ground using your hand.
- Roll the ball to a partner. They roll it back again.
- Roll the ball along the ground to hit a target, eg kanga cricket stumps.
- Pairs stand back to back. Pass the ball under the legs then over the head, then twist to give the ball to partner on the right and then on the left. Keep feet flat on the ground.
- Pairs face one another and place the ball so your foreheads hold it. Attempt to walk without letting the ball fall. What other ways can you and your partner carry the ball without using hands?
- Bounce the ball individually or with a partner in time to a rhyme.

34b

Variation: Words

Equipment: Nil



Ask students to think of some words that come to mind about daily physical activity. Children may brainstorm a number of words that could later be put together to form sentences or maybe a story. Younger children could collect pictures of people being active in a variety of settings.

34c

Animal movements

Equipment: Nil



Students move around the area as the designated animal. Eg bunny hop, seal slide, snake, tiger, kangaroo, crab, etc. Have students choose their own animal to move like.

35a

Small ball activities

Equipment: One ball per child, markers



- Move the ball from hand to hand. Do this at a low level (near knees), medium level (near waist) and high level (up above your head).
- Pretend you are wrapping yourself up like a mummy. Wrap the ball around the body from the ankles all the way up to your head.
- Wrap the ball around one leg then the other.
- Throw the ball up to face level and catch. Catch with the fingers spread and pull into the body.
- Throw the ball up with the right hand and catch with both hands. Throw the ball up with the left hand and catch with both hands.
- Can you throw it up with one hand and catch it with one hand?
- Can you throw and catch the ball five times in a row?
- Can you throw the ball, clap, and then catch it?
- How many times can you clap while the ball is in the air?
- Sit down on the ground throw the ball in the air and attempt to stand to catch it.
- Throw the ball in the air, then turn around on the spot and catch.
- Hold the ball between your knees and jump up and down without dropping it.
- Bounce the ball with two hands and catch. Push the ball down with the fingers.

35b

Spelling ball

Equipment: One ball per pair



Pairs pass the ball between them each time they throw the ball they call out the next letter in the alphabet. Call out spelling words for them to spell as they throw and catch. Counting patterns can also be practised this way.

35c

Variation: Traffic lights

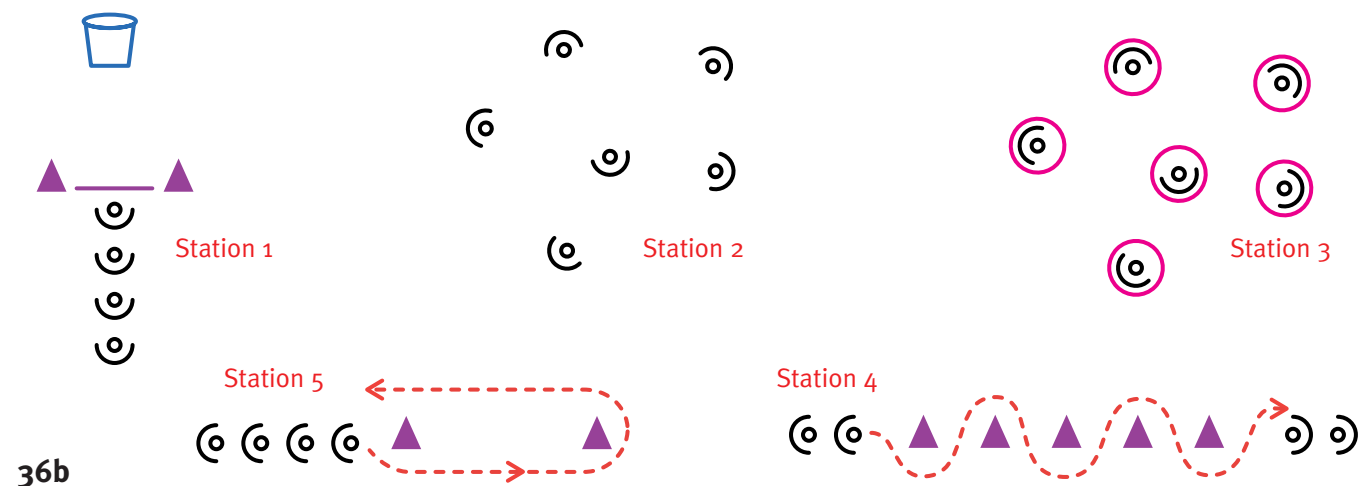
Equipment: Markers



Designate area. When teacher or student leader calls GREEN, students move freely in area. On ORANGE, students hop, skip, and jog on the spot. On RED students stop and perform a balance until lights change.

36a

Diagram: Ball circuit



36b

Variation: Under and over

Equipment: Five balls



Divide class into five groups.

Students stand in a line and pass the ball under their legs or alternately over their heads, back to the next person. When the ball gets to the end of the line the last person moves to the front of the line as in tunnel ball.

36c

Walk a bit

Equipment: Markers



Designate area-using markers. Students walk randomly in the area making sure that they do not touch anyone else. On a signal (whistle or spoken word) change direction, change the mode of movement to jog, hop, skip, gallop, jump, leap etc. Emphasise the need to use all of the designated area and not to follow or touch anyone else.

37a

Ball circuit

Equipment: Children have a ball that they keep with them for the entire circuit.
Eight markers, six hoops, one bucket



Station 1 Target throw. Stand three to four metres from a bucket. Throw the ball underarm into the bucket. Retrieve ball, return to back of the line (one bucket, one marker).

Station 2 Count how many times you can bounce the ball on a hard surface in the allocated time.

Station 3 Stand in a hoop. Without leaving the hoop, throw and catch the ball as many times as possible in the allocated time (six hoops).

Station 4 Bounce the ball in and out of the markers set in a linear fashion (five markers).

Station 5 Gently kick the ball up and around the marker and return to line (two markers).

37b

Circle ball pass

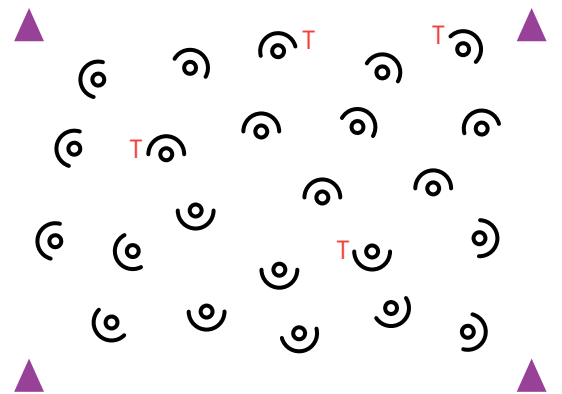
Equipment: Two balls



Students stand shoulder to shoulder in a circle. Pass a ball around the circle as fast as possible. Count the passes as you go. This is good to practise counting patterns. If stop is called children stop and change direction. Add another ball to the circle on the opposite side. Starting at the same time see if students can catch up to the second ball.

37c

Diagram: Poison ball tag



T indicated tagger

38a

Variations: Rob the nest



Variation 1

Instead of balls in the nest, maths problems written on cardboard could be placed in the middle. On the first trip, they pick up a problem eg 7×5 and on the next trip they try to find the answer. The team that has the most completed problems wins. Make sure you provide plenty of questions and answers and numerous copies of each. Alternatively place words in the middle and the team works to make a sentence or group words into verbs, nouns, adjectives etc.

38b

Variation 2

Instead of balls in the centre try laminated letters or numbers. Students collect a letter each time they go to the centre and attempt to make their name or a spelling word. If their name is complete they can help someone else on their team.

Variation: Beat the ball

Students can work in pairs in designated area. One rolls the ball and the other attempts to stop it before it goes out of the area.

38c

Poison ball tag

Equipment: Four balls, four markers



Students stand in designated area. Four students have a small soft ball, these students are the taggers. Other students move around area and taggers roll the ball to tag them. Tagged student freezes with legs astride until another player crawls under legs to free them.

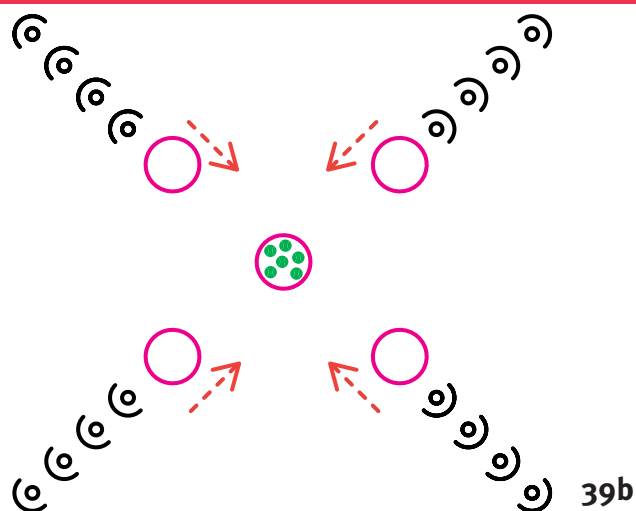
39a

Rob the nest

Equipment: Five hoops, at least one small ball per child

Divide class into four groups, each group has a hoop placed in a corner of the playing area. All the balls are in the hoop in the centre of the square.

Players in relay fashion move to the centre and collect a ball and bounce it on the way back to their nest. Every now and again the teacher calls 'rob the nest'. At this time students, in turn and one at a time, may rob other group nests and return balls to their own. Players cannot protect the balls in their nest from other teams.



Beat the ball

Equipment: One ball per child, markers

Each student has a small ball and stands in the designated area. On signal students roll the ball underarm in the area and attempt to stop it before it goes out of the area. Start by having students stop the ball with their hands, then trap it using their feet.

39c

Variation: Train

Equipment: Nil



Students are in pairs.

Students move around designated area holding onto their partner's waist or with their hands on their partner's shoulders. As they move they attempt to link up with other pairs to increase the size of their train. The train conductor (teacher or student) can see if the train can go slowly up a hill, quickly down the other side, backwards and low through a tunnel.

40a



I love to
get active.
It's fun and
it's good
for me!

40b



Variation: Mirror partner

Equipment: Nil



Children in pairs.

Standing facing one another, one student moves their hands with their palms facing their partner. The partner mirrors the actions. Partners change roles. Try moving other parts of the body.

40c

Popcorn

Equipment: Nil



Students move around a designated area, jumping or hopping. With each jump they call out 'pop'. When they come near to another piece of popcorn they join together and continue to 'pop' and stick with other popcorn pieces. Large groups can form a circle with arms around shoulders, a mass of popcorn.

41a

Small racquet activities

Equipment: One small racquet and one tennis ball per student



When holding the racquet, grasp it as you would hold a frying pan, with your palm facing upwards. Keep the wrist rigid.

- Can you balance a tennis ball on your racquet?
- Can you walk balancing the ball on the racquet?
- Try to sit down without letting the ball fall from the racquet.
- Try turning around in a circle.
- Put the ball on the ground and move it around using your racquet, always keep the racquet in contact with the ball.

- Can you bounce the ball on the racquet? You will need to keep your racquet flat.
- Pretend that your racquet is the frying pan and the ball is a pancake. Flip the pancake over.
- Hit the ball up with the racquet and catch the ball with your other hand.
- Hit the ball in the air let it bounce once and then catch it with your other hand.

41b

Simon says

Equipment: Nil



Teacher or student leads. Each time the direction begins with 'Simon Says', students are to carry out the direction. If the student/teacher does not say 'Simon Says' students are not expected to carry out the direction. Do not eliminate students who are caught out.

41c

Variation What's the time Mr Wolf?

Equipment: Nil



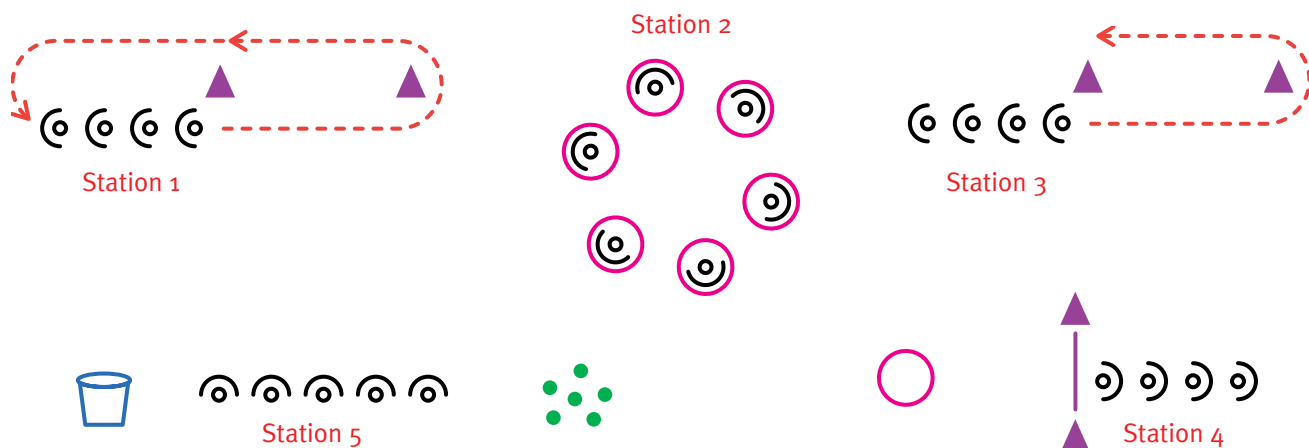
Students stand side by side at a line on one side of a field. Teacher or selected student.

(Mr Wolf) stands about 10 to 15 metres away. Students call 'What's the time Mr Wolf?'

Mr Wolf replies with a time. When the reply is 'dinnertime' the children attempt to cross to the other side of the field without being caught by the wolf. If tagged, the student joins the wolf as a chaser.

42a

Diagram: Racquet circuit



42b

I love to
get active.
It's fun and
it's good
for me!

42c

Crocodile, crocodile

Equipment: Coloured bibs or sashes



Students stand side by side at a line on one side of the field. Selected student or teacher is the crocodile and stands about 10 to 15 metres away. Students call 'crocodile, crocodile may we cross your golden river?' Crocodile replies 'only if you wear a certain colour' to which students reply 'what colour is that?' The crocodile selects a colour. The students who can show that they are wearing that colour may pass to the other side without being chased. The crocodile then calls 'crunch, munch I need my lunch'. The remaining students run to the other side. Any students tagged remain in the centre with crocodile and help chase during the next round.

43a

Racquet Circuit

Equipment: Seven hoops, markers. Each student has one small racquet and a tennis ball



Divide the class into five groups.

Station 1 Balance the ball on the racquet and walk up around the marker and back to the line, relay fashion (two markers).

Station 2 Stand in a hoop and attempt to bounce the ball up and down on the racquet (six hoops).

Station 3 Place the ball on the ground and hit the ball gently up and around the marker and back again (two markers).

Station 4 Place the ball on the ground and strike it in an attempt to get it into a hoop set five metres away (one hoop, one marker).

Station 5 Stand in a line shoulder to shoulder. Start with all the balls at top of the line. First child in the line picks up the ball places on the racquet and without touching it with hands again transfers it to the next student's racquet. This continues all the way down the line, until it is dropped in a bucket at the end of the line.

43b

Relaxation

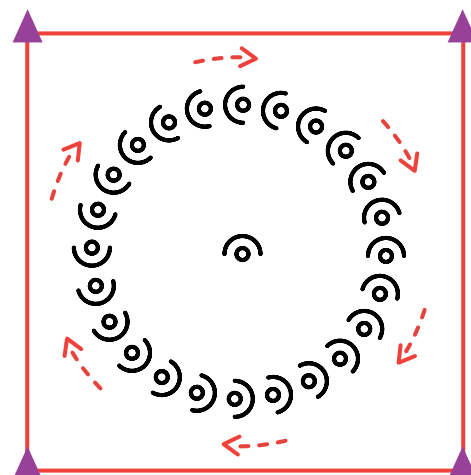
Equipment: Nil



Students lie on their backs with arms by their sides, legs together not touching anyone else. Direct the students to close their eyes and imagine that they are in a place they like to be. While thinking of their special place ask them to bend their toes squeezing tightly for two to three seconds then relax. Systematically work up through the body parts directing students to tense and relax each one. Legs, hands, arms shoulders, face. Once whole body has been tensed and relaxed, allow students to lie quietly and sit up slowly at their own pace.

43c

Diagram: Frog in the pond

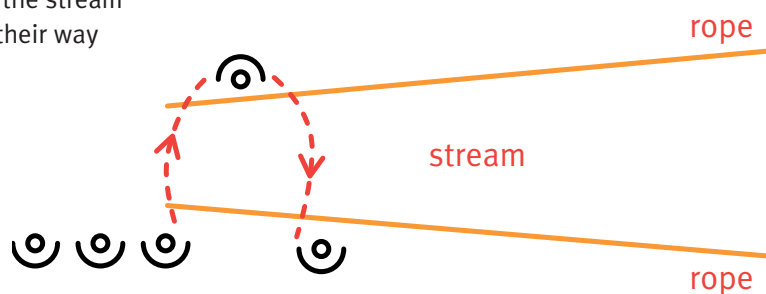


44a

Variation: Jump the stream

Jump the stream

Lay two ropes to create an imaginary stream of water. The stream should be narrow at one end increasing the width gradually towards the other end. Students start at the narrow end of the stream jumping across the stream (two foot take off, two foot landing) working their way along to the wider end.

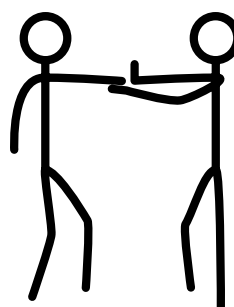


44b

Variation: Palm push



Stand upright, one foot forward, palms on partners. On 'go' attempt to move your partner off balance.



44c

Frog in the pond

Equipment: Four Markers



Students form a circle inside a large area designated by four markers.

A student is nominated to be the frog and sits in the middle of the circle of students. The frog sits on the lily pad while the students skip in a clockwise direction around the frog. They call 'frog in the sea can't catch me'. At any time throughout the song the frog can chase the others. First caught becomes the frog.

Students are 'safe' once they reach the boundary. Make sure the markers are far enough apart to give the frog a chance to catch someone.

45a

Rope activities

Equipment: Rope

- Criss-cross walking – start standing on one side of the rope and cross outside foot over top of rope so as legs are crossed, continue to do this alternating feet crossing the rope, feet do not touch the rope.
- When criss-cross walking is mastered try to incorporate right hand touching left leg as it crosses the rope and left hand touches right leg as it crosses the rope.
- Walk along the rope.
- Walking backwards along the rope.
- Jumping from side to side along the rope.
- Carry your beanbag on your head as you walk along the rope.
- Carry your beanbag between your knees as you jump across the rope.
- Use ropes to practise hand over hand pulling action.
- Try skipping with the rope.
- Make a letter of the alphabet or a number with your rope.

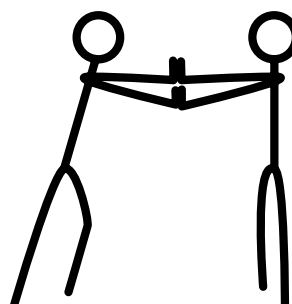
45b

Palm push

Equipment: Nil



Students work in pairs and stand opposite their partners. Place palms together, take one or several steps back and lean on each other to maintain balance. Then attempt to push each other back up to standing position. Feet do not move.

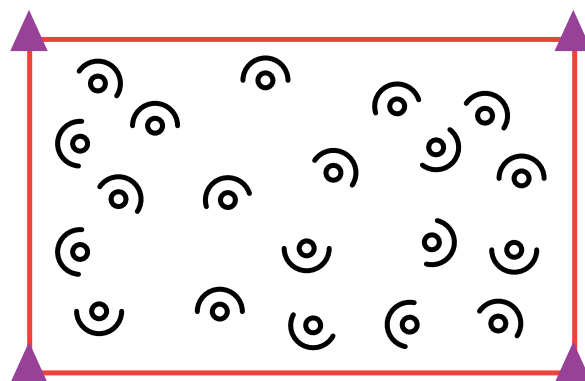


45c

Variation: Collecting tails

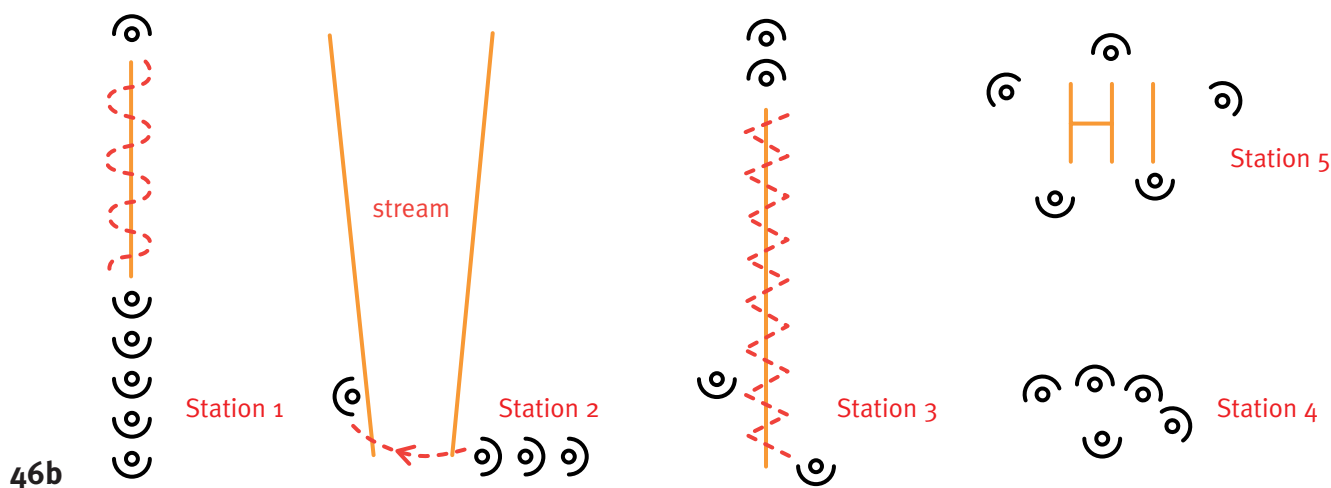


Change the methods by which students travel eg reduce the playing area and have them hop or skip. For older students increase the playing area.



46a

Diagram: Rope circuit



46b

Variation: Body movements



For younger students gradually introduce left and right commands until they are confident. Do movements separately, rather than two combined.

46c

Collecting tails

Equipment: One tail per student, markers



Students each have a 40 to 50 centimetre piece of material tucked into the back of their shorts as their tail (can also use bibs). Students spread out in the designated area and on a whistle blast, attempt to collect as many tails as possible.

- Tail must be hanging out of back of shorts at least 30 centimetres.
- Students cannot hold on to their own tail when running.
- Students who have accidentally fallen over are not to have their tails taken until they are up and moving again.

- Tails cannot be collected from other students' hands ie the ones that have already been collected.
- Students are not permitted to leave the designated area.
- When the whistle is blown a second time, all students return to the teacher.

47a

Rope circuit

Equipment: Four long ropes, 12 individual ropes

Divide class into five groups.

Station 1 Criss-cross walk along the length of the rope wait at the other end until all students have completed and then return using criss-cross walk (one long rope).

Station 2 Jump the stream. Two ropes placed on the ground. Students start at the pointed end and using a two-foot takeoff and two foot landing jump from one side of the stream to the other, without falling in (two long ropes).

Station 3 Jump from side to side along the length of a long rope (one long rope), and return using the same jumping style.

Station 4 Try to skip with an individual skipping rope (six individual ropes).

Station 5 With individual ropes work as a team to make a word using the ropes (six individual ropes).

47b

Body movements

Equipment: Nil

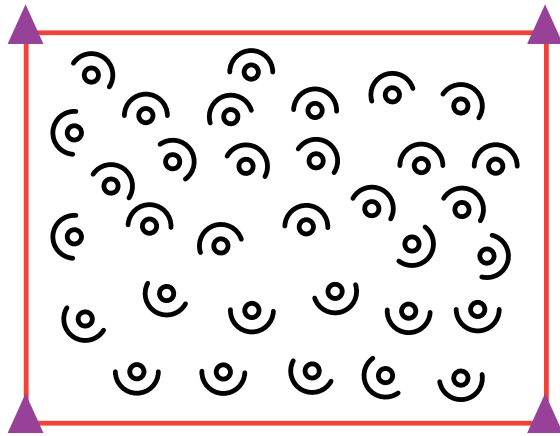


Students lie on their backs, feet out and arms by their sides. Teacher directs them to:

- Move right arm and left leg together (for younger students, do the movements separately until all students are confident with left and right).
- Make a circle in the air with right foot.
- Rub tummy and pat head.
- Touch left knee with right hand.
- Change body positions eg lie on your tummy, right side left side.

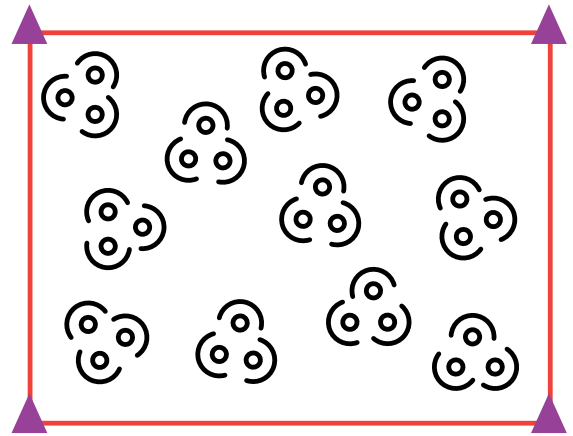
47c

Diagram: Counting game



48a

Teacher
signals "3"



48b

I love to
get active.
It's fun and
it's good
for me!

Variation: Big snake

Equipment: Nil



Students in pairs.

Students lie flat on their stomachs and hold the ankles of their partner. Without letting go, pairs slither around the area until they join up with another pair. This continues until one large snake is formed. At various lengths see if students can roll over, so they are lying on their backs, without breaking the snake.

48c

Counting game

Equipment: Markers



Designate the area with markers. Students move around in the designated area in specified manner, eg walking, jogging, skipping, hopping and galloping.

On a signal the teacher holds up a number of fingers or calls out a number. Students make a group of that number. When a group is complete, everyone in the group sits down to indicate that their group is complete. When all groups are complete the game begins again. This is a good game to use when organising groups for the next activity as the finishing number called can be the number of groups you require for the next activity.

49a

Hoop or base activities

Equipment: Hoops

- Leap from hoop to hoop.
- Jump with two feet from hoop to hoop.
- Hop from hoop to hoop.
- Jump into hoop and lift hoop up over body and place on ground in front of body.
- Roll hoop to partner.
- Skip with a hoop by stepping through the hoop and bringing the hoop behind the body and over the head.

49b

Toe roll

Equipment: Nil



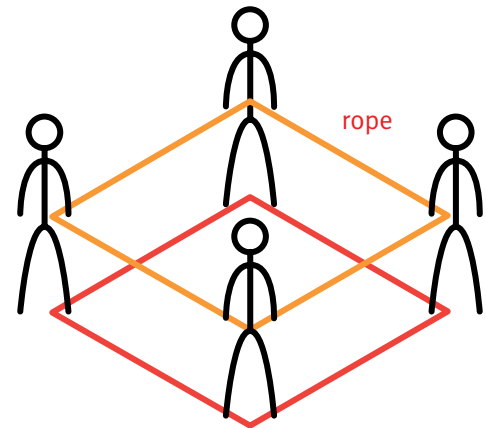
Pairs lie flat on their stomachs with toes touching. They attempt to pencil roll together without losing contact with their partner's toes.

49c

Variation: Human letters



Form larger groups and when the teacher calls out a simple word, students cooperate to form the word with their bodies. Cooperation is important here. Usually students work on a low level ie lying on the ground. Challenge older students to support one another and work on other levels. By using ropes between students to join sides, three-dimensional shapes can be formed. This is a good activity to photograph to increase students motivation and creativity. This can also be done with numbers and shapes.



50a

Variation: In and out the windows



Stand the ladder horizontally on one edge and fix with a rope or hold steady. Students crawl in and out the windows created by the ladder rungs.



Ladder is held or secured at both ends to remain standing on one edge

50b

Variation: Body coordination

Equipment: Nil



Students lie on their front, feet out and arms by their sides (not too close).

- Ask them to raise their right arm and left leg.
- Then raise their left arm and right leg.
- Then two arms; two legs.

Students lie on their left side, and so on.

Students lie on their right side, and so on.

50c

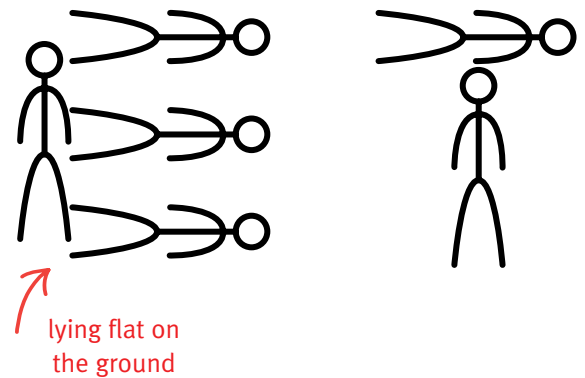
Human letters

Equipment: Nil



Play music while children are making their letters.

Students are placed in groups of three. Students move freely around the designated area. On teacher's signal, students find their other two team mates and sit as a group of three. Teacher indicates a letter of the alphabet for the three to make with their bodies. E T H K L M N F V Z O all work well.



51a

Ladder activities

Equipment: Rope ladder or a running ladder. Simple low markers could be used instead



- Bunny hop along ladder, hands on the rungs, feet hop between the rungs.
- Jump between the rungs of the ladder, two-foot takeoff, two-foot landing.
- Bunny hop along ladder, hands on the rungs, both legs jump across the ladder from one outside edge to the other.
- Walk backwards along the rungs of the ladder.
- Walk backwards along the edges of the ladder.
- Crab walk along the ladder.
- Find different ways to move along the ladder.
- Bounce a ball between the rungs as you walk along.
- Bounce a ball either side of the ladder while walking along the rungs.
- Balance a beanbag on your head whilst walking along the rungs.
- Walk blindfolded along the rungs.
- Place the ladder between two A frames over mats on a grass area. Crawl along the ladder, walk along the ladder. What other ways can you cross?
- Students pretend that they are climbing the ladder. Encourage cross patterning with left leg and right arm working together and right leg and left arm working together.

51b

Body coordination

Equipment: Nil



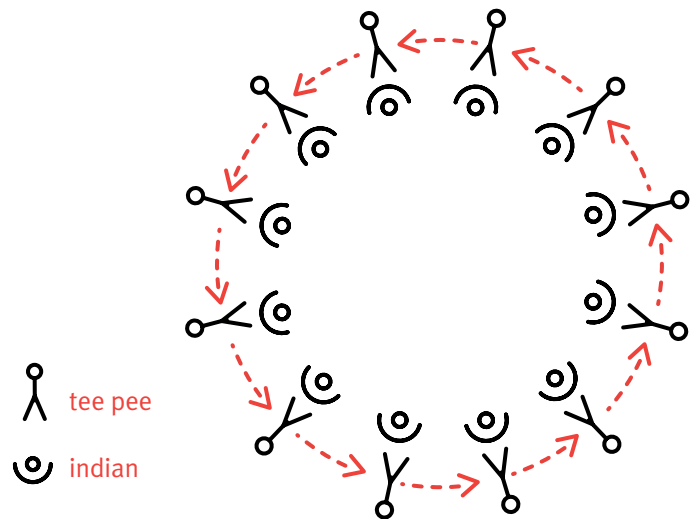
Students lie on their backs, feet out and arms by their sides (not too close).

- Ask them to raise their right arm and left leg.
- Then raise their left arm and right leg.
- Then two arms; two legs.
- Pat forehead with right hand and rub tummy with the left hand and vice versa.
- Make a circle in the air with the left leg.

51c

Diagram: Tee pees and Indians

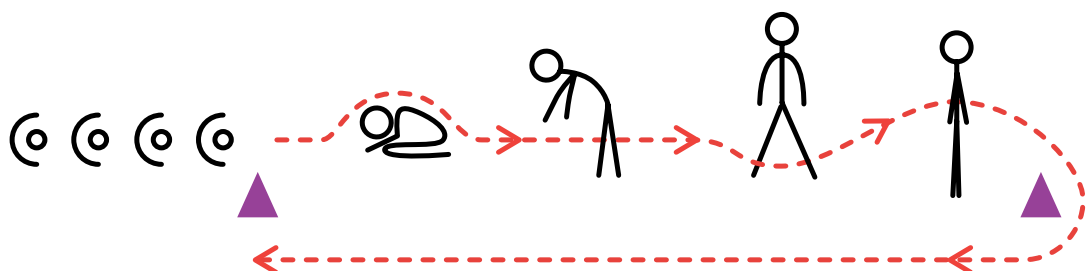
52a



I love to
get active.
It's fun and
it's good
for me!

52b

Diagram: Over, under, through, around



52c

Tee pees and Indians

Equipment: Nil



- Start with a partner.
- Form a circle with each pair standing one in front of the other facing the centre of the circle.
- The student in the front or in the inner circle sits down cross-legged in front of their partner and is the Indian.
- The student standing at the back has legs astride and is the tee pee.
- On the signal, the Indians turn and crawl through the legs of their partner and out of their tee pee.
- Run in an anti-clockwise direction around the circle and crawl back through the legs of their partner to again sit in front of their tee pee.
- First Indian back is the winner. Change Indians and tee pees around.
- With younger groups it is advised to walk through the first round so they understand which way to run.

53a

Balance beam activities

Equipment: Balance beam or equivalent



This beam sits just off the ground ie about 15 cm high.

- Walk along the beam with eyes focused on teacher at the end of the beam.
- Side step along beam – feet do not cross.
- Skip along the beam.
- Hop along the beam.
- Walk along the beam stepping over obstacles as you go, eg small witches hats or a broom between two markers. Make sure it is not too high.
- Bounce a ball either side of the beam as you walk.
- Walk blindfolded across the beam.
- Walk halfway along the beam turn 360 degrees then continue to the end.
- Walk halfway along the beam turn 180 degrees then continue to the end walking backwards.
- Walk halfway along the beam, bend down to pickup a beanbag, place the beanbag on head and continue to the end.
- Walk backwards along the beam.
- Grape vine step across the beam (side on) – call ‘step behind, step’.
- One child begins at both ends of the beam. Try to cross to the other side of the beam without knocking your partner off the beam.
- Walk across the beam stopping to pick beanbags up on either side of the beam as you go.

53b

Over, under, through, around

Equipment: Nil



Divide class into teams of eight. Four team members act as the obstacles for the race and the other four are the runners. First student crouches down low (rock), second holds a push up position (bridge), third stands legs astride (cave) and the fourth stands up straight (tree). First runner runs and jumps over the rock, crawls under the bridge, through the cave and around the tree back to tag the next runner. When all runners have had a turn, change the runners to be the obstacles.

53c

Variation: Hoop tag

Equipment: Five hoops, markers, braid

Place four or five hoops in the designated area. Identify two taggers. Students move in the area but cannot be tagged while standing in a hoop. Students may only remain in the hoop until they count to ten and then they must leave. Students who are tagged collect a braid from the teacher and become taggers.

Variation 2: Join on tag

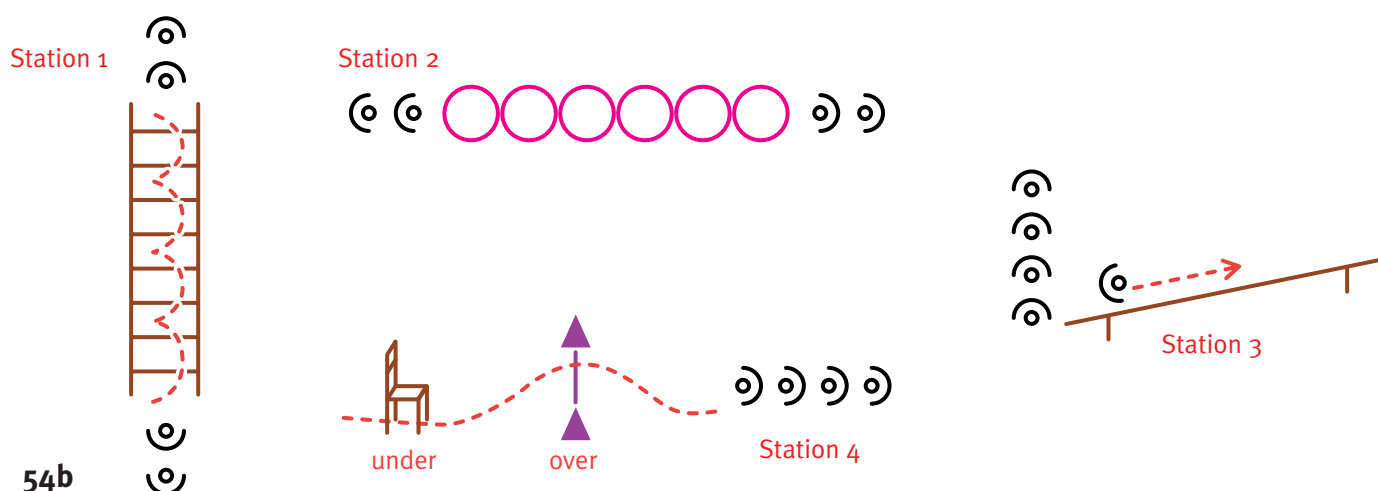
Equipment: Markers



Two taggers are chosen. Students move around the designated area and when tagged they join hands with the tagger and help to tag others. Eventually two long lines of taggers are formed. Stress that students need to keep heads up to see where others are.

54a

Diagram: Perceptual motor movement circuit



I love to
get active.
It's fun and
it's good
for me!

54c

Balance tag

Equipment: Markers, tag / braids (can be a piece of ribbon, cloth or a bib)



Mark out the boundaries with the markers. Two chasers are identified with a tag or braid tucked into their clothing. Students move in the designated area. Taggers attempt to tag them but cannot do so if they are balancing on one leg in stork stand. As soon as balance is lost the student must run again. Students tagged collect a tag / braid from the teacher to indicate that they are also a tagger. Teacher may designate a variety of balances for this game becoming more difficult as students balance skills develop.

55a

Perceptual motor movement circuit

Equipment: Ladder, low beam, six hoops, two one-metre rulers, four witches hats



Incorporate any of the skills learnt in beanbag, rope, hoop, ball and ladder into a circuit. This is only an example. You can add more stations to make it more interesting and challenging, and to lower the number of students in each group to give them more turns.

Divide class into four groups.

Station 1 ladder. Bunny hop along the ladder by having your hands on the rungs and your feet in between rungs.

Station 2 hoops. Hop from hoop to hoop.

Station 3 low beam. Walk along the beam, turn 360 degrees and continue to the end.

Station 4 over and under. Jump over the obstacle and crawl under the next, return to end of line.

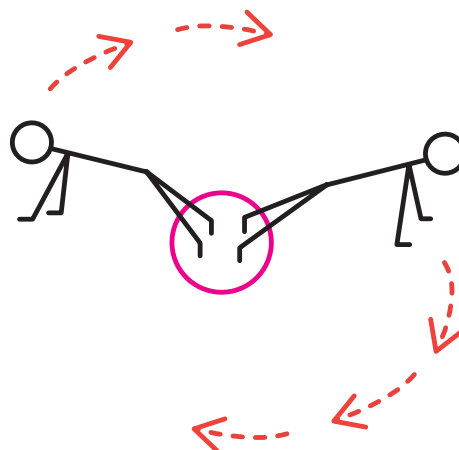
55b

Windmill

Equipment: One hoop per pair



Students take up a push-up position with their feet in the hoop with a partner set up on the opposite side of the hoop. While keeping their feet in the hoop, move (like a spoke of a wheel) one hand at a time around the outside edge of the hoop. See if you can catch up to your partner, who is moving in the same way and in the same direction.



55c

I love to
get active.
It's **fun** and
it's good
for me!

56a

Variation: Cyclone coming

Equipment: Parachute



Explain that a big storm is on its way and the wind is very strong.

Students are given an occupation name (occupations of people who may help in a very large storm) eg fire fighter, doctor, police, emergency worker, nurse etc.

Students move the parachute from shoulder height to above their heads to depict the wind. Teacher calls out one of the occupations and that group of students must let go of the parachute and travel under the parachute to the other side, where they can take hold again. Only allow four students to move at once to avoid collisions.

56b



56c

I love to
get active.
It's **fun** and
it's good
for me!

Parachute activities : Let it fly

Equipment: Parachute



Students are spread around the outside of the parachute holding on with their hands clenched.

Students wave the parachute up and down at the same time to establish a rhythm. On the teacher's signal let go of the parachute so it flies up into the air.

This activity works well when there is no wind or in an undercover/indoor area. Students need to release the parachute all at the same time.

57a

Weather

Equipment: Parachute



Explain that the parachute is a lake or swimming pool. Explain how different weather conditions change the water in the lake or swimming pool.

Students move the parachute to demonstrate different weather conditions as the teacher calls the changes – calm, windy, storm, etc. Movement of waves at the beach could also be used.

57b

Mushroom

Equipment: Parachute



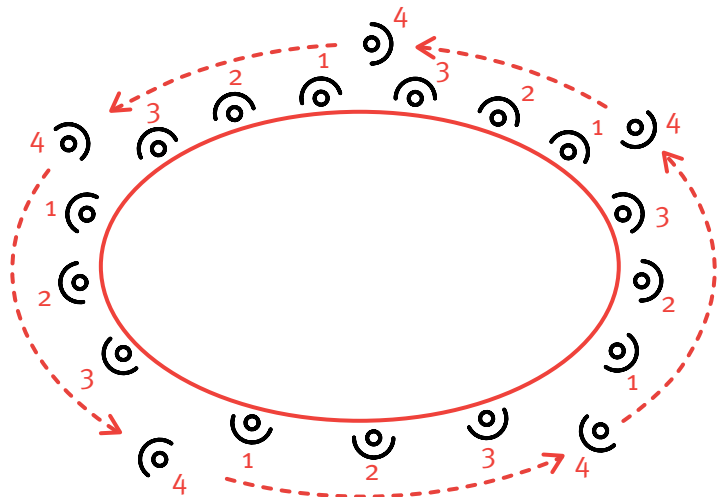
Students move their arms up and down in the same rhythm.

When the parachute is moving up and down fluently, the teacher instructs students 'on a count of three, sit down pulling the parachute back over your head and down to the ground'.

The students are now sitting inside the parachute, which makes a mushroom shape over their circle. Try it several times.

57c

Diagram: Running parachute



58a

Parachute ping-pong

Equipment: Parachute and four balls



Two teams on opposite sides of the parachute, one holding one side of the parachute, one holding the other.

Place four balls (two different colours or types) on the parachute. Teams attempt to keep their team's ball on the parachute and bump the other team's ball off the parachute. Mix the teams up around the edges and play again. Place more balls on the parachute.

58b

Flying saucer

Equipment: Parachute, one ball



Place one ball on the parachute. Students attempt to roll the ball around the rim of the parachute without letting it fall off. Students need to work together to raise and lower the chute to keep the ball rolling.

58c

Running parachute

Equipment: Parachute



Students stand at edge of parachute holding it with only the left hand so as to face in an anti clockwise direction. Number students off one to four all the way around the parachute, so the numbers are evenly spaced. On 'go' and still holding the parachute, students all jog around in circular fashion. Teacher calls a number. The group of that number let go of the parachute and run faster around the parachute to take the next vacant place on the parachute edge.

59a

Parachute basketball

Equipment: Parachute and 10 small soft balls



If your parachute has a hole in the middle this one will work.

Divide the class into six groups, numbered one to six. Alternatively you could name them after basketball teams. One team is nominated to 'shoot baskets'. Each person in the team who is shooting stands with two soft balls around the outsides of the parachute about four to five steps back. On 'go' the team attempts to gently throw their ball to get it through the centre hole in the parachute. Balls that fall off the parachute can be collected and thrown again. The team has one minute to shoot as many baskets as possible. When time is up they return the balls to the parachute and the next team is set up.

59b

Beanbag popcorn

Equipment: Parachute and any number of beanbags



Place all the beanbags on the parachute.

Students bounce the beanbags up and down attempting to keep them on the parachute. Then see if the students can bounce them off the parachute. Time how long it takes to get all the beanbags off the parachute.

59c

Variations: One hand tap



With both hands behind your back, use other body parts to tap the balloon to a designated spot. Hands may be used if the balloon drops to the ground.

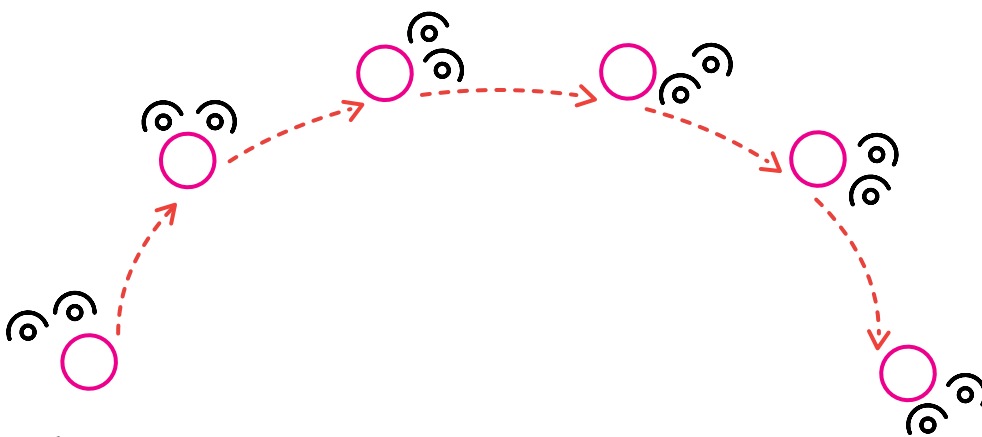
Each student has two balloons and must tap them alternately to a designated spot attempting to do it without the balloons touching the ground. Try the same thing with one hand behind your back.

Balloon games

Great for wet or very hot days. Make sure you have plenty of balloons. Fuller balloons stay in the air longer and are more susceptible to changing air currents but they are better for students with slower reflexes. The less air you put in the balloon the less time it stays in the air and are better for students with more advanced skills.

60a

Diagram: Balloon basketball



60b

Variation: Keep it up



Rather than numbering students one to five, try using other number patterns, depending on what they are doing in class eg seven, 14, 21, 28, 35. Each child has a number and the team must work in either ascending or descending order, calling out the numbers as they go. The same could be done with spelling words.

60c

One hand tap

Equipment: Each student has one balloon



Ask students to put the hand that they write with behind their backs. This hand may not be used. Students use their non-dominant hand to tap the balloon to a point nominated by teacher. If the balloon drops they may pick it up and continue.

Balloon games

Great for wet or very hot days. Make sure you have plenty of balloons. Fuller balloons stay in the air longer and are more susceptible to changing air currents but they are better for students with slower reflexes. The less air you put in the balloon the less time it stays in the air and are better for students with more advanced skills.

61a

Balloon basketball

Equipment: One balloon for each pair, eight to ten hoops



Set the hoops up around the edges of the area. Each pair has a balloon between them and must bat the balloon between each other, attempting to keep it off the floor. Working in a clockwise direction, each time they come to a hoop on the ground one student in the pair picks up the hoop and the other must bat the balloon through the hoop. After placing the hoop down they continue to next hoop, batting the balloon between them. Pairs could keep score (or you could have an umpire) by awarding five points for successfully negotiating each hoop and taking one point off each time the balloon touches the ground.

Balloon games

Great for wet or very hot days. Make sure you have plenty of balloons. Fuller balloons stay in the air longer and are more susceptible to changing air currents but they are better for students with slower reflexes. The less air you put in the balloon the less time it stays in the air and are better for students with more advanced skills.

61b

Keep it up

Equipment: One ball or balloon per group



Groups of four or five. Each group attempts to keep their ball or balloon off the ground for as many hits as possible. Students can be numbered in their group so each student has a turn at hitting the ball.

Balloon games

Great for wet or very hot days. Make sure you have plenty of balloons. Fuller balloons stay in the air longer and are more susceptible to changing air currents but they are better for students with slower reflexes. The less air you put in the balloon the less time it stays in the air and are better for students with more advanced skills.

61c

Variations: Balloon high



Introduce the rule that you may not touch the same balloon twice in a row or that alternate hands must be used when tapping the balloons.

Reduce the number of balloons so that there is only one per five students. Try to make the balloons different colours. Time how long the group can keep the balloons in the air without letting them touch the ground. Students may not tap the same balloon twice in a row. As the students get better add another balloon.

62a

Balloon tennis

Equipment: One sausage balloon and one round balloon for each student



The students hit the round balloon with the sausage balloon like a bat and a ball.

Variation 1

Each pair has only one round balloon and attempt to hit it backward and forward to one another using their sausage balloon.

Variation 2

Partners face one another and hold the two sausage balloons at either end. Place the round balloon on top of this cradle and attempt to move to a designated spot. If the round balloon drops from the cradle it may only be picked up using the sausage balloons.

62b

Variation: Group balloon hit



Each group has two balloons to negotiate to the designated spot and still must hit in numerical order.

Each group of three hold hands to form a small circle (interlocking fingers). The group moves with hands held, tapping the balloon in the numerical order designated, to a particular spot without letting the balloon fall to the ground.

62c

Balloon high

Equipment: One balloon per student



Each student has a balloon. On command all balloons are hit up into the air. The object of the game is to keep all the balloons up for as long as possible. Students may tap any balloon to keep it up and if a balloon touches the ground, it may be picked up and tossed again. To stop the game, students stand very still and allow all the balloons to float to the ground. Try not to let the balloons touch you.

Balloon games

Great for wet or very hot days. Make sure you have plenty of balloons. Fuller balloons stay in the air longer and are more susceptible to changing air currents but they are better for students with slower reflexes. The less air you put in the balloon the less time it stays in the air and are better for students with more advanced skills.

63a

All on one side

Equipment: One balloon, volleyball net or line to cross



Groups of six. The object of the game is to get your team to the other side of the net and back as many times as possible in the time frame. Using a balloon for a ball, each player hits the balloon to another player in the team. As soon as they have hit the balloon they move under the net to the other side. The last player taps the balloon over the net to the other side and scoots under and the process is repeated. As the team gets better, try two balloons at once.

Balloon games

Great for wet or very hot days. Make sure you have plenty of balloons. Fuller balloons stay in the air longer and are more susceptible to changing air currents but they are better for students with slower reflexes. The less air you put in the balloon the less time it stays in the air and are better for students with more advanced skills.

63b

Group balloon hit

Equipment: One balloon per group of three children



Students allocate a number for each child in their group, either 1, 2 or 3. Students hit the balloon in this order while making their way to a designated spot.

Note: groups can be allocated different areas to move to, to avoid congestion.

Balloon games

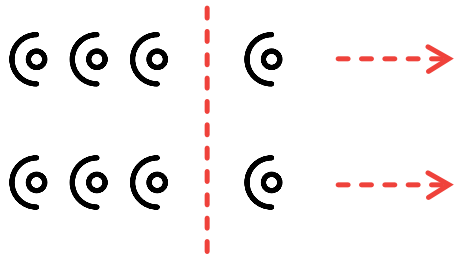
Great for wet or very hot days. Make sure you have plenty of balloons. Fuller balloons stay in the air longer and are more susceptible to changing air currents but they are better for students with slower reflexes. The less air you put in the balloon the less time it stays in the air and are better for students with more advanced skills.

63c

Variation: Number game



Instead of numbers have the letters of words in piles at the far end. Students stand in a line to form the word. This could also be done for countries around the world.



64a

Variation: Water relay

Equipment: Buckets and paper or plastic cups



Give each team a bucket of water at the starting line. On 'go' signal the first child fills the cup and takes it to an empty bucket, 20 metres away. They empty their cup into the bucket and return the cup to the next student in line. Set a time limit for teams to fill their bucket. The team with the most water in their bucket is the winning team.

This activity would work well after a measurement lesson. Students measure how many cups full of water it takes to fill the bucket. They could then carry out the relay and compare the results estimating how much water their team spilt.

Note! Often the children get wet! Each team has a cup filled with water. The cup of water acts as the baton for the relay. At the end of the race check how much water each team has in their cup.

64b



64c

Number game

Equipment: Three sets of cards numbered one to 10



Divide the class into three teams. Place the cards 20 metres away, one set per team. Each student runs down to pick up a card, and then runs back to the starting place. The students arrange themselves in numerical order, ascending or descending.

65a

Dressing relay

Equipment: Enough adult size clothes for each team



Each team has a pair of adult-size shorts and a shirt. First student runs to line where clothes are lying, gets dressed and continues back to team where he/she undresses giving clothes to the next student who gets dressed and runs up to the line and back. Continue until all students have dressed and undressed.

65b

Artist relay

Equipment: Small blackboard or paper on a board and a piece of chalk per team



Each team has a small blackboard or paper on a board placed 20 metres away and a piece of chalk. On a signal teacher calls out a word or object. First child runs and begins writing/drawing. Teacher allows five seconds then calls stop. Child returns back to line and passes the chalk to the next child. They run and continue to draw/write starting from where the first child finished.

65c

Diagram: Crusts and crumbs

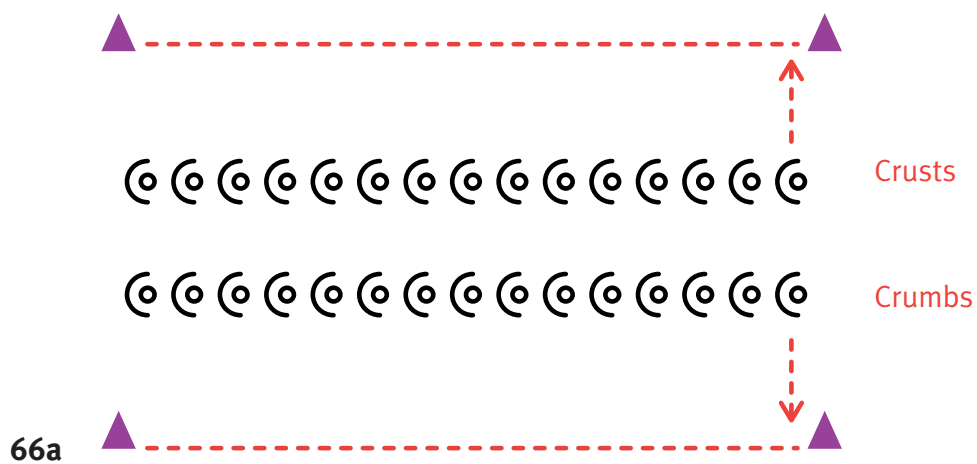
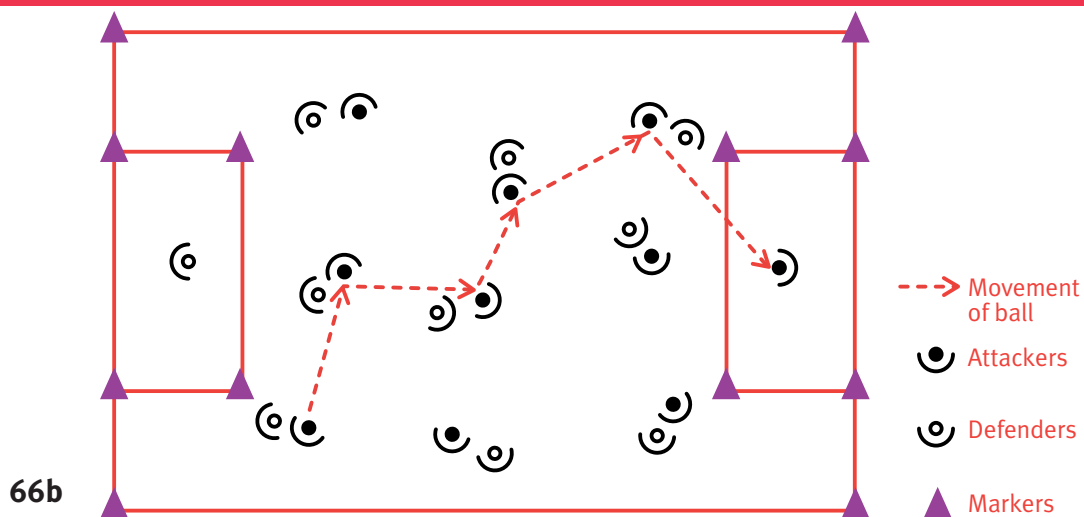


Diagram: End ball



Crusts and crumbs

Equipment: Lines or markers to run towards



Students pair up with someone of similar running pace to themselves. Students stand beside their partner, one pair behind the other. The team on one side are the 'crusts' and the other side are the 'crumbs'. When the teacher calls 'crusts', the 'crusts' turn and run to the line closest to them and their partner in the 'crumbs' line attempts to catch them before they get to the line. Each time they catch their partner they score a point. If the teacher calls 'crumbs' the 'crumbs' run to their closest line while the crusts chase. Students need to run in a straight line. Change starting position to make it more difficult, eg sitting, lying on your stomach etc.

67a

End ball

Equipment: One medium size ball and 12 markers

Divide the class into two teams, and designate the area (a rectangle field slightly bigger than a basketball court is good; for older children make the field larger). Mark the goal area - a box approximately three meters wide by two meters deep. The object of the game is to pass the ball to team mates and advance it to the goal area where a person from their team will be standing. If the team mate in the goal area catches the ball on the full, (without it touching the ground), a goal is scored.

Start with basic rules.

- Must make three passes before passing to player in goals.
- Can only take three steps with the ball.
- Defending players must be a metre away from the person with the ball.
- No players from either team are allowed in the goal area except the goal catcher.
- Modify the rules to suit the children's skills, eg allow children to bounce the ball five times to advance, allow them to punt kick the ball on the last step to the goal catcher.

67b

Progression ball

Equipment: One marker and one ball (any size or shape) for every two students

Students stand in pairs, an equal distance from a marker.

Throw a ball to a partner.

- If the ball is caught, that person takes a step backward.
- If the ball is dropped, that person takes a step forward.

- If the throw does not reach the partner or is too wide, the thrower takes a step forward.
- The winner is the one who is the greatest distance from the marker when the game stops.

67c

Variation: Water under the bridge

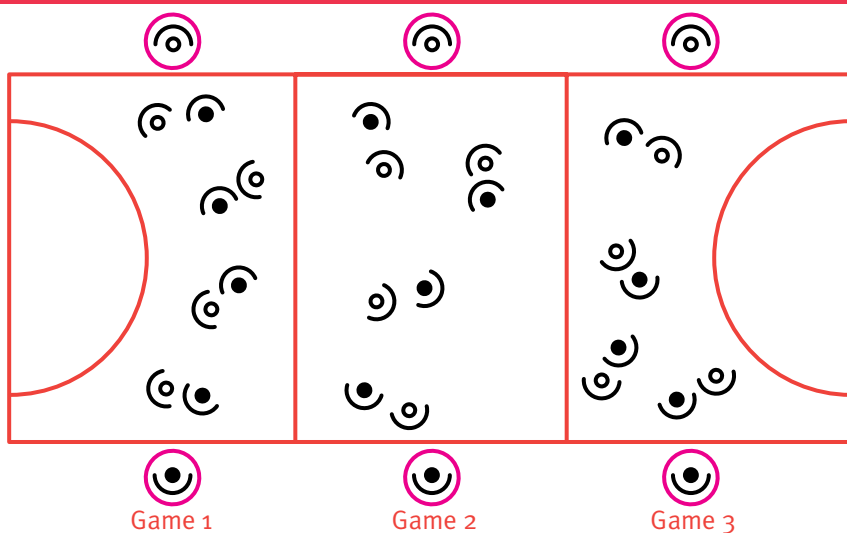
Equipment: Nil



Students are in pairs. Pairs skip holding hands around a designated area. One pair is selected as the chasers. When another pair is caught, they stand facing one another with hands held above their heads to form a bridge. This pair must stay still until freed by another pair skipping under the bridge.

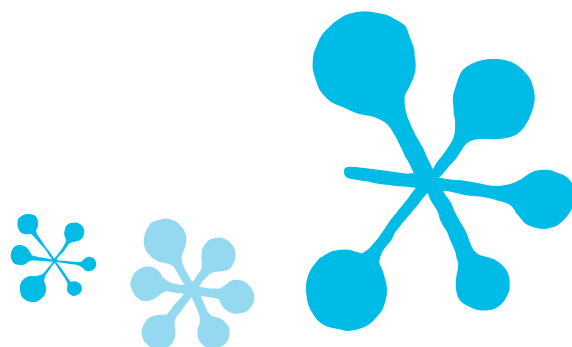
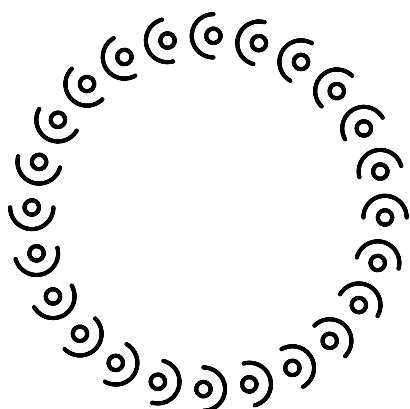
68a

Diagram: Netball end ball



68b

Diagram: Knee sit



68c

Stuck in the mud

Equipment: Nil



Designate an area and have all the students stand within the boundaries. Select two taggers. Students run around in area trying to avoid getting tagged (you may wish to establish some tagging rules for safety). If tagged they stand still, legs astride. Students who have not been tagged can free them by crawling between their legs. Change taggers when everyone is tagged or after a few minutes to give some variety.

69a

Netball end ball

Equipment: Six hoops, three netballs

Divide class into six even teams. Two teams play in each third of a netball court, or a rectangular area divided into three equal areas, playing across the court. One player from each team stands in a hoop placed at each end, and is the catcher. Each team attempts to get the ball to their catcher by throwing it to team mates. You cannot take more than one step with the ball. If the catcher catches it on the full (without the ball touching the ground), that team receives one point and the other team take possession from beside the hoop.

69b

Knee sit

Equipment: Nil



Students stand in a circle facing in a clockwise direction with the toes of each child touching the heels of the student in front of them and hands on the hips of the person in front. After a count of three, all students sit SLOWLY onto the knees of the student behind to form a sitting circle. The person behind can use their hands to guide the person in front.

69c

Variation: Keep the basket full

Vary the method by which the students collect the balls, ie skip, hop or jump, to collect the balls. Vary the method by which the children return the balls, ie dribble the ball back, either kicking or bouncing, carry the ball between the knees, work with a partner and throw and catch the ball to each other on the way back

70a

Variation: Ball passing versus team running

Use different skills eg kicking and trapping.
Use different type and size ball.

70b

Variation: Speed pass



Count the number of passes, go back to zero or deduct 10 when the ball is dropped.

70c

Keep the basket full

Equipment: At least one small ball per child and container to put them in

Teacher has a basket full of small balls. Students spread out in area. Teacher throws the balls, one by one, into the area and students return the balls to the basket in an attempt to keep the basket full. Vary the method of movement.

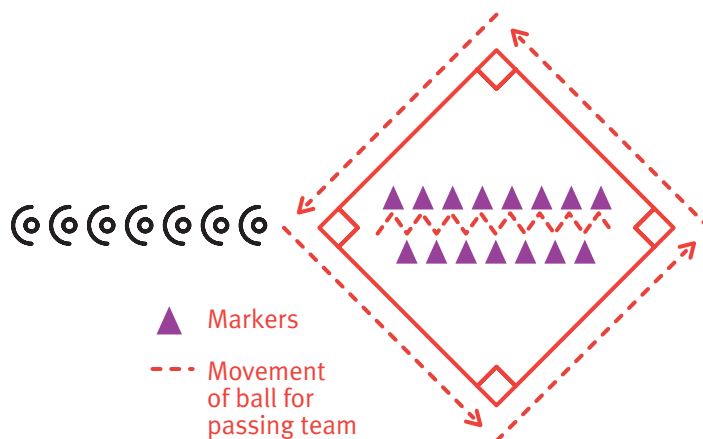
71a

Ball passing versus team running

Equipment: One ball, four bases, 15 markers (for a class of 30)



Set up bases as for softball diamond. The markers are set up inside the diamond an equal distance from one another. Divide the students into two teams: Team one running, team two passing. The running team acts as the timer for the passing team. On 'go', the running team run to the bases one at a time in relay fashion. The next runner cannot start until the first runner returns to home base. The passing team pass the ball from player to player counting the number of successfully caught passes until the last runner has finished and yells, 'stop'. Teams change over and the passing team attempts to make more passes.



71b

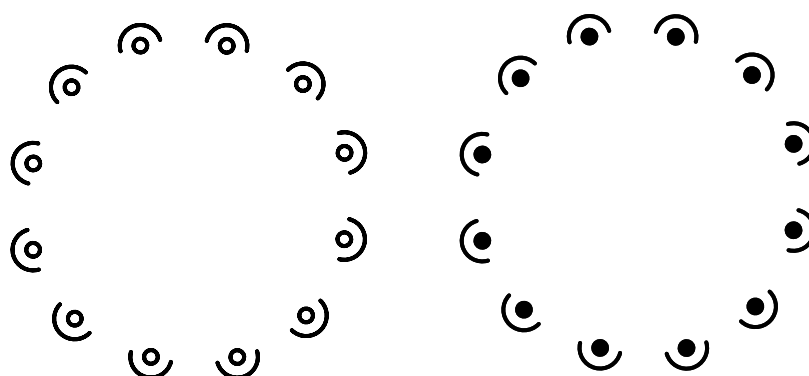
Speed pass

Equipment: Two balls, any size or shape



The class is divided into two or more teams.

- Each team forms a circle.
- Each team passes the ball around the circle as fast as they can.
- Each time the ball passes the starting point the team gets one point.
- Every player must touch the ball.
- If the ball is dropped, that turn starts again from the new starting point.



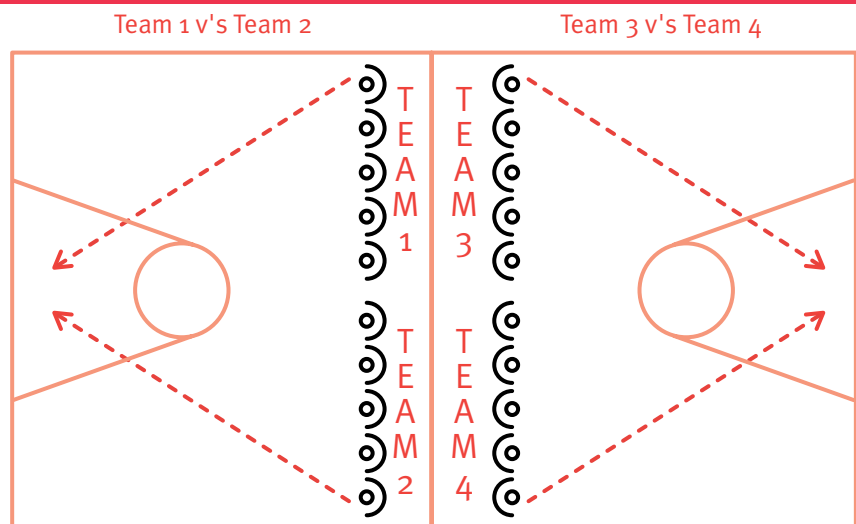
71c

Diagram: Fly



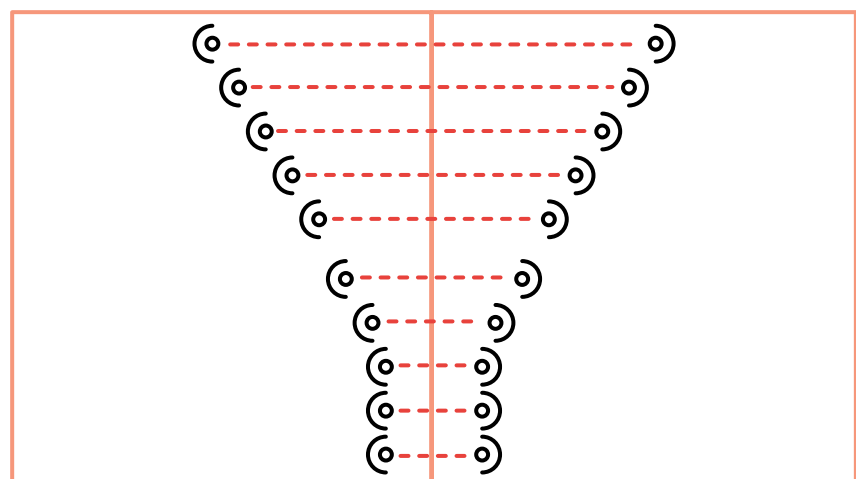
72a

Diagram: Basketball challenge



72b

Diagram: Throw and catch challenge



72c

Fly

Equipment: 10 sticks or rulers



Lay the sticks out about 30 centimetres apart in a straight line on grass. Students line up and leap over sticks, placing one foot between each stick. If they successfully reach the end they can take one more step and call for one of the sticks to be moved to the place where they landed. The game continues until only one person can complete the course.

Once students are familiar with the rules of the game two games could be set up with the teacher standing between the two to allow for more participation.

73a

Basketball challenge

Equipment: Four basketballs and one basketball court



Divide the class into four teams standing on the half way line shoulder to shoulder. Number each student from one to seven (ie for 28 students). Place one basketball on the ground in front of each group. The teacher calls out a number between one and seven. The four students with that number pick up a basketball and dribble it down to the basket, then take one shot and retrieve ball. If shot is successful the student earns two points for their team. The student who successfully dribbles back to their place and puts the ball on the ground in front of their team, earns one point for their team. Designate a scorer on each team to keep tally of their group's points.

73b

Throw and catch challenge

Equipment: One basketball, open flat area



Partners face each other and stand in one line at the centre of a basketball court. The object of the game is to pass and catch with your partner as many times as possible without dropping the ball. The challenge is, each time you pass the ball to your partner you must take one step away from your partner, thereby increasing the distance of the pass. Your partner does the same. If the ball is dropped you and your partner sit down on the spot where you made your last throw and catch. The winning pair is the pair who has made the longest pass without having dropped the ball.

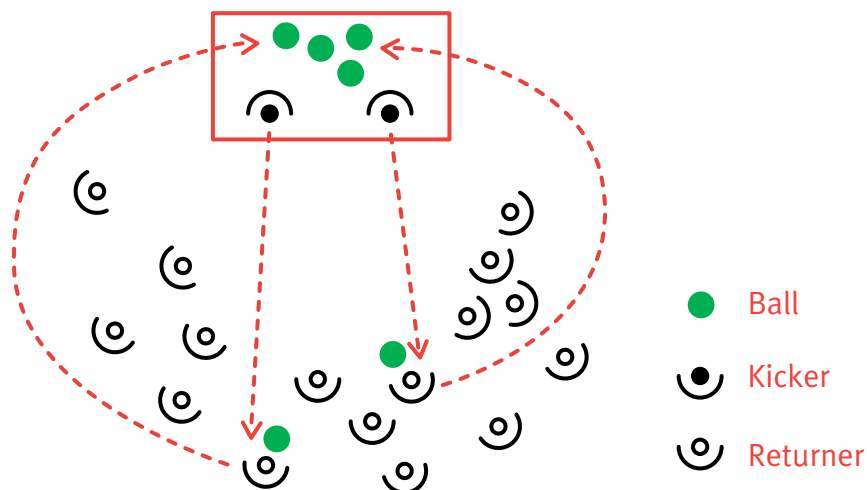
73c

Variation: Thief

This game can be played using soccer balls or hockey sticks and tennis balls to practise other dribbling skills.

74a

Diagram: Empty the square



74b

Variation: Long, long, long jump



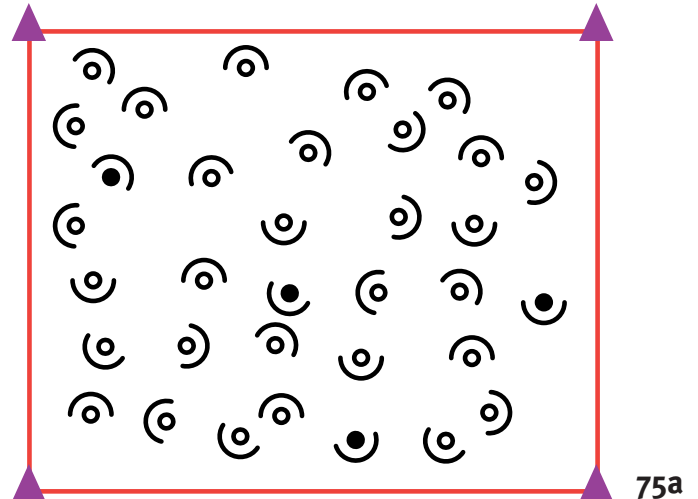
Teams could measure each jump, record and add each jump to gain their team's total. If this was done for each round the children would then have data that could be graphed in the classroom.

74c

Thief

Equipment: One ball per student – except thieves

Designate two to five thieves. Students work in a designated area or grid. Each student bounces the ball in the area and the thieves attempt to steal their ball. If a ball is stolen the two students swap roles, the thief continues to bounce and the student who had it stolen becomes a thief.



Empty the square

Equipment: Four markers and six soccer balls

Balls are placed in a five to 10 metre square. Two students are selected to be the kickers and stand in the square. Other students spread out on the field. Students in the square attempt to kick all the balls out of the square. They may only kick in one direction. Other students field the balls and dribble them back to the square in an attempt to keep the square full of balls. Students returning the balls should take them to the back of the square so as not to be hit by other balls being kicked. Change kickers regularly.

75b

Long, long, long, jump

Equipment: Nil

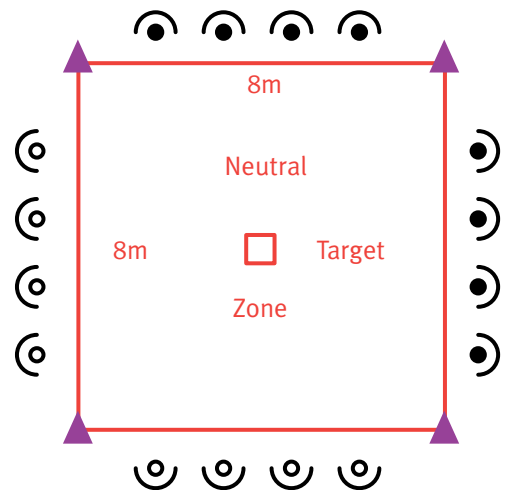


Groups of four to six.

As the name suggests, the object of the game is jump as far as possible as a group. The first student starts at the starting line and using a one-foot take off and a two-foot landing, without a run-up, jumps as far as possible. The next student starts from where the first landed and jumps using the same method, the third student starts where second lands, and so on until the whole team has jumped. Teams can either compare their team's effort with the other team or attempt to beat their own team distance in round two.

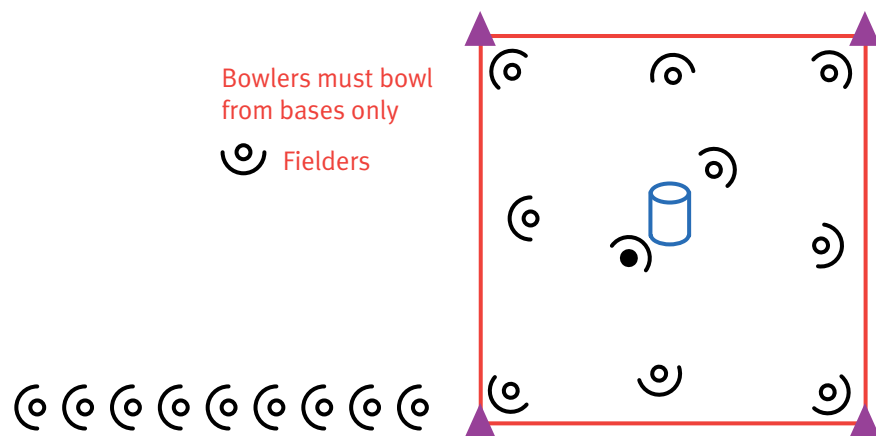
75c

Diagram: Ripper run out



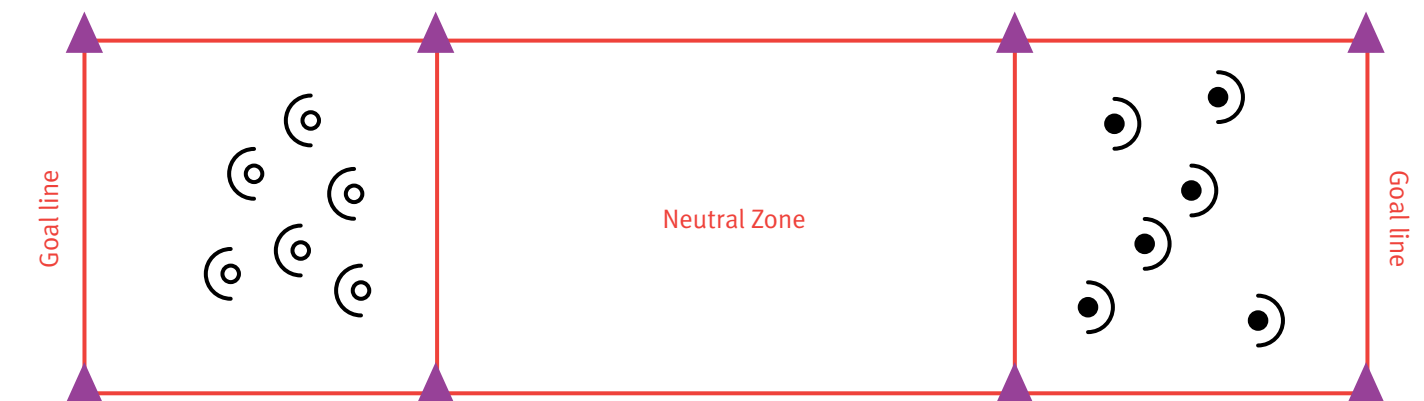
76a

Diagram: Circular continuous cricket



76b

Diagram: Roll a goal



76c

Ripper run out

Equipment: 12 soft small balls, four markers and plastic cricket wickets for a target

Two teams of six to eight players setup on the outside edge of a square. Players attempt to hit the target in the centre of the square. Each time the target is hit, a point is scored. Balls must be thrown from behind the line of the markers and any balls landing in the neutral area cannot be retrieved until the game is stopped for this purpose. Start with underarm throws and change to overarm throws in later games.

77a

Circular continuous cricket

Equipment: One tennis ball, two cricket bats, four markers or bases and a central wicket (a clean garbage tin works well)

Place the wicket in the centre of the square, marked at four corners by markers or bases. Divide the class into two teams, one batting and one fielding. Allocate four students to bowl (only one ball) from the corners of the square. The batting team stand in a line outside the square. The batter stands at the wicket in the centre of the square facing the bowler with the ball. The batter must move around the wicket to face the bowler with the ball depending on which bowler the fielding team throw the ball to. The batter must run around the bowler who bowled the ball, if the ball is hit.

Bowling is continuous and the next batter must be ready

to move in with the spare cricket bat as soon as the wicket is taken. Batter may only be caught out or bowled.

77b

Roll a goal

Equipment: Eight markers and six soft balls



Teams of six to eight. Each team begins with three to six soft small balls. The aim is to get the ball across the other team's goal line by rolling it below knee level. Score one point for each ball that crosses the line. Players cannot retrieve a ball if it stops in the neutral zone.

The size of the grid depends on the skill level of the players.

77c

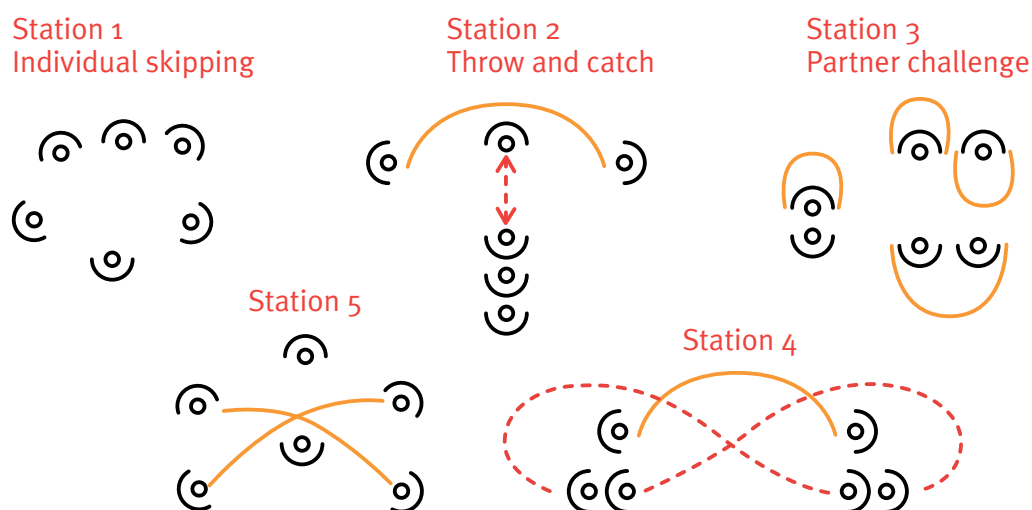
Variation: How long?

Vary the mode of movement over 100 metres and have children estimate and time each other while skipping, hopping or jumping. Students can then graph each mode of movement.

78a

Diagram: Jump rope circuit

78b



Variation: Knots

Start with smaller groups and gradually increase the size of the groups to increase the interaction required to solve the problem.

78c

How long?

Equipment: One stopwatch



Each student estimates how long it will take to run 100 metres, 200 metres and 400 metres. Student's estimates are recorded and actual times recorded to see how close they were to their estimate. Students can then graph their results.

79a

Jump rope circuit

Divide class into five groups. A circuit of five stations can include the skills that the students are already aware of. The following is an example:



STATION	ACTIVITY	EQUIPMENT (for class 30)
1. Individual skipping	One rope per child. Students practise their individual skipping skills, forwards, backwards, crossover, alternate feet skip etc.	Six individual ropes
2. Long rope, throw and catch	Students take turns to jump in the long rope facing side on. Another student throws a ball to the jumper to catch and return. Rotate rope turners so all students have a turn at the activity.	One long rope One ball
3. Partner challenge	Pairs of students work out as many ways as possible to jump with their partner. This may be with one rope or two.	Six individual ropes
4. Long rope Figure of eight	Figure of eight. Students line up standing beside one of the rope turners. They enter the rope, skip once and exit on the other side, running around the back of the other rope turner, then stand beside them and wait until all students have jumped through.	One long rope
5. Egg beater	Two long ropes are crossed. Skipper enters the rope and skips where the two ropes meet. Attempt to have five skips then take an end of one of the ropes so the next person can have a turn.	Two long ropes

79b

Knots

Equipment: Nil



Groups of eight to 10 students stand in a circle formation. All place their hands towards the middle of the circle. Each student takes hold of two different people's hands, making sure that they do not have the hand of the students either side of them. The group then works to untangle the circle without letting go of hands.

79c

Further resources

5.1 Useful equipment

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

A basic kit of equipment for each class in lower primary would be:

- 15 markers
- Bibs or sashes
- 30 beanbags
- 10 hoops
- Softball bases or carpet squares
- 15 to 30 small balls
- Long ropes

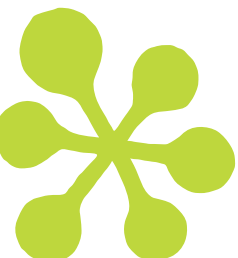
A basic kit for middle and upper primary class would be:

- 20 markers
- Bibs or sashes
- 15 small balls
- Plastic cricket set
- Class set of skipping ropes
- Larger balls (a variety)
- Softball bases or carpet squares

Additional equipment

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

- Sprint ladder
- Low balance beam
- Rebounder
- Parachute
- 30 small plastic racquets
- 30 tennis balls
- T-ball stand
- 10 basketballs
- 10 soccer balls
- Netballs
- Softball bat



5.2 The Department of National Parks, Recreation, Sport and Racing

The Queensland Government is committed to improving the health and wellbeing of Queensland's communities. We do this by working closely with sporting organisations, councils, schools and the wider community to develop better skills, create better places for sport and recreation, and increase participation.

The Department of National Parks, Recreation, Sport and Racing has a number of projects directly or indirectly enhancing opportunities for children and young people to be physically active. The projects are designed to complement existing programs and services and link with other initiatives as well as support and strengthen the sport and recreation industry.

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

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

Get Active Queensland Accreditation Program

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

Active Recreation Centres

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

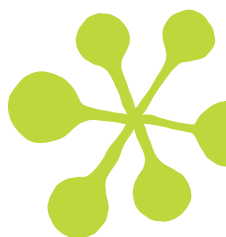
Active Recreation Centres are located at:

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

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

For more information

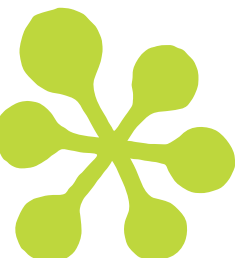
For more information about the Department of National Parks, Recreation, Sport and Racing's programs and services, visit the website www.nprsr.qld.gov.au, or contact the Department of National Parks, Recreation, Sport and Racing on telephone **1300 656 1941**.



5.3 Other support, programs and resources

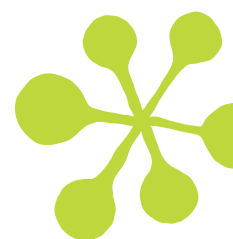
Organisation	Support	Contact
ACHPER QLD	Australian Council of Health, Physical Education and Recreation. Bookshop offers a large range of books and materials in the Health and Physical Education key learning area.	P (07) 3895 8383 E info@achperqld.org.au W www.achperqld.org.au
Australian National Schools 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 (02) 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.healthpromotion.cywhs.sa.gov.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.org.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.org
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.smaql.com.au

P	Phone
F	Fax
E	Email
W	Website



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 (02) 6244 1000 W www.aihw.gov.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
Educations Services Australia	<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@esa.edu.au W www.esa.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@dhs.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

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

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

Teaching Ideas — lesson ideas for physical activity

Website

www.foodsafety.asn.au

www.lessonplanz.com

www.getmoving.tas.gov.au

www.pecentral.org

www.primaryresources.co.uk

www.teachingideas.co.uk

5.6 Hard copy resources

Resource

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

Website

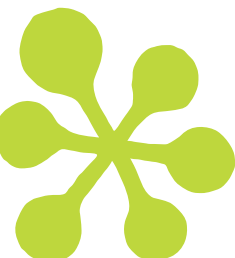
www.heartfoundation.org.au

www.health.qld.gov.au

www.nestle.com.au/nutrition-health-wellness/nutrition-partners/ais

www.ausport.gov.au/ais

www.healthyactive.gov.au



References

1. *Survey of children's participation in cultural and leisure activities Australia—April 2006*; Australian Bureau of Statistics.
2. Dale, D., Corbin, C.B and Dale, K.S (1999) *Restricting Opportunities to Be Active During School Time: Do Children Compensate by Increasing Physical Activity Levels After School?* In Research Quarterly for Exercise and Sport. Vol. 71, No. 3, pp 240–248.
3. Abbott RA, Macdonald D, Mackinnon L, Stubbs CO, Lee AJ, Harper C, Davies PSW. *Healthy Kids Queensland: Physical Activity and Nutrition Survey 2006—Summary Report*. Queensland Health, Brisbane, 2007
4. Godin, G., R.J.Shephard. *Use of attitude behaviour models in exercise promotion*. Sports Med 10: pp 103–121 1990.
5. CAHPERD. Canadian Association for Health Physical Education, Recreation and Dance.
6. Kerr, G.1996 *The role of sport in preparing youth for adulthood*. In B. Galway and J. Hudson (Eds) *Youth in transition: Perspectives on research and policy*: Thompson Educational Publishing Inc.
7. Sallis, J.F., McKenzie, T.L., Kolody, B., Lewis, M., Marshall, S., and Rosengard, P. (1999) *Effects of health related physical education on academic achievement: Project SPARK*, Research quarterly for Exercise and Sport, 70 (2) pp 127–134.
8. Kidd, Dr. B. *The Economic Case for Physical Education*. CAHPERD Scholar Address in CAHPERD Journal de l'ACSEPLD (4) 1999
9. McKay, S.L., Reid, I.S., Tremblay and Pelletier, R (1996) *The impact of recreation on youth in transition to adulthood: A focus on youth at risk*. In B. Galway and J. Hudson (Eds) *Youth in Transition: Perspectives on research and policy*: Thompson Educational Publishing Inc.
10. Qld Schools Curriculum Health and Physical Education 1–10 Syllabus 1999—Department of Education, Training and the Arts, 1999
11. Norrie, Hon.M., and Mustard, J.F (1999). *Early Years Study: Final report*. The Canadian Institute for Advanced Research.
12. Shields, D.L.L and Bredemeier, B.J.L (1994) *Character development and physical activity*. Champaign Human Kinetics.
13. Sage, G. (1986) *Social Development*. In Seefeldt.V (Ed) *Physical activity and well-being*. pp 343–371 Reston: American Alliance for Health Physical Education and Dance.
14. Medibank Private 2007—Medibank Private Research: *The cost of physical inactivity*, 2007
15. Mathers C, Vos T, Stevenson C. *The Burden of Disease and Injury in Australia*. Canberra: AIHW, 1999.
16. Dauer, V., and Pangrazzi, R (1989). *Dynamic physical education for elementary school children* (9th ed.). New York: Macmillan.

