

# REDUCING SEDENTARY BEHAVIOUR



## A school-based toolkit

SUPPORTING THE FOUNDATIONS FOR A HEALTHY SCHOOL



# REDUCING SEDENTARY BEHAVIOUR

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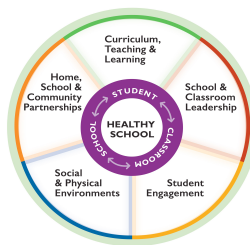
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Original Source: Ministry of Education, Foundations for a Healthy School:  
A Companion Resource to the K-12 School Effectiveness Framework  
(<http://www.edu.gov.on.ca/eng/healthyschools/resourceF4HS.pdf>)

## Strategies to Reduce Sedentary Behaviour: Secondary School Toolkit



Children and Youth are spending an average of **8.5** hours per day during waking hours being sedentary.

The purpose of this resource is to provide educators with strategies to reduce sedentary behaviour. Strategies target multiple levels of influence including students' and parents' attitudes and knowledge, classroom and school level social and physical environments as well as school policies.

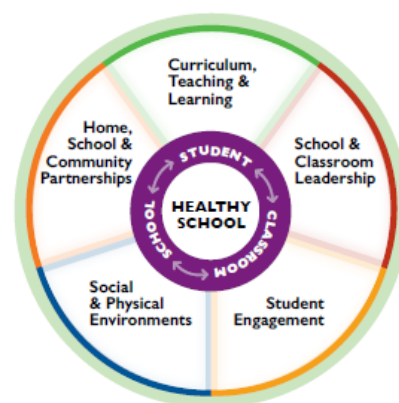
### Highlights of the Toolkit:

- Curriculum connected activities that can be used in the classroom and school to encourage students to move during the day.
- Activities to support school and classroom leadership and student engagement.
- School level initiatives to create supportive environments.
- School announcements, newsletter and health walls.

### How was this resource developed?

This toolkit was designed to support *The Foundations for a Healthy School* resource, which recommends that health promotion activities in schools target each of the components of the framework which include:

- Curriculum teaching and learning
- School and classroom leadership
- Student engagement
- Social and physical environment
- Home, school and community partnerships



For more information about the Foundations for a Healthy school visit  
<http://www.edu.gov.on.ca/eng/healthyschools/foundations.html>

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***The evidence clearly demonstrates that for an initiative in the school setting to be impactful, it has to be multicomponent and delivered over an extended period of time versus single component or “one off” programming. Therefore, to effectively address sedentary behaviour the best action plan is to select various activities to implement from each component.***

### **Why is the focus on sedentary behaviour instead of physical activity?**

For many years, the promotion of regular moderate to vigorous physical activity (MVPA) among children and youth has been a public health priority. Despite promotion efforts, data from Statistics Canada reveal that only 9% of 5 to 17 year-olds in Canada are meeting the recommended 60 minutes of daily MVPA (Canadian Society for Exercise Physiology, 2014; Statistics Canada, 2012). Although promoting MVPA among children and youth is important, time spent being sedentary is equally if not more of a health concern. Research shows that leading a sedentary lifestyle has independent and different effects as compared to being physically active (Neville, Sparling, Healy, et al., 2010; Tremblay, LeBlanc, Kho, et al., 2011). Thus, both physical activity and sedentary behaviours should be treated as separate constructs and addressed uniquely.

There is a growing concern that many children and youth are spending excessive amounts of the day being sedentary (Lou, 2014; ParticipACTION, 2015). Sedentary behaviour consists of sitting or lying during waking hours, using low energy expenditure (Canadian Society for Exercise Physiology, 2011). Common sedentary activities for children and youth may include sitting for long periods at school or at home, using motorized transportation such as the bus or car, watching television, playing passive video games and spending time on the computer, tablet or cell phone (Canadian Society for Exercise Physiology, 2011). Research shows that children and youth are spending an average of 8.5 hours per day during waking hours being sedentary (ParticipACTION, 2015). More specifically, 5 to 11 year olds are spending an average of 7.6 hours per day and 12-17 year olds are spending an average of 9.3 hours per day being sedentary (ParticipACTION, 2015). This means that for children and youth, over two-thirds of their day is spent either sleeping or being sedentary.

The health consequences of leading a sedentary lifestyle are extreme. A systematic review of sedentary behaviour and health indicators in school-aged children and youth found a dose-response relation between increased sedentary behaviour and unfavourable health outcomes (Tremblay et al., 2011). For example, watching TV for more than 2 hours per day was associated with unfavourable body composition, decreased fitness, lowered scores for self-esteem and pro-social behaviour and decreased academic achievement. Additionally, sedentary behaviour has been shown to coexist with other 'unhealthy' behaviours such as increased consumption of energy dense foods (Pearson & Biddle, 2011), lower levels of physical activity (Melkevik, Torsheim, Iannotti, et al., 2010) and inadequate sleep (Foti, Easton, Lowry et al., 2011). Moreover, excessive time in sedentary behaviours is associated with increased cardiovascular disease and all-cause mortality (Neville et al., 2010). Alternatively, spending less time being sedentary can help maintain a healthy bodyweight, improve self-confidence, improve performance in school, improve fitness levels, increase fun with friends and promote the development of new skills (Canadian Society for Exercise Physiology, 2014).

### **Why schools should play a role?**

Schools have been identified as an ideal setting to work with children and youth because of the universal enrollment of children in school and the consistent access to this target population. However, a more compelling reason aligns with *Ontario's Well-being Strategy for Education*. It is undisputed that healthy students are better prepared to learn. Studies demonstrate that promoting student health and wellbeing can help schools meet their educational goals, such as reduced absenteeism, fewer behavioural problems, and higher school-wide test scores and grades.

([http://www.cdc.gov/healthyschools/health\\_and\\_academics/pdf/health-academic-achievement.pdf](http://www.cdc.gov/healthyschools/health_and_academics/pdf/health-academic-achievement.pdf)).

A healthy school not only provides educational opportunities but creates a supportive environment for health and well-being. The *Foundations for a Healthy School* is an Ontario Ministry of Education resource that is designed to support student health and well-being. It emphasizes the importance of taking a comprehensive approach to address health-related topics that contribute to well-being. This approach demonstrates that multiple levels of influence determine individual behaviour and recognize that no single factor can adequately account for why children and youth engage in health risk or health promotion behaviours.

### **Why is student engagement important?**

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Students are arguably the most important stakeholders in the education system and thus student engagement should be at the heart of a healthy school. The *Foundations for a Healthy School* defines student engagement as “*the extent to which students identify with and value their learning; feel a sense of belonging at school; and are informed about, engaged with and empowered to participate in and lead academic and non-academic activities*”. While student engagement is one of the five components of a healthy school, student engagement is best achieved when it is integrated into all of the Foundation’s components. When students are given the opportunity to be active contributors to their learning, and their learning environments, they derive a sense of belonging and connectedness to the school community, and gain feelings of competence and satisfaction from achievements in their work. The role of the adult is to empower students; give them the skills and confidence to contribute equally to decisions, lead meetings, and organize and implement activities. See *Student Engagement Activities* for ways to increase student engagement for reducing sedentary behaviour in your school.

### **What is Public Health’s Commitment to Schools?**

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The goal of Middlesex-London Health Unit’s (MLHU) Child and Youth Program Team is to improve the health of children and youth, and contribute to a positive and healthy school climate. Specifically, our team works with school boards and/or staff of elementary and secondary schools, using a comprehensive health promotion approach, to influence the development and implementation of healthy policies, and the creation or enhancement of supportive environments to address key topics. Each school in London and Middlesex County is assigned a Public Health Nurse (PHN). For a list of PHNs assigned to schools, visit <https://www.healthunit.com/public-health-at-your-school>. Contact your PHN to determine how they can support this resource and collaborate with your school to improve the health of children and youth.

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### Curriculum, Teaching and Learning

- Announce It!
- Do the Math: Sedentary Behaviour Interactive Activity



### School and Classroom Leadership

- Take 5 in 75 - Brain Break Ideas
- Think on your Feet - Incorporating Movement in Your Classroom



### Home, School and Community Partnerships

- Partner with Community Agencies



### Social and Physical Environments

- Enhancing the Indoor and Outdoor Environment
- Get up and Move: Strengthening School Culture
- School Tree Challenge and Gardening



### Student Engagement

- Student Organized Intramurals
- Student Organized Physical Activities





## RELATED FOUNDATIONS:

- Home, School & Community Partnerships
- Student Engagement

## RESOURCES:

- Daily Announcement and Tweet Examples
- [Announce It!](https://www.healthunit.com/announce-it)

## Announce It!

**ACTIVITY GOAL:** To raise awareness about the harmful effects of sedentary behaviour and promote physical activity using various media strategies.

## ACTIVITY IDEAS:

- Use communication strategies such as daily announcements, parent newsletters, health walls and social media to raise awareness about sedentary behaviour. For more ideas, visit Announce It! on our website <https://www.healthunit.com/announce-it>.
- To have the most impact, these communication strategies should be used in collaboration with other school activities.
- For a more youth-friendly approach, engage students from committees or a class to compose announcements and health wall content.

## Curriculum Connections

- **Grade 9: C1.1** Understanding how active living contributes to health
- **Grade 11: A1.2** Describe the benefits of lifelong participation in physical activity



## Daily Announcement Examples

- We need a combo of light to vigorous activity each day. 60 minutes per day is all you need to sleep better and feel better. Sweat it out and step it up.
- Technology is great for connecting with the world but the average Canadian teenager spends 1/3 of their day on their electronic devices. Learn to connect in other ways by putting the phone away and walking to see your friend instead.
- Did you know the average teenager sits for almost 15 hours each day? So get off of it! Going for a walk with friends at lunch is an easy way to get moving.
- Get up, and get active! Try changing up your “after school” routine and go for a short walk with a family member or friend once you get home from school.
- We sure do a lot of sitting these days. Get outside, go for a nice walk and enjoy the sunshine!
- Ah a good ol’ night’s sleep! Getting 8-10 hours of sleep is so important to be able to focus and learn properly in class and to have enough energy to stay awake.
- Limit the amount of time you spend sitting! It’s easy. Every 75 minutes, get up and stand for 5 minutes.
- Today when you get home, ask your family to go for a walk after dinner! Some light physical activity after a meal is great for digestion and will make you feel great before bedtime.
- When is the last time you tried a new outdoor physical activity? Try going for a hike, bike ride or a walk with a friend.
- Teens need 60 minutes a day of physical activity, less than 2hrs of recreational screen time and 8-10 hours of sleep each night. A combination of exercise, rest and sleep equals a healthier you.
- You’re more likely to be physically active when you do something you enjoy. Dance to your favourite music, take the dog for a walk, or check out activities happening in your neighbourhood. Every step counts.

**From your Public Health Staff**

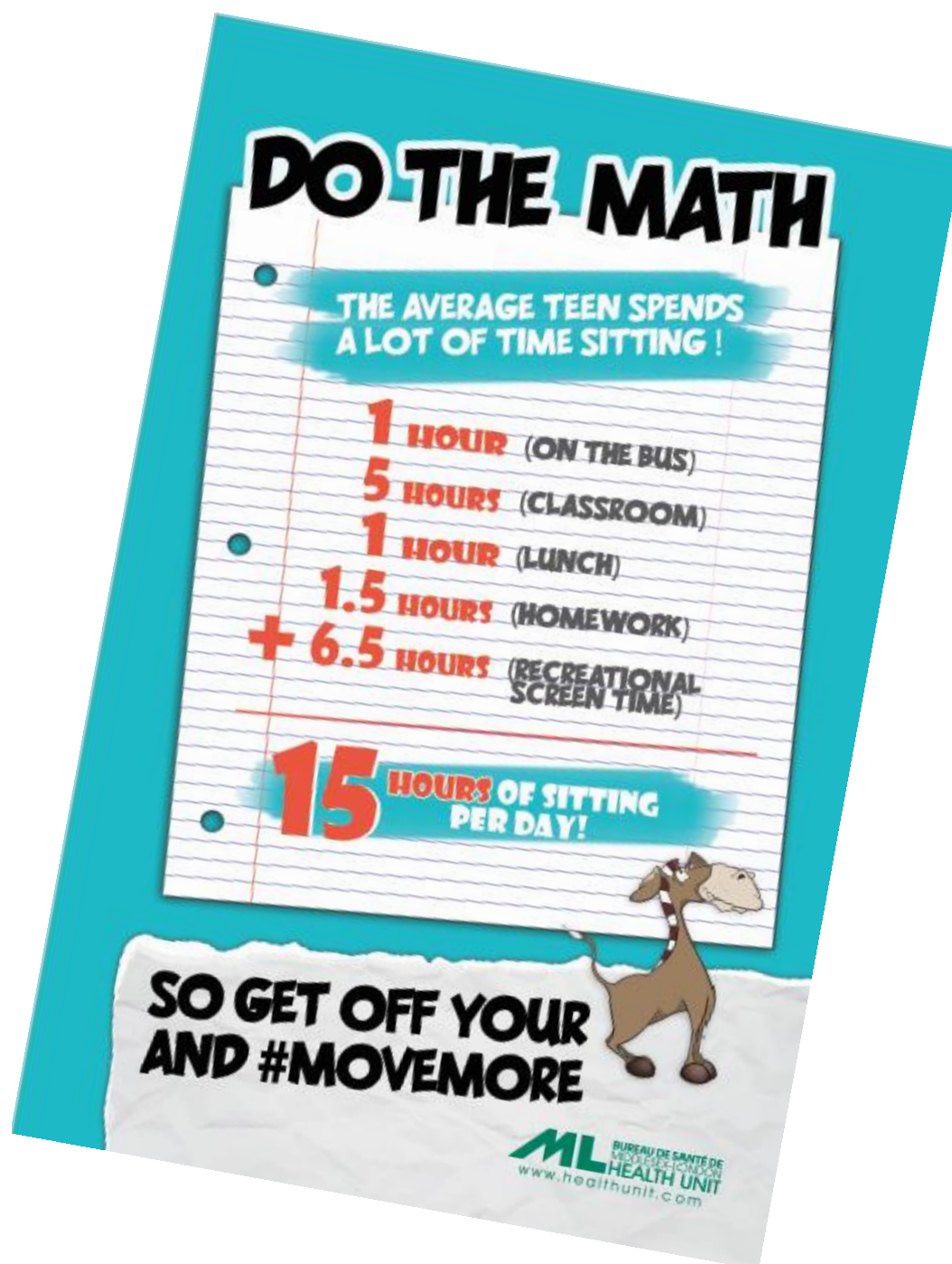
## **Tweet Examples**

- When is the last time you tried a new outdoor physical activity? Go for a hike, bike ride or a walk. #movemore
- How did you get to school today? Get your heart pumping, try walking or biking to school. #activetransportation
- Movement does the body good. #movemore
- Good morning sunshine! Open those curtains and let the sun shine in! #sleephygienetip
- Get up and move throughout the day. This will help you sleep at night. #sleephygienetip
- Put the screens away and get a better night's #sleep. #sleephygienetip
- Walking the dog is a great way to get moving. #moremore
- Take a break from the TV- Walk and meet up with a friend #movemore
- Replace screen time with a healthier activity. Try going for a bike ride or a hike at a local park. #movemore

**From your Public Health Staff**

Sedentary Behaviour Poster for Download

<https://www.healthunit.com/school-posters>



## RELATED FOUNDATIONS:

- Student Engagement

## RESOURCES:

## Do the Math: Sedentary Behaviour Interactive Activity

**ACTIVITY GOAL:** To reduce sedentary behavior by allowing students to visualize the number of hours spent being sedentary each day.

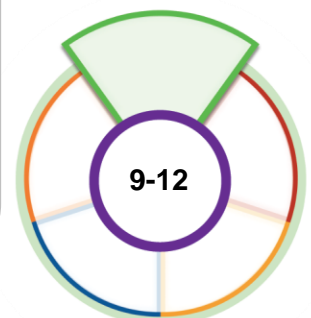
### ACTIVITY INSTRUCTIONS:

1. Introduce the concept of sedentary behaviour.
2. Tell students that this activity will identify many sedentary activities that they experience on a daily basis.
3. Students are asked to volunteer to come to the front of the class. Each student represents 1 hr of time. (Example; when talking about sitting at school, you would need 5 students to illustrate the average of 5 hrs spent sitting at school).
4. Provide specific examples of the daily activities.
  - Sitting on the bus – 1 hr.
  - Sitting in the classroom – 75 min x 4 classes = 5 hrs.
  - Sitting at lunch – 1 hr.
  - Screen time (phone, computer, TV) – 8.2 hrs.
  - Homework – 1 hr.
5. At the end, highlight the point of how the majority of young adults are spending upwards of 15 hrs a day sitting.
6. Discuss the need to move more. Have the class make a list of ideas of how to fit more movement into their day.

Note: Try having the students commit to make a change. Make a class sized chart for students to track their behaviour change and tie it to healthy incentives such as an outdoor/walking lesson.

### Curriculum Connections

- **Grade 9-12: A1.1** Active participation in a wide range of physical activities
- **Grade 9: A1.2** Factors that contribute to personal enjoyment of being active
- **Grade 9-12: A1.3:** Provide leadership by planning and leading in-class activities
- **Grade 9: C1.1** Understanding how active living contributes to health
- **Grade 11: A1.2** Describe the benefits of lifelong participation in physical activity
- **Grade 11: B2.3** Developing confidence to encourage lifelong participation in physical activities



## RELATED FOUNDATIONS:

- Curriculum, Teaching & Learning
- Student Engagement

## RESOURCES:

- [Additional activity ideas](#)

## Take 5 in 75- Brain Break Ideas

**ACTIVITY GOAL:** To reduce sedentary behavior by taking brief, five- minute physical activity breaks in each 75 minute period.

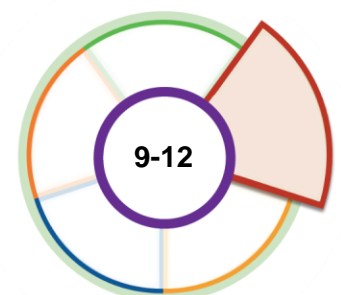
### ACTIVITY IDEAS:

- **“Minute to Win It” Games**  
Challenges students to perform simple but challenging activities in one minute or less. Designed to give students a break from sitting and encourages movement throughout the day. Visit <https://www.youtube.com/playlist?list=PLyOXyW4AoPQrvyqKrkrfrivyANS06i13sG>
- **Classroom Stretches and Exercises**  
Take a few minutes each class to get the students up and moving. Try different movements such as: squats, lunges, calf raises, arm circles and marching on the spot.
- **Fit Dice Game**  
Have the students help create a “Fit Dice” board. Have a bag of dice on hand and during your brain breaks have students roll the dice and complete the corresponding physical activities. Example: if they roll a 1 then they complete 10 jumping jacks, roll a 2 and complete 10 squats, roll a 3 and complete 10 push ups etc...

Note: To incorporate student engagement, have students assume responsibility for leading the activities.

### Curriculum Connections

- **Grade 9-12: A1.1** Active participation in a wide range of physical activities
- **Grade 9: A1.2** Factors that contribute to personal enjoyment of being active
- **Grade 9-12: A1.3:** Provide leadership by planning and leading in-class activities
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## RELATED FOUNDATIONS:

- Curriculum Teaching & Learning
- Student Engagement

## RESOURCES:

- [Setting up your classroom](#)
- [Activity ideas](#)
- [Strategies to get your class moving](#)

## Think on Your Feet – Incorporating Movement in Your Classroom

**ACTIVITY GOAL:** To provide students with the opportunity to stand or move during class time.

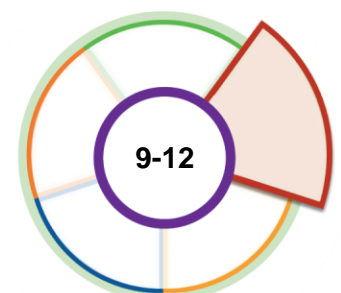
### ACTIVITY IDEAS:

- Incorporate classroom stretches, standing and movement breaks at least once each period. These mini-breaks only need to last a few minutes; try playing a short song as your activity timer.
- Offer a variety of seating choices for students, such as; stools, stability balls, chairs and standing workstations.
- Give students a choice to stand up at the back of the classroom as needed during the lesson.
- Try to incorporate walking lessons when possible.
- Incorporate movement into the lesson plan by having students provide their answers directly on the SMART board.
- Have students stand beside the desk as an alternative to raising their hands.

Note: Classroom culture can take a long time to change. Making a few small changes and creating new classroom habits will improve the health of the entire school community.

### Curriculum Connections

- **Grade 9-12: A1.1** Active participation in a wide range of physical activities
- **Grade 9: A1.2** Factors that contribute to personal enjoyment of being active
- **Grade 9-12: A1.3** Provide leadership by planning and leading in-class activities
- **Grade 9: C1.1** Understanding how active living contributes to health
- **Grade 11: A1.2** Describe the benefits of lifelong participation in physical activity
- **Grade 11: B2.3** Developing confidence to encourage lifelong participation in physical activities



## RELATED FOUNDATIONS:

- Curriculum Teaching & Learning
- Home, School & Community Partnerships
- School & Classroom Leadership
- Social & Physical Environments

## RESOURCES:

- Equipment (i.e., balls, nets, etc.)
- Canadian Intramural Recreation Association - CIRA Ontario
- Sample intramural schedule

## Student Organized Intramurals

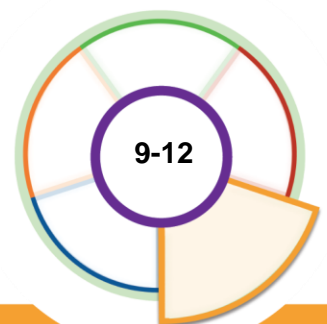
**ACTIVITY GOAL:** To create opportunities for students to incorporate physical activity into the school day.

### ACTIVITY IDEAS:

- Activities may be organized and coordinated by a student group such as a leadership class or student council.
- Participation is voluntary and students usually sign up to participate.
- Emphasis should be on fun, participation, fitness, and socializing.
- Try to offer a variety of traditional (i.e., Dodgeball, Basketball, soccer), and non-traditional sport activities (i.e., Capture the Flag, Ultimate Frisbee).

### Curriculum Connections

- **Grade 9-12: A1.1** Active participation in a wide range of physical activities
- **Grade 9-12: A1.3** Demonstrate adherence to ethical and fair play standards
- **Grade 9-12: A2.1** Participate regularly in moderate-vigorous physical activities
- **Grade 12: A 2.4** Apply various skills to plan a physical activity
- **Grade 12: A2.5** Apply leadership skills to healthy living objectives
- **Grade 12: B2.5** Implement an action plan to run a healthy active living event



# GET UP AND MOVE WITH

(if desired, insert school name or mascot name)

# INTRAMURALS!!

(insert location and time)

Week 1 (insert dates)	Basketball
Week 2	Floor Hockey
Week 3	Soccer
Week 4	Hand Ball
Week 5	Dodge Ball
Week 6	Capture the Flag

No experience needed.

Required: A smile and a positive attitude 😊

Bring a friend.

(Insert here - sign up or drop in)

## RELATED FOUNDATIONS:

- Social & Physical Environments

## RESOURCES:

- Budget
- Other equipment as needed (pylons, skipping ropes, television, etc.)
- Information display.

## Student-Organized Physical Activities

**ACTIVITY GOAL:** To reduce sedentary behavior by encouraging brief physical activities in the school day.

These activities are brief in nature and require minimal skill, time, and organization. They may be organized by students from a Healthy School Committee or other group. To enhance activities and provide a more comprehensive approach, a display could be included to raise awareness about risks of sedentary behavior and promote the benefits of physical activity.

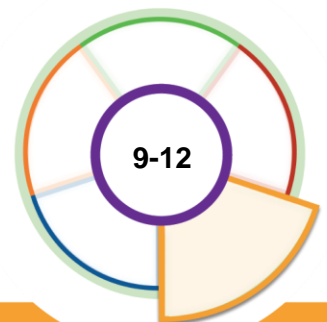
### ACTIVITY IDEAS:

- Minute to Win It Games
- Just Dance or Dance, Dance Revolution video game
- Set up an obstacle course/relay race
- Hold the yoga pose challenge
- Hula hoop challenge

**Note:** These activities would be best held in a busy area of the school such as an atrium or cafeteria. Activities may also be held outdoors. (i.e. outside main entrance to school or where many students gather).

### Curriculum Connections

- **Grade 9-12: A1.1** Active participation; choosing from a wide and varied range of activities
- **Grade 9-12: A1.3** Positive social and ethical behaviours, enjoyable participation; leadership
- **Grade 12: A 2.4** Apply various skills to plan a physical activity
- **Grade 12: A2.5** Apply leadership skills to healthy living objectives
- **Grade 12: B2.5** Implement an action plan to run a healthy active living event



## RELATED FOUNDATIONS:

- School & Classroom Leadership
- Home, School & Community Partnerships

## RESOURCES:

- Equipment (balls, nets, ping pong table)
- Budget for new equipment (badminton table) or funding from donations, sponsorships, grants and/or fundraising
- [Game ideas](#)
- [Trees](#)

## Enhancing the Indoor and Outdoor Environment

**ACTIVITY GOAL:** To create supportive environments for reducing sedentary behaviour in secondary schools by enhancing both the indoor and outdoor environments.

### ACTIVITY IDEAS FOR INDOORS

- Have ping pong or foosball tables in the cafeteria to encourage standing, movement and informal play.
- Provide tall tables in the cafeteria or hallways to encourage standing instead of sitting during breaks.
- Have various sports equipment accessible such as basketballs, skipping ropes etc.
- Provide students with opportunities to move in the classroom (see “Think on Your Feet” Activity sheet).

### ACTIVITY IDEAS FOR OUTDOORS

- Install secure bike racks in a visible location.
- Install quality basketball nets and provide a variety of equipment for students to use.
- Convert any unused tarmac or parking lot into a physical activity space (e.g. soccer/hockey/dodgeball/tennis)
- Provide information about walking trails, local parks, outdoor physical activity circuits including instructions for proper use.
- Consider planting trees or building an outdoor classroom.
- Have students help with creating a garden (see School Tree Challenge and Gardening Activity Sheet).

### Curriculum Connections

- **Grade 9: A1.2** Factors that contribute to personal enjoyment of being active
- **Grade 9: C1.1** Understanding how active living contributes to health
- **Grade 11: A1.2** Describe the benefits of lifelong participation in physical activity
- **Grade 11: B2.3** Developing confidence to encourage lifelong participation in physical activities



## RELATED FOUNDATIONS:

- Home, School & Community Partnerships
- School and Classroom Leadership

## RESOURCES:

- See toolkit section on Student Organized Intramurals
- See toolkit section on Student Organized Physical Activities

## Get up and Move: Strengthening School Culture

**ACTIVITY GOAL:** To enhance access to supportive environments to reduce sedentary behaviour.

### POLICY IDEA:

- **Policy Rationale:** Providing students with space and opportunities to be physically active can reduce sedentary behaviours and can improve their overall health and wellbeing.
- **Example Policy Statement:** “Our school commits to providing students with space and resources to reduce sedentary behaviour throughout the day”.

### To support the adoption of the policy:

- Provide staff with information or an in-service explaining the rationale for why it’s important for students to have opportunities and space available to reduce sedentary behaviour.
- Provide sports equipment for students to access on their free time
- Explore options for changes to the indoor and outdoor grounds.  
Some examples include:
  - Trees for shade
  - Painted lines on the field
  - Painted road hockey or basketball courts on the cement
  - Outdoor classroom structures
  - Bike racks
- Encourage intramurals, drop-in or open activities. Activities may be organized and coordinated by a student group.
- Encourage staff to participate with students to role-model being active.
- Encourage students to use active transportation such as walking when possible.

### Curriculum Connections

- **Grade 9: C1.1** Understanding how active living contributes to health
- **Grade 11: A1.2** Describe the benefits of lifelong participation in physical activity
- **Grade 11: B2.3** Developing confidence to encourage lifelong participation in physical activities





## RELATED FOUNDATIONS:

- Curriculum Teaching & Learning
- Home, School & Community Partnerships
- School & Classroom Leadership
- Student Engagement

## RESOURCES:

- If funding is needed seek, donations sponsorships, grants fundraising
- Contact your school Public Health Nurse
- [Lesson Plans](#)
- Promoting Vegetables and Fruit Toolkit:

## School Tree Challenge and Gardening

**ACTIVITY GOAL:** To reduce sedentary behaviour by providing authentic outdoor learning opportunities.

### ACTIVITY IDEAS:

- **School Community Tree Challenge**
  - This program inspires London & Middlesex schools to develop and implement tree planting projects for their communities. Through the program, students, teachers, and parents participate in tree planting projects in school yards and neighborhoods, including parks, residential yards and commercial areas.
  - <http://www.reforestlondon.ca/school-community-tree-challenge>
- **Get Gardening**
  - Students can learn to grow vegetables and fruit by planting and managing an indoor and/or outdoor garden. For further detail see The MLHU Promoting Vegetables and Fruit Toolkit.

### Curriculum Connections

- Grade 9: TIJ10/THJ10- A1.1 Planning and Development; A2.1-2.4 Communication; B1.1 Problem Solving and Project Management, B2.1-B2.4 Creating Products or Delivering Services
- Grade 10: THJ20- A1.1-1.3 Basic Biology, A2.1-2.3 Factors Affecting Growth, A3.1-3.4 Designs, Processes, and Systems, A4.1-4.3 Technological and Mathematical Literacy and Communication Skills, B1.1-B1.4 Design and Production, B2.1-2.3 Technical Skills
- Grade 11: THJ3M- A1.1-1.3 Species Classification and Geographical Regions, A2.1-2.3 Factors Affecting Growth and Product Quality, A3.2, 3.4 Designs and Processes, A4.4 Technological and Mathematical Literacy and Communication skills, B1.1-1.4 Design and Production, B2.1-2.3 Plant and Animal Management Strategies, B3.1-3.2 Technical Skills; THJ3E- A1.1-A1.3 Species Classification and Geographical Regions, A2.1-2.3 Factors Affecting Growth and Product Quality, A3.2-3.4 Designs and Processes, A4.1, A4.2, A4.4 Technological and Mathematical Literacy and Communication Skills, B1.1-1.3 Design and Production, B2.1-2.3 Plant and Animal Management Strategies, B3.1-3.3 Technical Skills
- Grade 12: THJ4M- A1.1 Species Classification and Geographical Regions, A2.1, A2.2, A2.4 Factors Affecting Growth and Product Quality, A3.2-3.3 Design and Processes, A4.1, A4.2, A4.5 Technological and Mathematical Literacy and Communication Skills, B1.1-1.4 Design and Production, B2.1-2.4 Plant and Animal Management Strategies, B3.1 Technical Skills; THJ4E- A1.1 Species Classification and Geographical Regions, A2.1-2.4 Factors Affecting Growth and Product Quality, A3.1-3.2 Design and Processes, A4.1, A4.2, A4.4 Technological and Mathematical Literacy and Communication Skills, B1.1, B1.3, B1.4 Design and Production, B2.1-2.3 Plant and Animal Management Strategies, B3.1-3.2 Technical Skills
- Other Connections: Science, Mathematics, Food and Nutrition, Hospitality and Tourism



## RELATED FOUNDATIONS:

- Curriculum Teaching & Learning
- Student Engagement
- Social & Physical Environments

## RESOURCES:

- Connect with local organizations that support youth, such as; Boys and Girls Club and YMCA.
- [Public Health at your School](#)

## Partner with Community Agencies

**ACTIVITY GOAL:** To support implementation of programs and activities utilizing the expertise and resources that are available in your school and community.

## ACTIVITY INSTRUCTIONS:

1. Contact local community partners to help plan, organize, facilitate and/or support your intended program/activity.
2. Activities/programs can be offered before/after school or during lunch over several weeks/months.
3. Ideas for activities:
  - Yoga
  - Zumba
  - Jazzercise
  - [Colour Run](#)
  - [United Way Climb Campaign](#)
  - One Run
  - Barefoot Walk
  - [Walk in a Mile in her Shoes](#)
  - [Relay for Life](#)
  - YMCA Sweat for Strong Kids
  - [Fearless Physical Activity](#)
4. Ideas for programs:
  - [Run for It](#)
  - [Fit Spirit](#)
5. For more information, see your Public Health Nurse <https://www.healthunit.com/school-team>

## Curriculum Connections

- **Grade 9: A1.2** Factors that contribute to personal enjoyment of being active
- **Grade 9: A1.3** Work collaboratively in groups
- **Grade 9: C1.1** Understanding how active living contributes to health
- **Grade 11: A1.2** Describe the benefits of lifelong participation in physical activity
- **Grade 11: B2.3** Developing confidence to encourage lifelong participation in physical activities
- **Grade 12: A1.2** Knowledge of physical activity facilities for use in the community

