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Welcome to *School Communities In ACTION!*

The *School Communities In ACTION* program is designed to

- 1) recognize physical activities that are offered in the schools;
- 2) encourage schools to adopt, implement and maintain physical activity programs through school and community networks; and
- 3) support the Physical Education and Health curricula.

Schools implementing the *School Communities In ACTION* program can reach levels of recognition by completing various activities under each A-C-T-I-O-N category:

**A- Activities:** Non-structured initiatives that encourage students to actively participate in a “play-like” environment, above and beyond the Physical Education class.

**C- Curricular, Co-curricular and Extra-Curricular Programs:** Structured activities that provide opportunities for students to participate in physical activity and learn basic movement skills that are required in order to participate in sport and lifelong physical activity.

**T- Teamwork:** Involves a group focus on physical activity within the school setting. These activities are usually referred to as “mass participation” physical activities. Through teamwork, the value of physical activity is promoted and organized throughout the school.

**I- Integration:** Regular physical activity and health benefits are promoted throughout different subject areas.

**O- Opportunities:** Students participate in physical activity outside the school setting, in programs held in the community. Students have access to the community facilities such as rinks, pools, gymnastics club etc.

**N- Networking:** On going activity - based interactions between the school and the community. Inviting community members into the school to assist in the delivery of the program.

**Once again, welcome to the *School Communities In ACTION* and good luck with your activities!**

## Introduction

This handbook contains general information on the *School Communities In ACTION* program. It is designed to assist schools to plan, organize and monitor activities for the year. An electronic version of this document can be accessed at the following address:

<http://www.gnb.ca/0000/index-e.asp>

In this section, you will find all the information needed to become a *School Communities In ACTION* zone.

- ✓ *School Communities In ACTION* at a Glance
  - Vision
  - Mission
  - Definition
  - The ACTION categories
  - Levels of Achievement
  
- ✓ Why *School Communities In ACTION*
  - Benefits of Physical Activity
  - Misconception
  - Improvement versus Achievement

More specifically, this handbook contains information to help you apply for the achievement levels, including the activity samples and their related categories. The support material will assist your school in planning for the achievement levels. The yellow pages list many resources, programs, organizations and people who are available to assist your school in achieving its physical activity goals.



## *School Communities In ACTION: at a Glance*

### **Vision:**

All students will be provided with physical activity opportunities as teachers, parents, students and community leaders are committed to working together in pursuit of active lifestyles.

### **Mission:**

*School Communities In ACTION* is designed to assist schools to adopt, implement and maintain a variety of physical activity opportunities. This physical activity program is intended to support (not replace) the Physical Education classes and can be a family and a community priority, which extends beyond schools.

### **What is the *School Communities In ACTION* program?**

A free program designed to:

- recognize and reward the successful physical activity programs that already exist in the New Brunswick schools.
- encourage and recognize schools that adopt, implement and maintain additional physical activity programs.

### **How can you enroll in the *School Communities In ACTION* program?**

1. Early in the school year, complete and submit an action plan to the *School Communities In ACTION* program coordinator. Your action plan outlines the physical activity programs the school intends to offer.
2. During the school year, select activities from the *School Communities In ACTION* handbook or simply develop your own activities in order to qualify for the Minister's Award.

**A- Activities:** Non-structured initiatives that encourage students to actively participate in a “play-like” environment, above and beyond the Physical Education class. (For example: Recess Equipment Sign Out, Physical Activity Log, Play Space and Active Schoolyard).

**C- Curricular, Co-curricular and Extra-Curricular Programs:** Structured activities that provide opportunities for students to participate in physical activity and learn basic movement skills that are required in order to participate in sport and life long physical activity. (For example: Intramural Sports, Sports Skill Clubs, School teams and Athletic Clubs.)

**T- Teamwork:** Involves a group focus on physical activity within the school setting. These activities are usually referred to as “mass participation” physical activities. Through teamwork, the value of physical activity is promoted and organized throughout the school. (For example: Winter Carnival, Walk to School Program and School Olympics.)

**I- Integration:** Regular physical activity and health benefits are promoted throughout different subject areas. (For example: The Physical Activity Guide is taught across several subjects, Comprehensive and Developmental Guidance Program, Physical Activity Homework and Succès NB Success.)

**O- Opportunities:** Students participate in physical activity outside the school setting, in programs held in the community. Students have access to the community facilities such as rinks, pools, gymnastics club etc. (For example: Students participate in activities that are offered in the community facilities and Community sponsored events)

**N- Networking:** On going activity - based interactions between the school and the community. Inviting community members into the school to assist in the delivery of the program. (For example: Healthy Learners, School Trips and Family Fit Club)

3. If your school has already completed at least one activity in each A-C-T-I-O-N category, then you have qualified for the Minister's Award, Level 1. Your school is encouraged to implement more activities in order to complete other A-C-T-I-O-N sets and to increase its level of recognition. It may be possible for one activity to qualify for more than one category.

4. Towards the end of the school year, complete and submit an inventory checklist of what your school has offered under each of the six A-C-T-I-O-N categories.
5. Soon after submitting your inventory checklist, your school will receive a report and become eligible to receive the Minister's Award recognition plaque, at the appropriate level. Congratulations!

### **Why School Communities In ACTION?**

« The battle against physical inactivity is not a solo fight »

Parents, children, youth, school personnel, school district personnel, recreation leaders, medical and allied health personnel and families all need to work together to promote regular physical activity. These groups should consider the following:

- ✓ Sedentary behaviours such as TV viewing and playing video/computer games should be limited.
- ✓ Parents need to lead by example and encourage family oriented physical activity.
- ✓ Physical activity must exist beyond Physical Education curriculum.
- ✓ The school and community must co-operate to offer shared activities.

Through the *School Communities In ACTION* program, the benefits of physical activity are limitless.

#### Physical activity reduces hypertension and osteoporosis:

- ✓ Aerobic exercise reduces systolic and diastolic blood pressure in adolescents with hypertension.
- ✓ High impact exercise during puberty improves bone mineral content.

(Hansen et al. BMJ; 303:682-5 & Heinonen et al, Osteoporosis Int. 2000; 1010-17)

#### Physical activity improves mental health:

- ✓ Regular physical activity may increase self-esteem.
- ✓ Regular physical activity may decrease anxiety/depression.
- ✓ Some evidence shows that girls have lower rates of sexual activity and pregnancy when the level of physical activity increases.
- ✓ Some evidence shows that regular physical activity is associated with a decrease in smoking, alcohol and drug abuse.

(K.J., W.C. Taylor. Ped Exerc Sci 1994. 6:406-423 & Sabo et al. J Adolesc. Health 1999; 25:207-16)

#### Physical activity improves school performance:

- ✓ Physical activity has a positive association with academic performance.
- ✓ There is evidence that good grades, same or better occur with the increase in regular physical activity despite reduction in academic class time.
- ✓ Regular physical activity may improve attitudes, discipline and behaviour.

(R.J. Shepard. Pediatric Exercise Science 1997. 9:113-126 & Keays and Allison. Can J Public Health 1995; 86(1); 62-65.)

### Misconception:

Many parents think that their children are physically active during the school day. Unfortunately, this is often not the case. Even as physical inactivity among New Brunswick youth and children and its consequences continue to grow, many students may choose not to be physically active during recess or lunch hour.

It is a fact that two thirds of Canadian children and youth are not active enough to lay a solid foundation for future health and well-being and 40% of Canadian children already have at least one risk factor for heart disease because of an inactive lifestyle. In New Brunswick, only 46% of youth (5-17 years old) are active enough to receive health benefits through physical activity. Consequently, 54% of our youth are not active enough for optimal growth and development. (Canadian Fitness and Lifestyle Research Institute, 2000)

Getting children and youth active is not only a school issue. The community, including parents, must be involved in promoting physical activity to New Brunswick children and youth. Canada's Physical Activity Guide states that 90 minutes of daily physical activity is required for children and youth to acquire better health benefits. Parents play a critical role in encouraging, supporting, or, alternatively, discouraging their children's involvement in physical activity. Moreover, parents should teach their children that proper physical activity is a fundamental part of normal healthy living. A simple yet powerful question such as "Did you participate in any physical activity today?" similar to the question "Did you brush your teeth tonight?" would create in children a commitment towards physical activity. Let us not forget that regular activity in childhood increases the probability of an active lifestyle in adulthood.

### Improvement versus Achievement:

The *School Communities In ACTION* program focuses primarily on regular physical activity and not solely on physical fitness. Physical activity is any body movement that leads to an expenditure of energy. Therefore, the focus of this program is not based on achievement alone (similar to fitness-level testing). Research has proven on several occasions that children who score well on fitness tests do not necessarily live an active lifestyle. Consequently, if a student can perform a set number of sit-ups or push-ups, this simple test does not accurately reflect the student's lifestyle. Fitness performance and the amount of daily activity are not necessarily related. Evidently, many fitness gains in pre-adolescents are growth-related.



## Planning and Application

In this section, you will find an action plan and inventory checklist that allow you to identify and plan physical activities for your school, and a sample report based on the inventory data.

The action plan allows the school to plan goals, events, activities and policies that need to be implemented (in each appropriate category) in order to be recognized by *School Communities In ACTION*. Your school may consider incorporating the action plan in the school improvement plan. The action plan is to be completed and submitted to the project co-ordinator.

The inventory checklist must be completed towards the end of the school year. The checklist allows you to take inventory of what your school and the community have done to promote physical activity. Additionally, the checklist allows you to see what your school has offered under each of the six A-C-T-I-O-N categories. Your school may already have at least one activity under each of the A-C-T-I-O-N categories. Remember, one activity may count towards more than one category, as long as the criteria are met.

If your school has already completed at least one activity in each A-C-T-I-O-N category, then you have qualified for the Minister's Award, Level 1. Your school is encouraged to implement more activities in order to complete other A-C-T-I-O-N sets and to increase its level of recognition.



**School Communities In ACTION  
Action Plan**

**Name of School:** \_\_\_\_\_

Please indicate what physical activity programs your school plans to implement (in each appropriate category) for the 2004-2005 school year. Simply place a check in the appropriate box corresponding to the physical activity program your school plans to implement for the upcoming school year. Please remember that all activities must be school-sponsored, even though some activities will occur in the community. For instance, having some students playing hockey for the regional youth association teams will not qualify for the "C" category in the SCIA program. However, if the school plans to offer a hockey program for only the students of that school, then this activity will qualify for a SCIA category. The plan can also include programs that are not listed. Simply add the programs in the appropriate category under "other programs not indicated." Your school may consider incorporating this action plan in its school improvement plan. **Please fax this action plan to the program coordinator at 453-3384 or complete online by visiting the Department of Education at <https://www.nbed.nb.ca/action> .**

Category (A-C-T-I-O-N)	The physical activity program (please place a checkmark in the appropriate box)	The physical activity program (continued for this category).
<b>A-Activities</b> (non-structured, "play-like" activities, beyond the Physical Education class)	A-1 Recess Equipment Sign Out A-2 Play Space (tarmac surfaces & climbing apparatus) A-3 Active Playgrounds (fields, courts) A-4 Hacky Sack Circles A-5 Walking Trails A-6 Physical Activity Equipment Kits (possibly in all classrooms) A-7 Open Gym before school A-8 Open Gym at lunch A-9 Open Gym after school A-10 Playground Pals	A-11 Low-Organized Games: _____ _____ _____ <b>Other programs not indicated:</b> A-12: _____ A-13: _____ A-14: _____
<b>C- Curriculum</b> (structured activities offered through curricular, co-curricular and extra-curricular programs)	C-1 Physical Education Class (meeting the Department of Education requirements) C-2 Intramural Sports (structured) <b>Please circle team or club or both and Boys, Girls and/ or Co-ed:</b> C-3 Cross-Country (Team B G C /Club, B G C) C-4 Baseball (Team B G C /Club, B G C) C-5 Golf (Team B G C /Club, B G C) C-6 Rugby (Team B G C /Club, B G C) C-7 Cheerleading (Team B G C /Club, B G C) C-8 Basketball (Team B G C /Club, B G C) C-9 Wrestling (Team B G C /Club, B G C) C-10 Curling (Team B G C /Club, B G C) C-11 Badminton (Team B G C /Club, B G C) C-12 Field Hockey (Team B G C /Club, B G C) C-13 Football (Team B G C /Club, B G C)	C-14 Soccer (Team B G C /Club, B G C) C-15 Softball (Team B G C /Club, B G C) C-16 Ice Hockey (Team B G C /Club, B G C) C-17 Swimming (Team B G C /Club, B G C) C-18 Volleyball (Team B G C /Club, B G C) C-19 Track & Field (Team B G C /Club, B G C) C-20 Snowshoeing (Team B G C /Club, B G C) C-21 Table tennis (Team B G C /Club, B G C) C-22 Archery (Team B G C /Club, B G C) C-23 Handball (Team B G C /Club, B G C) C-24 Dance Club (Team B G C /Club, B G C) <b>Other programs not indicated:</b> C-25: _____ C-26: _____ C-27: _____

<b>(Categories)</b>	<b>(Activities)</b>	<b>(Activities-cont'd)</b>
<b>T-Teamwork</b> (“mass participation physical activity which involves group focus”)	T-1 Mini School Olympics T-2 Field Initiatives T-3 Winter Carnival T-4 International Walk to School T-5 Walk Around School T-6 Scavenger Hunt T-7 Fundraisers for your school that involve physical activity (e.g. Walk-A-Thon) T-8 Physical Activity Challenges (school vs. community) T-9 Physical Activity Challenges (class vs. class) T-10 National Challenges (Hokey-Pockey) T-11 School Fitness/ Boogie Breaks T-12 Safe Graduation (physical activities)	T-13 End-of-Year Class Outings (physical activities, excluding Safe Grad) T-14 All-Night Sporting Event T-15 Active Days T-16 Sport Theme Days T-17 Orientation Day that involves physical activity T-18 Extreme Games T-19 School Dances (with students actually dancing) <b>Other programs not indicated:</b> T-20: _____ T-21: _____ T-22: _____
<b>I-Integration</b> (the promotion of regular physical activity and health benefits across several subjects)	I-1 Physical Activity in other subject areas (e.g.- A nature walk during Science class) _____ I-2 Physical Activity Journal (being used in other subjects, excluding P.E.) I-3 NB Success I-4 Physical Activity Homework I-5 Comprehensive Health Program (with an emphasis on Active Living) I-6 Daily Physical Activity Announcements	I-7 Enrichment Program (e.g. School Olympics, Challenges): _____ _____ I-8 Interdisciplinary Physical Activity Units I-9 Walking Classroom <b>Other programs not indicated:</b> I-10: _____ I-11: _____ I-12: _____
<b>O-Opportunities</b> (student participation in physical activities held in the community)	<u>The Use of Community facilities</u> (Please indicate when you have used these facilities; during P.E. class; other subject class; outside of school hours, including lunch hour.) O-1 Skating (indoor rink): _____ O-2 Skating (outdoor rink): _____ O-3 Hockey (community rinks): _____ O-4 Bowling Alley: _____ O-5 Ski Hill- (downhill skiing): _____ O-6 Pool (swimming): _____ O-7 Trails (walking): _____ O-8 Trails (running): _____ O-9 Trails (cycling): _____ O-10 Track (community-owned): _____ O-11 Curling Club: _____ O-12 Soccer (community fields): _____ O-13 Baseball (community fields): _____ O-14 Softball (community fields): _____ O-15 Snowshoeing (trails, fields): _____	<u>The Use of Community facilities (cont'd):</u> O-16 Cross-Country Skiing (trails, fields): _____ O-17 Golf Course: _____ O-18 Sliding Hill: _____ <u>Community-sponsored events (held in the community):</u> O-19 Terry Fox Run O-20 CIBC Run for the Cure O-21 Aids Walk O-22 Super Walk for Parkinson's O-23 National Psoriasis Walk O-24 Commuter Challenge O-25 Winterfest O-26 GoNB <b>Other programs not indicated:</b> O-27: _____ O-28: _____



<b>(Categories)</b>	<b>(Activities)</b>	<b>(Activities-cont'd)</b>
<b>N-Networking</b> (interactions between the school and the community at large, bringing the community into the school)	N-1 Community members invited to be guest speakers to promote Healthy Active Living N-2 Healthy Learners N-3 Wellness Committee N-4 Family Fit Club N-5 Health Fair N-6 Volunteer Coaches (specify how many coaches per team, e.g. 3 volleyball teams): _____ _____ _____ N-7 Volunteers for organized physical activity events (such as firefighters, police officers, parents, club leaders) For what events? _____ _____	<u>Community-sponsored events (held in the school):</u> N-8 Terry Fox Run N-9 CIBC Run for the Cure N-10 Aids Walk N-11 Super Walk for Parkinson's N-12 National Psoriasis Walk N-13 Commuter Challenge N-14 Heart & Stroke Jump Rope For Heart N-15 GoNB <b>Other programs not indicated:</b> N-16 _____ N-17: _____

**School Communities In ACTION September to April 14 2006 Inventory Checklist**

**Name of School:** \_\_\_\_\_

**Program Leader:** \_\_\_\_\_

- Please indicate what physical activity programs your school has completed from September to April 14<sup>th</sup>.
- Please remember that all activities must be school-sponsored, even though some activities may occur in the community. For instance, having some students playing hockey for the regional youth hockey association teams would not qualify for the “C” category in the SCIA program. However, if the school offers a hockey program for only the students of that school then this activity would qualify for a SCIA category.
- Be as specific as possible when listing the duration. For instance, “Body Break” is done daily for 10 minutes.
- Indicate the number of students that participate in the activity. If the number varies from day to day, simply list the average number of students. If an activity is opened to all students, such as the equipment sign-out activity, write down the approximate number of students who actually sign out the equipment. Do not base this number on the availability of the physical activity program. For instance, your school has 400 students, and this program is available to all students; however, approximately 50 students sign out equipment on a regular basis. Simply write down 50 students participate in this activity.
- If your school has several grade levels (k-8, 6-12 or k-12), please indicate the grade levels of the students who participated in the activity. Simply indicate these in the column that requests the number of students who participated in the activity. For instance, for the Body Break program, 110 students (k-5) participate in the program. Simply write 110 (k-5) in the Number of Students column for the Body Break program.
- **Please return this checklist to the program coordinator no later than April 14<sup>th</sup> 2006. Fax: 453-3384 or online by visiting the Department of Education web site at <https://www.nbed.nb.ca/action> .**

Category (A-C-T-I-O-N)	The physical activity program (please place a checkmark in the appropriate box)	Number of students that participated. If your school has more than one level (Elementary / Middle/High), please indicate the level (k-5, 6-8 or 9-12).	The physical activity program (continued for this category)	Number of students who participated by level (k-5, 6-8 or 9-12)
A-Activities (non-structured, “play-like” activities, beyond the Physical Education class).	A-1 Recess Equipment Sign Out A-2 Play Space (tarmac surfaces & climbing apparatus) A-3 Active Playgrounds (fields, courts) A-4 Hacky Sack Circles A-5 Walking Trails A-6 Physical Activity Equipment Kits (possibly in all classrooms) A-7 Open Gym before school A-8 Open Gym at lunch		A-9 Open Gym after school A-10 Playground Pals A-11 Low-Organized Games: _____ _____ <b>Other programs not indicated:</b> A-12: _____ A-13: _____ A-14: _____	

<u>(Categories)</u>	<u>(Activities)</u>	<u>(Number of students and level)</u>	<u>(Activities-cont'd)</u>	<u>(Number of students and level)</u>
<p>C- Curriculum (structured activities offered through curricular, co-curricular and extra-curricular programs)</p>	<p>C-1 Physical Education Class (meeting the Department of Education requirements)            k-5: 100 minutes per week yes no            6-8: 150 minutes per week yes no            9-12: 90 hours (grades 9-10 )            Optional Physical Education Courses (Leadership &amp; Outdoor pursuits): _____            _____            C-2 Intramural Sports (structured)  <b>Please circle inter-school team or club or both and Boys, Girls and/or Co-ed:</b>            C-3 Cross-Country (Team B G C /Club, B G C)            C-4 Baseball (Team B G C /Club, B G C)            C-5 Golf (Team B G C /Club, B G C)            C-6 Rugby (Team B G C /Club, B G C)            C-7 Cheerleading (Team B G C /Club, B G C)            C-8 Basketball (Team B G C /Club, B G C)            C-9 Wrestling (Team B G C /Club, B G C)            C-10 Curling (Team B G C /Club, B G C)            C-11 Badminton (Team B G C /Club, B G C)            C-12 Field Hockey (Team B G C /Club, B G C)            C-13 Football (Team B G C /Club, B G C)            C-14 Soccer (Team B G C /Club, B G C)            C-15 Softball (Team B G C /Club, B G C)            C-16 Ice Hockey (Team B G C /Club, B G C)            C-17 Swimming (Team B G C /Club, B G C)            C-18 Volleyball (Team B G C /Club, B G C)</p>		<p>C-19 Track &amp; Field (Team B G C /Club, B G C)            C-20 Snowshoeing (Team B G C /Club, B G C)            C-21 Table Tennis (Team B G C /Club, B G C)            C-22 Archery (Team B G C /Club, B G C)            C-23 Handball (Team B G C /Club, B G C)            C-24 Dance Club (Team B G C /Club, B G C)            C-25: _____            C-26: _____            C-27: _____</p>	

<b>(Categories)</b>	<b>(Activities)</b>	<b>(Number of students and level)</b>	<b>(Activities-cont'd)</b>	<b>(Number of students and level)</b>
<p><b>T-Teamwork</b> (“mass participation” physical activity which involves group focus)</p>	<p>T-1 Mini School Olympics                      T-2 Field Initiatives                      T-3 Winter Carnival                      T-4 International Walk to School                      T-5 Walk Around School                      T-6 Scavenger Hunt                      T-7 Fundraisers for your school that involve physical activity e.g. Walk-A-Thon                      T-8 Physical Activity Challenges (school vs. community)                      T-9 Physical Activity Challenges (class vs. class)                      T-10 National Challenges (Hokey-Pockey)                      T-11 School Fitness/ Boogie Breaks</p>		<p>T-12 Safe Graduation (physical activities)                      T-13 End-of-Year Class Outings (physical activities, excluding Safe Grad)                      T-14 All-Night Sporting Event                      T-15 Active Days                      T-16 Sport Theme Days                      T-17 Orientation Day that involves physical activity                      T-18 Extreme Games                      T-19 School Dances (with students actually dancing)  <b>Other programs not indicated:</b>                      T-20: _____                      T-21: _____                      T-22: _____</p>	
<p><b>I-Integration</b> (the promotion of regular physical activity and health benefits across several subjects)</p>	<p>I-1 Physical Activity in other subject areas (e.g. A nature walk during Science class)                      _____                      _____                      I-2 Physical Activity Journal (being used in other subjects, excluding P.E.)                      I-3 NB Success                      I-4 Physical Activity Homework                      I-5 Comprehensive Health Program (with an emphasis on Active Living)</p>		<p>I-6 Daily Physical Activity Announcements                      I-7 Enrichment Programs (e.g. School Olympics, Challenges): _____                      _____                      I-8 Interdisciplinary Physical Activity Units                      I-9 Walking Classroom  <b>Other programs not indicated:</b>                      I-10: _____                      I-11: _____                      I-12: _____</p>	

<u>(Categories)</u>	<u>(Activities)</u>	<u>(Number of students and level)</u>	<u>(Activities-cont'd)</u>	<u>(Number of students and level)</u>
<p><b>O-Opportunities</b> (student participation in physical activity programs <u>held in the community</u>)</p>	<p><u>The Use of Community facilities.</u> (Please indicate use of these facilities; e.g. during P.E. class; other subject class; outside of school hours, including lunch hour).                      O-1 Skating (indoor rink): _____                      O-2 Skating (outdoor rink): _____                      O-3 Hockey (community rinks): _____                      O-4 Bowling Alley: _____                      O-5 Ski Hill- (downhill skiing): _____                      O-6 Pool (swimming): _____                      O-7 Trails (walking): _____                      O-8 Trails (running): _____                      O-9 Trails (cycling): _____                      O-10 Track (community owned): _____                      O-11 Curling Club: _____                      O-12 Soccer (community fields): _____                      O-13 Baseball (community Fields): _____                      O-14 Softball (comm. fields): _____                      O-15 Snowshoeing (trails, fields): _____</p>		<p><u>The Use of Community facilities (cont'd):</u>                      O-16 Cross-Country Skiing (trails, fields): _____                      O-17 Golf Course: _____                      O-18 Sliding Hill: _____  <u>Community-sponsored events (held in the community):</u>                      O-19 Terry Fox Run                      O-20 CIBC Run for the Cure                      O-21 Aids Walk                      O-22 Super Walk for Parkinson's                      O-23 National Psoriasis Walk                      O-24 Commuter Challenge                      O-25 Winterfest                      O-26 GoNB  <b>Other programs not indicated:</b>                      O-27: _____                      O-28: _____</p>	

<b>(Categories)</b>	<b>(Activities)</b>	<b>(Number of students and level)</b>	<b>(Activities-cont'd)</b>	<b>(Number of students and level)</b>
<p><b>N-Networking</b> (interactions between the school and the community at large, bringing the community into the school)  <b>➤ In the case of coaches and volunteers, please list the number of volunteers per sport or event.</b></p>	<p>N-1 Community members invited to be guest speakers to promote Healthy Active Living                      N-2 Healthy Learners                      N-3 Wellness Committee                      N-4 Family Fit Club                      N-5 Health Fair                      N-6 Volunteer Coaches: (specify how many coaches per sport, e.g. 3 coaches for volleyball teams):                      _____                      _____                      _____</p> <p>N-7 Volunteers for organized physical activity events (such as firefighters, police officers, parents, club leaders) For what events?                      _____                      _____                      _____</p>		<p><u>Community-sponsored events (held in the school):</u>                      N-8 Terry Fox Run                      N-9 CIBC Run for the Cure                      N-10 Aids Walk                      N-11 Super Walk for Parkinson's                      N-12 National Psoriasis Walk                      N-13 Commuter Challenge                      N-14 Heart &amp; Stroke Jump Rope For Heart                      N-15 GoNB  <b>Other programs not indicated:</b>                      N-16: _____</p>	

**This section contains a sample report**



Your school will receive a report, upon submission of the inventory checklist. During the course of implementation, select activities from the *School Communities In ACTION* handbook or simply develop your own activities in order to qualify for the Minister's Award.



## Sample Report



Program Co-ordinator  
School X

Date

Dear Program Leader,

Congratulations on your efforts in providing many physical activity opportunities at School X. Your school has achieved a Level 7 under the School Communities in ACTION program.

In today's world, children and youth are not as active as they once were. With the positive influence they receive from people like you, it definitely encourages them to get active.

Please find enclosed the report that highlights your school's achievement. Please refer to the program handbook for more information.

Please do not hesitate to call me if I can be of any assistance.

*School Communities In ACTION* Program Co-ordinator (506) 457-6915

cc. School Principal  
Sport, Recreation and Active Living Regional Consultant



# *School Communities In ACTION*

## School X

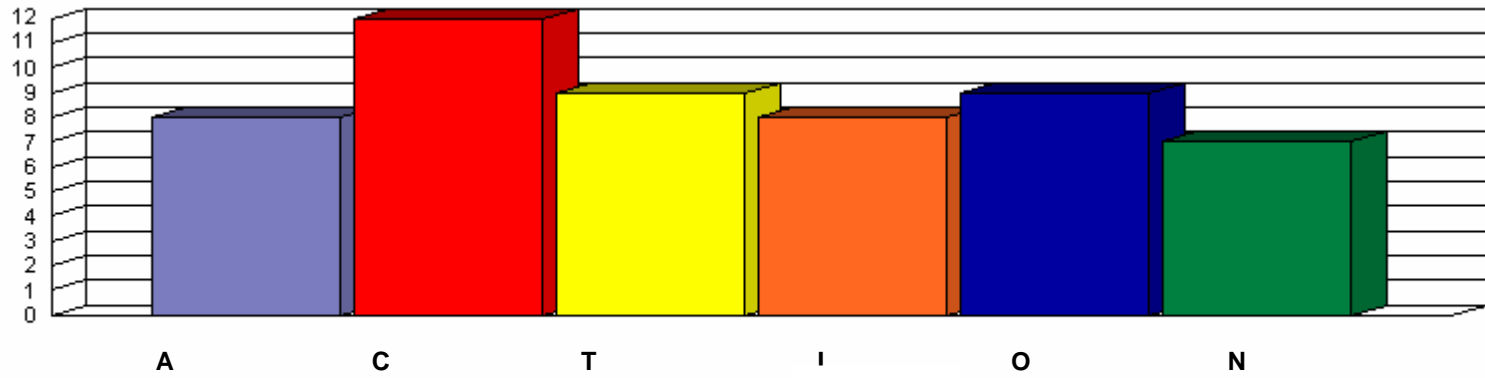
September - April Report



**Level of Recognition Achieved = 3**

The Level of Recognition is calculated by the number of A-C-T-I-O-N each school receives

School Name	Progress Report Range	A	C	T	I	O	N
School X	September to April 14 Inventory Checklist	4	6	4	4	4	3
<b>Total:</b>		<b>4</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>



## SCIA - School X - Progress Report

<u>School Name</u>	<u>Student Population</u>	<u>Progress Report</u>	
Ecole X	500	September to April 14 Inventory Checklist	
<u>Activity Type</u>	<u>Activity Description</u>	<u>Number of Participants</u>	<u>Percentage of Participants</u>
A	Play Space (tarmac surfaces & climbing apparatus)	100	20 %
	Walking Trails	220	44 %
	Open Gym at lunch	69	14 %
	Open Gym before school	126	25 %
	Active Playgrounds (fields, courts)	250	50 %
	Play Space (tarmac surfaces & climbing apparatus)	300	60 %
	Open Gym before school	200	40 %
	Open Gym after school	50	10 %
<b>Total:</b>	<b>8</b>	<b>1,315</b>	
C	Field Hockey	12	2 %
	Volleyball	15	3 %
	Table Tennis	6	1 %
	Basketball	14	3 %
	K to 5: 100 minutes per week	200	40 %
	6 to 8: 150 minutes per week	50	10 %
	Golf	10	2 %
	Swimming	50	10 %
	Table Tennis	60	12 %
	Badminton	75	15 %
	Basketball	40	8 %
	6 to 8: 150 minutes per week	600	120 %
<b>Total:</b>	<b>12</b>	<b>1,132</b>	
T	Field Initiatives	125	25 %
	Walk Around School	50	10 %
	Mini School Olympics	138	28 %
	School Dances (with students actually dancing)	200	40 %
	Mini School Olympics	500	100 %
	Field Initiatives	410	82 %
	Walk Around School	350	70 %
	Winter Carnival	200	40 %
	Active Days	345	69 %
<b>Total:</b>	<b>9</b>	<b>2,318</b>	
I	Physical activity Journal (being used in other subjects,	100	20 %
	Physical Activity Homework	82	16 %
	Comprehensive Health Program (with and emphasis	139	28 %
	Daily Physical Activity Announcements	143	29 %
	Physical activity Journal (being used in other subjects,	300	60 %
	Physical Activity Homework	53	11 %
	NB Success	68	14 %
	Interdisciplinary Physical Activity Units	78	16 %
<b>Total:</b>	<b>8</b>	<b>963</b>	
O	Skating (outdoor rink)	152	30 %
	Trails (walking)	80	16 %
	Snowshoeing (trails, fields)	81	16 %
	Pool (swimming)	109	22 %
	Hockey (community rinks)	56	11 %
	Skating (indoor rink)	97	19 %
	Curling Club	86	17 %
	Bowling Alley	56	11 %
	Soccer (community fields)	78	16 %
<b>Total:</b>	<b>9</b>	<b>795</b>	

**Activity Type**

**Activity Description**

**Number of  
Participants**

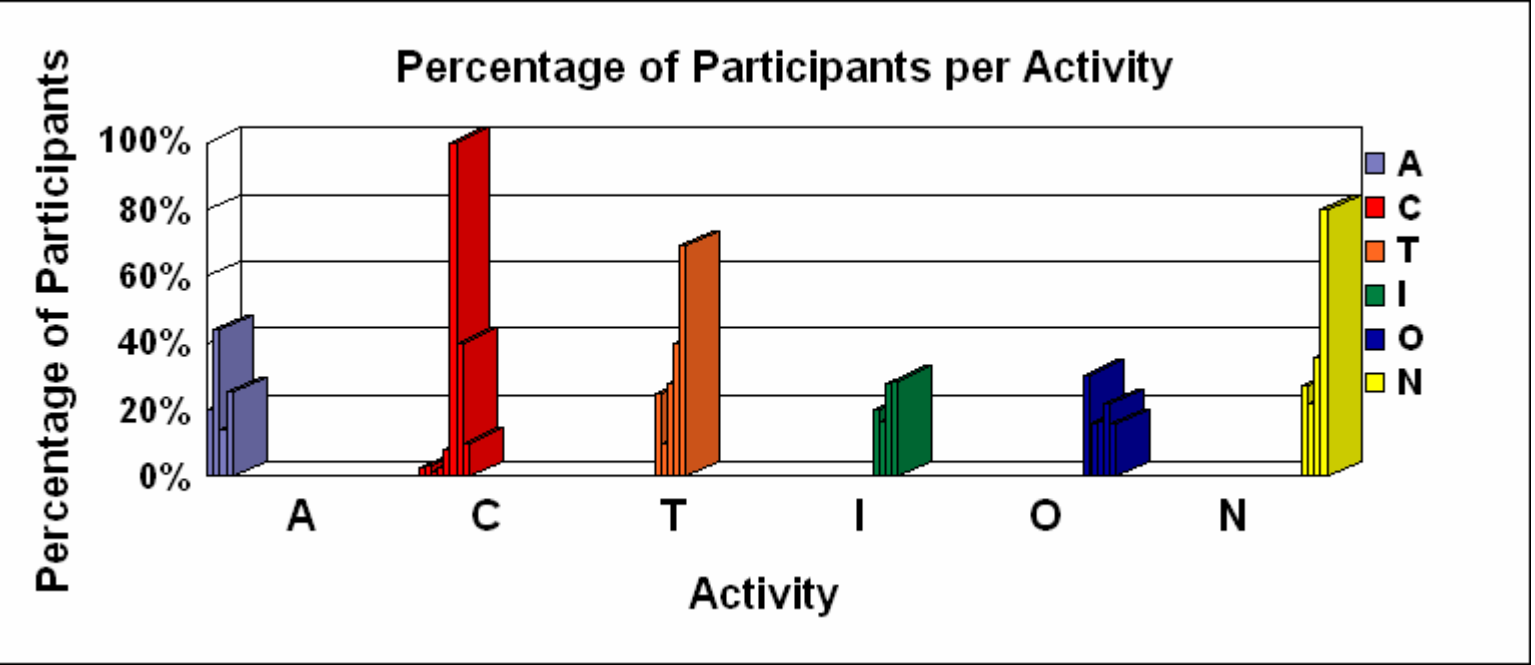
**Percentage of  
Participants**

N	Community members invited to be guest speakers to Healthy Learners
	Wellness Committee
	Wellness Committee
	Community members invited to be guest speakers to Healthy Learners
	Health Fair

135	27 %
109	22 %
178	36 %
44	9 %
56	11 %
58	12 %
400	80 %

**Total:** 7 980

**Grand Total:** 53 7,503



## Activity Plan Samples

Your school can select activities from this section or simply design an activity that will meet the criteria for each of the A-C-T-I-O-N categories. To achieve level 1, complete ONE activity from each A-C-T-I-O-N category. Remember, one activity may count towards more than one category, as long as the criteria are met. Please refer to the yellow pages, at the end of the handbook, to view additional information that may assist in offering extra activities.

### List of Activity Samples and Categories

<u>Name of Activity</u>	<u>Categories</u>	<u>Page #</u>
• Active School Ground-Tarmac Surface	A	22
• Kits for Active Students	A	23
• Physical Education/Activity Homework	A	24
• Summer Active-Fitness & Active Living Program	A	25
• Positive Playgrounds	C	26
• Physical Education Program	C	27
• Activ8	C	28
• Intramural Program	C	29
• NBA 2Ball	C	30
• Grasshopper Intramural	C	31
• Inter-School Athletics Program	C	32
• Sports Skills Club	C	34
• What to do when the Snow Flies	C	35
• Active and Safe Routes to School	T	36
• Active Day	T	37
• Field Initiatives	T	38
• Theme Events	T	43
• Rainy Day Games' Day	T	47
• Fitness and Health Information	I	48
• Making Books Come Alive	I	49
• Mathematical Kick/Punch Ball	I	50
• SuccèsNBSuccess	I	51
• Walking Classroom	I	52
• School Activity Trip	O	53
• Active Healthy Students Enrichment Program	N	54
• Family Fit Club	N	55
• Healthy Learners Program	N	56
• Heart Smart Family Fun Pack	N	57
• Show and Share	N	58
• Examples of programs implemented by the pilot schools		59

Reference to the following descriptions of these physical activity programs may qualify for more than one category.

**Note: Please consult the New Brunswick Department of Education Safety document when planning any of these activities. Safety must be a priority in all a physical activity programs.**

## Active School Grounds-Tarmac Surfaces

Suggested Category: A

C - if the activities are structured

Grade levels: k-12

Purpose: To encourage students to become involved in games of skill, balance and agility, instead of being inactive at recess and during lunch hours.

Description: More than likely, your school has some empty pavement waiting to become an exciting play area. An outdoor basketball court, four squares and hopscotch, and/or other exciting patterns, can help turn your tarmac into an invitation to be active.

Although you can paint the tarmac yourself, hiring a contractor may eliminate some headaches in the early stages. To find a contractor in your area, look in the phone book under "Pavement Marking." There are also some companies that sell tools, paint and stencils.

### Tips for Success:

- Visit a school with a painted tarmac before deciding on what markings to paint.
- Monitor the school ground for traffic and play patterns. The middle of a "path" to a play structure or the area near school entrances may not be a good place for patterns.
- If possible, sweep the pavement before painting.
- Warm, dry weather is the best for painting.
- Yellow paint is more eye-catching and is therefore preferable to white.
- Lines should be sprayed with traffic paint.
- Circles can be sketched with a chalk or a string.
- Lines should be 5cm in width.
- Decide on which patterns you would like to include, keeping in mind that Four Square tends to be a more popular activity than hopscotch.
- Alphabet and calculator hopscotch are very popular for k-5 students.
- Play areas should be repainted every five or six years, depending on how weathered they look. If vehicles drive over the patterns, lines may need to be repainted every two years.
- Markings for traditional games of basketball, "schlockey" and tetherball can be welcome additions to the tarmac.
- Play areas can be assigned by grades on certain days- for example, basketball courts for grade 9 students on Mondays, and four squares for grades 1 and 2 on Tuesdays.

Resources: Awesome Asphalt Activities (CIRA)

This is an excellent resource for tarmac patterns. The book contains a variety of hopscotch, four square, wall games and other tarmac markings.

Cost: \$ 20.00 (members) and \$25.00 (non-members)

Contact: Canadian Intramural Recreation Association (CIRA); 403-2197 Riverside Drive, Ottawa, Ontario, K1H 7X3, Phone: (613)-523-1348 or 1-800-663-8708, Fax: (613)-523-1206 E-mail: [info@cahperd.ca](mailto:info@cahperd.ca); Web: [www.cahperd.ca](http://www.cahperd.ca).

## Kits for Active Students

Suggested Category: A

Grade Levels: k-12

Purpose: To encourage students to use equipment at recess and lunchtime.  
To provide leadership opportunities for students.  
To maximize the use of the school's sports equipment.

Description: Providing equipment in plastic containers or bags is a great way to encourage an active recess or lunch hour. Schools can choose to have a kit for each class or to have one large kit for the entire school. Equipment Sign-out Officers or Play Leaders can have the responsibility of keeping the equipment clean and in good repair. They can also be assigned the task of putting the equipment away each day. A high school Leadership class can assume these responsibilities. Teachers should take responsibility for the equipment and ensure its safe use. Equipment days that highlight a special piece of equipment can create added excitement on the playground or on the field.

Suggested equipment:

utility balls	soccer balls	nerf or foam balls	Frisbees
skipping ropes	rubber balls	sidewalk chalk	rubber chickens
scoops	bean bags	flags	
rackets	scarves	basketballs balls	

One possible approach to distribute the equipment is to issue coupons to students. Teachers or equipment sign out officers can distribute the equipment per class or per plan. Teachers are encouraged to assign equipment sign out officers who can operate the equipment distribution and retrieval. The coupons can be ripped in half to show that the equipment has been returned. The ripped coupons can then be saved to measure the program's success.

Coupon:

Date: _____
Equipment type: _____
Name _____
Class: _____

Resource: Recess Revival: An implementation Guide to an Active Recess, Canadian Intramural Recreation Association of Ontario (CIRA-Ontario; 403-2197 Riverside Drive, Ottawa, Ontario, K1H 7X3.  
Phone: (613)-523-1348 or 1-800-663-8708, Fax: (613)-523-1206 E-mail: [info@cahperd.ca](mailto:info@cahperd.ca);  
Web: [www.cahperd.ca](http://www.cahperd.ca).

## **Physical Education/ Activity Homework**

### Suggested Categories: A

- C - if the activity is structured
- I - if integrated in other subject areas
- N - if a family member participates in the activity

### Grade level: k-12

Purpose: To have students develop a positive attitude towards acquiring an active healthy lifestyle.  
To have students develop an appreciation of physical activity as part of their culture.

Description: If Physical Education is regarded as an important part of the students' education, then like all other subjects, students should receive some homework. Schools assume an important role in providing Physical Education to the students; however, the ownership for being physically active must be nurtured and cultivated. Physical Education homework can be as simple as participating in a physical activity for at least 30 minutes. Bonus points can be assigned to students who exercise with a family member.

Many teachers have agreed with the idea of PE homework presented in last spring's N.B.T.A. newsletter. Many teachers have been asking for suggestions to introduce this idea into their homework requirements. A series of homework activities has been prepared and can be obtained by contacting the District 18 Physical Education mentors. Many of the Physical Education homework topics have been based on the Canadian Active Living Challenge Programs 1 and 2, Canada's Physical Activity Guide and the Active Living Schools programs.

### Canadian Active Living Challenge- CALC

It is an innovative way for teachers to encourage students to adopt an active and healthy lifestyle. The lesson plans, program ideas and activities can be easily incorporated into the school curriculum. Participant materials (game boards, passports or students journals) help students to track their level of physical activity, their participation in a learning experience, and their success at getting others involved.

Cost: Leader's Tool Kit \$29.50 (non-members), \$26.50 (member), Intropack \$7.50

### Canada's Physical Activity Guide

A family fun pack is available as a free resource for families. The resource includes activities for heart healthy living and encouragement to parents and children.

Cost: Free Contact: Health Canada: 1-888-473-4636 Web: [www.paguide.com](http://www.paguide.com)

### Active Living Schools: Build It & They Will Come

A 20-page, black-&-white booklet filled with descriptions of existing active living schools.

Cost: \$2.70 member, \$ 3.00 non-member

Resource: Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD)

#403-2197 Riverside Drive Ottawa, Ontario K1H 7X3

Phone: (613)-523 1348 1-800-663-8708 Fax: (613)-523-1206 Email: [info@cahperd.ca](mailto:info@cahperd.ca)

Web site: [www.cahperd.ca](http://www.cahperd.ca)

Resource: District 18 Physical Education Mentors; (Tel.) 453-5454



## Summer Active-Fitness & Active Living Program

Suggested categories: A

C - if the activity is structured

Grade level: k-12

Purpose: To expose students to age-appropriate physical activity opportunities.

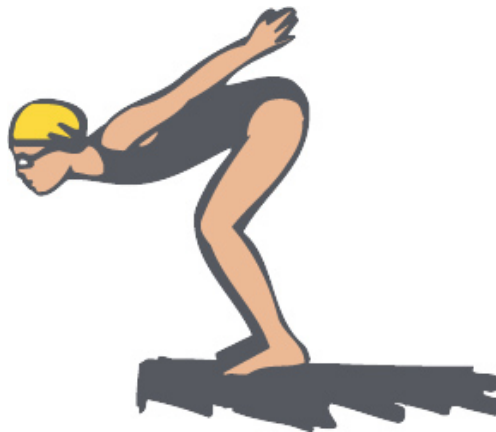
Description: This program, held annually in May, is based on the *Canada Physical Activity Guide*. It recognizes that different population segments have different needs and profiles. It includes activity samples for different age groups in various settings. The whole philosophy is based on getting Canadians active, urging them to take the first step. The program encourages participants to try an activity popular and relevant to their age group, such as playing active games, biking, bowling, gardening and many more.

Resource:

Barry Wishart, Consultant for Sport, Recreation and Active Living, Culture and Sport Secretariat.

250 King Street, P.O. Box 6000, Fredericton, N.B. Phone: 453-2532 Fax: 453-6548

E-mail: [barry.wishart@gnb.ca](mailto:barry.wishart@gnb.ca), Web site: [www.goforgreen.ca](http://www.goforgreen.ca)



## Positive Playgrounds

Suggested Categories: C - if the activities are structured  
A - if the activities are unstructured

Grade levels: k-5

Purpose: To teach children traditional and co-operative games that can be used during recess and lunchtime. Students who participate in this program should develop social skills, gain physical fitness and have fun.

Description: The playground during recess and lunchtime is a place today's children can experience and learn from meaningful social experiences. A simple interactive game such as tag becomes educational. The games provide physical fitness and the health and mental benefits that go along with being fit. The Positive Playgrounds Program Manual and Comprehensive Resource of Outdoor and Indoor Games provide elementary schools with all the tools to plan a successful playground program.

Cost: (\$69.95 + S&H) for Positive Playgrounds Program Manual and Comprehensive Resource of Outdoor and Indoor Games  
(\$ 24.95 + S&H) for Positive Playgrounds Comprehensive resource of Outdoor and Indoor Games

Resource: Positive Playgrounds, 7739-80 Avenue, Edmonton, Alberta, T6C 0S3  
(Phone) 780-466-9612, (Fax) 780-485-1011, Web site: [www.positiveplaygrounds.ab.ca](http://www.positiveplaygrounds.ab.ca)

You may also want to consider the Playground Leadership Program offered by CIRA.

Playground leadership playgrounds are meant to be enjoyed, not feared. Bullying and aggressive behaviour in playgrounds are a concern, but there are steps that teachers, parents and recreation leaders can take to turn negative energy into positive activity.

CIRA's Playground Leadership Program helps to create a safe space to play. Children and youth lead this program with the assistance of an adult facilitator. Playground leaders learn teamwork and communication skills and practice techniques to "cool down" conflicts. Leaders also learn how to plan many fun and co-operative activities for their peers in the playground.

Children and youth become leaders in their community by encouraging peers to play safely, be active, and act with respect in the playground environment.

The Playground Leadership Program includes a set of two easy-to-use manuals. The Facilitator's Manual helps the adult facilitator initiate the program, select leaders, and celebrate successes. The Leader's Handbook contains worksheets, planning materials and helpful information for the young leader.

Resource: Canadian Intramural Recreation Association; 403-2197 Riverside Drive, Ottawa, Ontario, K1H 7X3.  
Phone: (613)-523-1348 or 1-800-663-8708, Fax: (613)-523-1206 E-mail: [info@cahperd.ca](mailto:info@cahperd.ca);  
Web: [www.cahperd.ca](http://www.cahperd.ca).

## Physical Education Program

Suggested categories: C

Grade levels: k-12

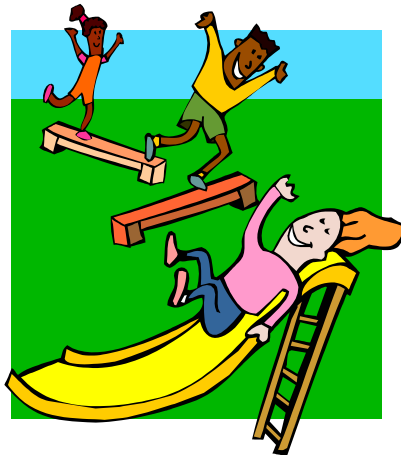
Description: The Department of Education has implemented a revised Physical Education curriculum at the Elementary and at the Middle School levels. The k-5 students are expected to receive 100 minutes of Physical Education per week, while the weekly allocation for grade 6 to 8 students is 150 minutes of Physical Education.

Resource: Please direct any Physical Education concerns or questions to the Department of Education Physical Education Consultant, the district supervisor responsible for physical education, and /or to the District Physical Education Mentors.

*The Quality Daily Physical Education* program sponsored by CAHPERD and the *Jump2bFit* program may also be of interest to you:

The Quality Daily Physical Education (QDPE) program is the centre of CAHPERD's strategy for increasing the physical education levels of Canadian children and youth and for providing them with the knowledge and skills necessary to develop a positive attitude toward physical activity that will last a lifetime. (QDPE) is CAHPERD's term for a well-planned and well-implemented school program of physical education learning opportunities provided to all students in the school on a daily basis throughout the school year. A quality daily physical education program includes daily curricular instruction for all students, as well as intramural activities and school sports in which all students have the opportunity to participate.

Resource: Canadian Association for Health, Physical Education, Recreation and Dance  
403-2197 Riverside Drive, Ottawa, Ontario Canada K1H 7X3, Tel. (613) 523-1348 or (800) 663-8708, Fax. (613) 523-1206 General e-mail: [info@cahperd.ca](mailto:info@cahperd.ca), Web site: [www.cahperd.ca](http://www.cahperd.ca)



## Activ8

Suggested Categories: C

Grade levels: k-12

Purpose: To target primarily the less active students and to assist them in developing a positive attitude about participating in a wide range of physical activities.

Description: Activ8 is a free physical activity program offered through The Foundation for Active Healthy Kids. Active8 can be introduced in any school program during any time of the year. For example, it can be implemented as a teaching unit, incorporated into the curriculum over an extended time, or the program can be implemented into the co-curricular program.

The five “turn-key” modules for teachers are:

- ❖ challenge descriptions
- ❖ activities
- ❖ warm-ups and cool-downs
- ❖ proper form diagram
- ❖ adaptation suggestions

These modules are divided into the following levels:

- ⇒ kindergarten
- ⇒ grades 1-3
- ⇒ grades 4-6
- ⇒ grades 7-9
- ⇒ grades 9-12

Eight developmentally appropriate physical activity challenges are included in each grade level, with a general emphasis on skill development in the lower grade levels, and more emphasis on fun physical fitness in the upper levels.

At each grade level, students can receive recognition badges upon completion of the eight challenges, which can be adapted for all students (less active, more active and those with disabilities). All students at all levels can achieve success in the program.

Resource: The Foundation for Active Healthy Kids, 1185 Eglinton Avenue East, Suite 501 Toronto, Ontario, M3C 3C6. (Telephone) 1-888-446-7432, (Fax) 416-426-7373, Web site: [www.activehealthykids.ca/](http://www.activehealthykids.ca/)

## Intramural Program

Suggested Categories: C

- T- if a group of people organizes the activities
- O - if the students participate in activities that are held in the community
- N- if community members assist with the program

Grade levels: k-12

Purpose: To provide additional opportunities for students to participate in physical activities beyond the normal hours of instructions (e.g., lunch time, before school)

Description: A complete intramural program includes a wide variety of activities: games, leagues and tournaments, special events, clubs and individual activities. The secret of intramural success is to develop a leadership team which works together to plan the activities and get others involved in making it happen. A successful intramural program does not happen overnight. It takes time to change students' attitudes from indifference to enthusiasm and to encourage those who may be self-conscious about their physical abilities to join an activity just for fun. All sports and co-operative games can be offered in a non-competitive, non-threatening manner. If leagues are established, be aware of the natural rivalry that may develop.

Suggestion: Contact local athletes or current coaches who may want to offer "mini" clinics, in order to promote their sport. You may want to establish a student leadership group that could assist in the administration and delivery of the intramural program. CIRA's Student Leadership Development Program is specifically designed to help participants learn how to plan, organize and operate their own intramural and recreation programs with increasing autonomy.

Resources: Canadian Intramural Recreation Association of Ontario (CIRA-Ontario). 403-2197 Riverside Drive, Ottawa, Ontario, K1H 7X3. Phone: (613)-523-1348 or 1-800-663-8708, Fax: (613)-523-1206  
E-mail: [info@cahperd.ca](mailto:info@cahperd.ca); Web: [www.cahperd.ca](http://www.cahperd.ca).



## NBA 2Ball

Suggested Categories: C

Grade levels: 6-12

Purpose: To promote enjoyable social interaction skills, teamwork and basketball fundamentals.

Description: NBA 2ball is an enjoyable game that teaches participants of all ages' teamwork, sportsmanship and fundamental basketball skills. It is a game that youngsters of any ability can play and enjoy. Each two-player team has one minute to score as many points as it can from seven specific shooting spots. Points are awarded according to level of difficulty of each shot, ranging from a lay-up to beyond the 3-point arc.

NBA 2ball Game kit includes (2002)

- NBA 2ball shooting spots and Edge/Skintimate bonus spot
- event signage
- player profile sheets, score sheets and waiver forms
- NBA 2ball music (CD format)
- a 10 gallon cooler, juice powder and cups (just like the pros)

Cost: There is a \$40.00 (renewal) or \$50.00 (new applicant) shipping/ administrative fee.

Resources: Canada Basketball. Please contact Tim Maloney at Canada Basketball, 557 Dixon Road, Suite 102, Etobicoke, Ontario, Canada, M9W 1H7. Telephone 416-614-8037 ext. 207 or fax: 416-614-9570. E-mail: [tmaloney@basketball.ca](mailto:tmaloney@basketball.ca) Basketball New Brunswick. Please contact Cindy Floyd, 53D Clark Road, Rothesay, New Brunswick, E2E 2K9. Telephone 506-849-4667 or fax: 506-849-4668. Web Site: [bnb@basketball.nb.ca](http://bnb@basketball.nb.ca)



## Grasshopper Intramural

Suggested Categories: C

Grade Levels: 4-12

Purpose: To organize an adaptable intramural field hockey program with the emphasis on active participation, safety and fun.

Description: Field Hockey Canada offers the Grasshopper Starter Kit for a cost. Contact Field Hockey Canada to order the Grasshopper Starter Kit. It is designed to be adaptable for the intramural program.

The resources for the program are available at the following prices:

Grasshopper Manual (available in French):	\$15.00
Posters:	\$ 2.00
Animated video:	\$30.00
Iron on transfers:	\$ 1.00

Field Hockey Canada offers the grasshopper equipment rentals (including sticks and balls) available free for a one-month period of time.

The games can be played indoors or outdoors. Teachers, parents and older students can assist in refereeing and organizing the intramural tournament.

Resource: Field Hockey Canada,  
Ayana Nurse  
[fhc@fieldhockey.ca](mailto:fhc@fieldhockey.ca)  
521-8774, ext. \*2900

Resource: Field Hockey New Brunswick,  
Jane Marshall  
295 Sweeney Lane  
Miramichi, N.B.  
E1V 3A7  
622-7017  
E-mail: [marshl52@nb.sympatico.ca](mailto:marshl52@nb.sympatico.ca)



## Inter-School Athletics Program

### Suggested Categories: C

O - if the students participate in activities that are held in the community

N - if community members assist with the program

### Grade levels: 9-12

### Purpose:

- To promote the benefits of participation in school sport by providing athletic and educational opportunities that will allow the student to reach his/her full potential.
- To encourage participation and excellence in school sports
- To teach educational values to school athletes
- To promote the value of high school sports in New Brunswick
- To encourage and promote volunteer involvement in school sports
- To seek corporate and community support for athletic teams

Description: Research shows that students who participate in school athletics are motivated to stay in school, enjoy school and achieve academically. Additionally, athletic programs provide valuable lessons on many practical situations such as teamwork, sportsmanship, winning and losing, and hard work. Through participation in school sports, students learn self-discipline, build self-confidence and develop skills to handle competitive situations. These are the qualities the public expects schools to develop in students so that they become responsible active adults.

The New Brunswick Interscholastic Athletic Association (NBIAA) (ASINB), as a partner in public education, fosters, develops and governs students' athletic activities within New Brunswick High Schools.

The New Brunswick Interscholastic Athletic Association (NBIAA) believes in the goals of education and that participation in sport plays an integral role in the total education of the student. The Association encourages the high school student to participate in activities that will assist in the realization of physical, social, and emotional values.

### NBIAA SEASONS OF PLAY

<b>FALL</b> (School opening to Saturday prior to Remembrance Day)	<b>WINTER</b> (Nov. 10 to last Saturday in February)	<b>SPRING</b> (Last Monday in February to first Saturday in June)
Baseball	Basketball	Badminton
Cross Country	Curling	Cheerleading
Golf	Hockey (Oct.1 to March 31)	Rugby
Field Hockey	Wrestling	Track & Field
Football	Swimming	Volleyball
Soccer		
Softball		

The KidSport Fund and the National Coaching Certification Program (NCCP) may also be considered to enhance the existing school sport program.

### KidSport Fund

A fund established to help overcome financial hardships that prevent some children from participating in sport. Contributions of up to \$100 can be made towards a child's sport expenses on the advice of a school principal, recreation professional, or social worker.

This project is administered by Sport N.B., 495 Prospect Street, Fredericton, E3B 9M4



Web; [sportnb@nbnet.nb.ca](mailto:sportnb@nbnet.nb.ca) , 455-8902 451-1327 451-1325

National Coaching Certification Program (NCCP)

There is a five-level educational program for coaches of all levels in over 60 sports. The program covers three components of coaching-theoretical, technical, and practical. Local colleges, community recreation centers, and provincial sports organizations provide accompanying courses.

Cost: Varies

Contact: Centre for Coaching Education of New Brunswick / Centre de formation des entraîneurs du N-B. 503 rue Queen Street, P.O. Box / C.P. 6000 Fredericton, N.B.

E3B 5H1, Tel: 506.444.3888 Fax: 506.459.0481, Web: [www.coachnb.com](http://www.coachnb.com)

Resource: NBIAA, Peter Corby (Executive Director), P.O. Box 6000, Fredericton, New Brunswick, E3B 5H1. (Phone) 457-4843, Web site: [www.nbiaa.org](http://www.nbiaa.org)



## Sports Skills Clubs

Suggested categories: C

O - if using community facilities

N - if community members assist with the clubs

Grade level: k-12

Purpose: To provide students with an opportunity to develop athletic skills without the pressures of a team.

To expose students to several sport experiences.

Description: A decision must be reached on which sport clubs are appropriate for each level. Adult supervision will be required, which could consist of at least one staff member, a parent volunteer and/or a community member. The strengths and preferences of the sport club co-ordinators must be considered. They should have some experience in the sport they are offering in order to feel comfortable in teaching that sport. Please consider the students' developmental stages when offering a particular sport. For instance, a kindergarten student may not be ready to participate in volleyball, and a high school student may not be interested in a game of bean bag toss. Here are some suggestions:

- k-2: soccer skills, ball games, low-organized games, and so on.
- grades 3-5: low-organized games, modified sport games such as bean bag floor hockey.
- grades 6-8: volleyball, basketball, skipping, sock hops, and so on.
- grade 9-12: structured team sports, individual sports (tae-kwon do & kickboxing, social dancing), strength training, wheelchair basketball, and so on.

A particular sport day can be scheduled one day per week. The activity can be offered in the morning (Rise and Shine sports club), at lunch or immediately after school (intramural). The activities can also be offered in community facilities located near the school. The club co-ordinator should be consulted on the schedule, and the duration of the club should also be decided (4 weeks or 6 weeks). Stations may also be setup for each skills club. For instance, in soccer, you may want to set up stations that consist of passing, dribbling, shooting, and goal keeping. Be creative. If there are not enough soccer balls, you may want to use playground balls.

When planning a sport club, it is suggested that the school take inventory of the sport equipment. If the equipment is not available, often there is a club in the community that is willing to lend its equipment. The provincial sport organizations are great resources (please refer to the yellow pages).

A communication plan must be well thought out in order to stir up interest amongst the students. You may want to consider how you will promote the club. If there is a well-known athlete in your area, you may want to invite him/her to visit the school. Sign-up sheets, announcements and notices should all be displayed in a high-traffic area in the school. Permission forms may also be used. You may also consider printing some information regarding the sport skills club in the monthly newsletter that is sent home.

Resources: Provincial Sport Organizations (please refer to the yellow pages)

The Ready-Set-Go Web site provides all kinds of sport information at [www.readysetgo.org](http://www.readysetgo.org).

New Brunswick Department of Public Safety – Cyclist's Handbook. Web site: [www.gnb.ca/0276/](http://www.gnb.ca/0276/)

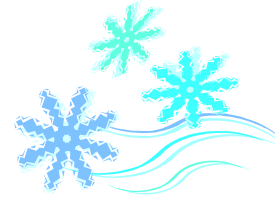
## What to do when the Snow Flies

Suggested Categories: C

T- if a group of people organizes the activities

Grade levels: k-12

Purpose: To encourage students to be active during the winter months.  
To promote many outdoor activities.



Description: In Canada, our winters are snow, ice and cold weather, all of which offer the ideal setting for a variety of outdoor activities. Though children are often less active during the winter months, the season presents unique opportunities because of the natural playground of snow. By participating in activities outdoors in the winter, children can pump up the heat and learn to be active.

### Suggested winter games with minimum preparation:

- Foxes and Geese: Students make a winding track on new snow. They establish a den; one player at a time can enter the "safe zone." Two players are chosen to be "foxes" and chase the "geese" around the track; once tagged by a "fox," the "goose," switches roles with the "fox".
- Snow Sports: Bring a soccer ball or football into a snowy field and play a game.
- Snowball Roll: Participants start at the top of the hill with a small snowball, which they roll down the hill and back up again. Snowballs are then judged in a variety of categories, including largest, roundest, oddest shape or fastest down the hill. This activity can also be done on flat ground.
- Snowpile: In a set amount of time, students make snowballs and see who can create the biggest pile.
- Hitting the Hog: Create curling stones by filling Javex bottles with water. Let the water freeze and use the frozen bottles as "rocks."
- Snowshoe Softball: The students play a regular softball game on snowshoes.

Resource: Recess Revival: An implementation Guide to an Active Recess, Canadian Intramural Recreation Association of Ontario (CIRA-Ontario). 403-2197 Riverside Drive, Ottawa, Ontario Canada K1H 7X3, Tel. (613) 523-1348 or (800) 663-8708, Fax. (613) 523-1206 General e-mail: [info@cahperd.ca](mailto:info@cahperd.ca), Web site: [www.cahperd.ca](http://www.cahperd.ca)

### CIRA's "Snow Fun"

This resource is a collection of Canadians' favourite winter activities. Gathered from teachers and students from across Canada, the book is divided into categories such as relay, tag teams, targetting and co-operative/team building. The book also includes information on safety, equipment, and inclusion of persons with a disability.

### Get Winter Active: (Active Living)

This program is full of "tried and tested" program ideas, along with contact information and practical tools collected from your colleagues across Canada. Many Canadians find it difficult to go outside in the winter and get moving. Get Winter Active offers ideas and examples from leaders, for leaders that can help you to reach this group. Contact: Go For Green: 1-888-822-2848 or by e-mail at [winter@goforgreen.ca](mailto:winter@goforgreen.ca).

You may also be interested in the Ice Dream program:

Ice Dream is a national program that encourages and supports the development and use of new and existing outdoor rinks in Canada. It provides opportunities for girls and boys of all ages to get active in the outdoors during winter by playing hockey or other games on ice surfaces, such as frozen ponds and waterways, or backyard, neighborhood and community rinks.

Contact: Go For Green: 30 Stewart St., Box 450- Station A, Ottawa, Ontario K1N 6N5, Telephone: (613) 562-5313, Fax: (613) 562-5314, E-mail: [info@goforgreen.ca](mailto:info@goforgreen.ca) Web: [www.goforgreen.ca](http://www.goforgreen.ca)

## Active and Safe Routes to School

Suggested categories: T

- O - if the students are walking on the streets, sidewalks and trails
- N - if community members assist with the program

Grade Levels: k-12

Purpose: To encourage the use of active modes of transportation to and from school.

Description: The program offers ideas and resources that are available to help make the routes to school as safe and friendly as possible, from adult-supervised walks to and from school to lobbying for infrastructure improvements and safety enhancements. Go for Green works in partnership with local/regional delivery partners.

The Active & Safe Routes to Schools Initiatives include

- Walking School Bus for young children with adult supervision for safety and traffic awareness;
- Biking School Bus for older children with adult supervision and a focus on bike safety;
- International Walk to School Day (IWSD);
- No Idling zone for cars around schools;
- busing drop-off zones a kilometer or so from school and safe pedestrian routes for students to walk the rest of the way to school;
- central school bus pick-up and drop-off points to increase physical activity for students and enhance busing efficiency; and
- physical infrastructure changes to increase safety for walkers, cyclists, in-line skaters, and others to reduce and calm traffic, and to cut pollution.

The national Active & Safe Routes to School program is supported by Go for Green and developed in partnership with Greenest City, Way to Go, the Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD); Health Canada; and the Government of Canada Climate Change Action Fund.

Resource: Go for Green, Unit 16- 5480 Canotek Road, Gloucester, Ontario. K1J 9H6  
(Phone) 1-888-822-2848, Fax: 1-613-748-0357, Web: [www.goforgreen.ca](http://www.goforgreen.ca)  
New Brunswick provincial coordinator: Jeffrey LeBlanc; Tel: (506) - 453-2928

## Active Day

Suggested Categories: T

N - if community members assist with the activity

Grade levels: k-8

Purpose: To allow students to select the physical activities that they would like to participate in, and in what order.

Description: A free-flow active day is recommended, as it allows the students to choose what they would like to participate in and in what order. An active day held during an afternoon or extended recess is a great way to revive the recess and lunch-hour activities for the entire student population.

The active day could easily begin with a “mass participation” activity. For example, a school-wide aerobics class could begin the day.

Set up activity stations around the active area, on both the tarmac and on the schoolyard’s green spaces. The number of stations to be included is limited only by the time and the number of volunteers needed. The students should be encouraged to look for shortline-ups and come back to the more popular events when the line-ups are shorter. Each student can be given a passport, which is stamped at each station.

Teachers should prepare students for the active day prior to the event by teaching them the games during their classes.

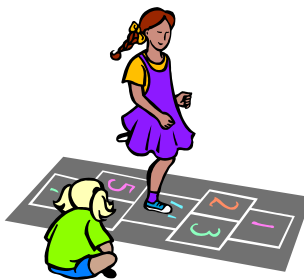
Parents, playground supervisors, teachers and student leaders will be required to monitor each of the stations.

Suggested Active-Day Stations: (ideas and games are available in Awesome Asphalt Activities)

- Hopscotch
- Four Square with a Ball or Four Square Switch
- Clapping Games
- Skipping
- Donkey (This game is played throwing a ball against the wall)
- Apartments (A version of dodge ball played against a wall)
- 7-up
- Foot Hockey
- Basketball Bump
- Play Structure ( Review rules with the children as they play)

Resource: Recess Revival: An implementation Guide to an Active Recess, Canadian Intramural Recreation Association of Ontario (CIRA-Ontario); 403-2197 Riverside Drive, Ottawa, Ontario, K1H 7X3.

Phone: (613)-523-1348 or 1-800-663-8708, Fax: (613)-523-1206 E-mail: [info@cahperd.ca](mailto:info@cahperd.ca); Web: [www.cahperd.ca](http://www.cahperd.ca).



## Field Initiatives

Suggested categories: T

I - if the activity is integrated in other subject areas

O - if community facilities are used

N - if community / family members assist in the event

Grade levels: k-12

Purpose: To promote school spirit by providing school-wide events.

To encourage physical activity and to remind all students that being physically active can be fun.

Description: There are many ways to integrate “field initiatives” into the school calendar. The initiative can include sporting events, in-class research and writing assignments, chart-making and other measuring activities, and drawing and painting. You are encouraged to incorporate an academic component in each initiative. The first major step is to develop a plan for the field initiative. If the field initiative includes the Olympic theme, there is a wealth of information that can be accessed and the Olympics are truly a teachable moment, especially during an Olympic year.

School-wide participation is encouraged as the field initiative should promote school spirit. Encourage classes to work together in designing posters, banners and setting-up themes. Points can also be earned by class or individual participation.

### 1) Olympic Field Event

Suggested Grade Level: 4-12

Purpose of Activity: To provide a theme-based field day every four years that helps celebrate the Summer Olympics.

Description: The Olympic Field Day begins with the same procedures in which Olympic athletes engage. The Parade of "Athletes" (all students in the classes) officially opens the games as the students come down to the gym carrying the flag of their "country," while the music "Summon the Heroes" plays. The rest of the opening ceremony is as follows:

- the principal declaring the Games open
- a discussion of the torch lighting followed by the torch being run in by chosen students
- the lighting of the torch
- the raising the Olympic flag to the "Olympic Hymn"
- students reading cards about various highlights of the ancient Olympics
- the administering the Olympic Oath
- the release of the (paper) doves
- "Let the Games begin"

The students then follow their teachers to their assigned events, as follows:

- Hurdles (foam)
- Olympic Torch relay (completed with toga and torch)
- Discus Throw (regular Frisbee throw for distance)
- Shot Put (16" softball for distance)
- Basketball (counting how many baskets the class can make in your time limit)
- Olympic Rings (timing how long it takes the class to pass 5 hoops down their class line of joined hands)
- Traveling to Host Country (scooter relay simulating boats)

- 50-Yard Dash (timing the class to see how long it takes all to complete)

Classes then go to their assigned events (led by special area teacher, aides, parents), where they are timed for 7 minutes. In this time, they try to meet set criteria for their event in order to achieve a class bronze, silver, or gold status. Teachers carry a score sheet, and the event leaders circle the medal level the CLASS achieves at the event. For example, to achieve a gold medal in the 50-yd. dash, the class total would have to be 3 minutes; a silver, 3 minutes and 20 seconds; bronze, anything over 3 minutes and 20 seconds. Feel free to set your own criteria.

For distance events, cones are set out. If a throw clears the first cone, one point is earned. If it clears the second, two points are earned. If it clears the third, three points are earned. The class points are then added together to see what level is achieved. A class-size limit is established (e.g., 25 students). If students are absent and the class has only 23 present on Field Day, some students can alternate, taking two turns to make up the 25. If time remains at an event, classes can repeat and try to improve class score.

TEACHER EVENT: Balloon Toss - Trying to achieve gold, silver, or bronze levels, the teachers toss the balloon past the bronze, silver, or gold medal cone?

After everyone participates in all events, and has a healthy snack, the entire student population returns to the gym for the closing ceremonies.

The order of the closing ceremonies is as follows:

- the entry of students to sit by the flags of their “countries”
- the raising of the Greek flag to the Greek anthem
- the awarding of “medals”- All class teachers receive a class certificate, and all kids receive a gold medal sticker. These are handed out to class teachers in pre-made packets
- the call upon all students to assemble in 2004 to celebrate the Games of the 28th Olympiad
- the playing of “Olympic Spirit “as the Olympic flag is carried out
- Dismissal

The Olympic flag can be made out of a sheet, the torch out of cardboard and crepe paper, and the doves out of paper (origami). The school band brass section can play the Olympic theme. The criteria for each event are set so that all classes can get at least a bronze, many can achieve the silver medal, and classes have to really work together and cheer each other on to achieve the gold level.

Resource: PE Central, P.O. Box 10262

Blacksburg, VA 24062, FAX: (800) 783-8124 (USA Toll Free), E-mail:

[www.pecentral.org/lessonideas/ViewLesson.asp?ID=1277](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1277)

(Submitted by Millie Wostratzky, teacher at Gower West School in Willowbrook, IL. Additional author for this idea was Judy Blum.)

## **2) The Joy of Community**

Suggested grade level: 4-5

Purpose of Activity: To engage students in community-related activities as a way of recognizing and thanking local merchants.

To raise awareness regarding what resources are available in the local and neighbouring area for students and their families.

Materials Needed: Individual event materials (see description), event descriptions, rules of the road, volunteer tips, map of events, many parent volunteers, and a sunny day!

Description:

The format for the day is free choice! All students are free to choose wherever they wish to go. All events are marked with community signs (each sign has "green" for open, "red" for closed, so students can decide whether they stay at that event or move along to another), and students carry juice tickets with them to turn in when thirst prevails. Parent volunteers run the events and attend a short training session a half-hour before the festivities begin. Event descriptions and "how to's" are given to volunteers. All staff members are free to engage in any and all activities. There is plenty of supervision without the tight structure that requires teachers to supervise small groups throughout the day.

An opening ceremony officially starts the event that occurs on the front lawn and ends with a school-wide performance on the front lawn to which all parents and friends are invited. Since "community" is being celebrated, the students perform a jump rope routine to "What I Like About You." Additional volunteer jobs include a set-up crew, a lunch-serving crew (do an outdoor buffet), and a clean-up crew. A letter inviting parental participation is sent home two weeks prior to the Field Day.

Community Events:

- Town Baseball: 6 cone tees, 6 carpet squares, 6 hoops, 24 whiffle balls (4 for each), a bucket of water balloons (children have last swing). Children hit balls off tees, retrieve, and repeat. The last ball is a wet one! They retrieve again to prepare for the next group of excited children. (Be aware of latex allergies.)
- Town Driving Range: 10 carpet squares (with a hole in the middle for rubber tee), 8 right-handed Jr. golf clubs, 2 left-handed clubs, 10 small buckets of plastic golf balls with a dozen balls in them and open space. Volunteers (one for every two children = 5 volunteers) are responsible for setting up students properly, and children hit a dozen balls. Once group is finished, clubs are down and they retrieve to prepare the next group.
- Town Soccer: 8 balls, 4 targets, a maze of cones. Children move through the maze, dribbling with their feet, and finish with a blast to the target! Balls are retrieved, children run back to start carrying the ball to prepare for the next turn. Repeat, and then turn sign to "Open" for next group.
- Town Library: 3-4 books about towns, transportation, and community workers, and so on. This inside event requires 1 volunteer (invite the town librarian) to read to a group of 5-10 students at a time. This is a nice rest for very hot children. After the story is read, the sign is turned to "Open."
- News Centre Nine: 4 tape recorders, interview questions. Send children off in pairs to interview others (children, staff, and volunteers) about what they like. One volunteer gives suggestions as to how to cover the community event.
- Firefighters Fitness Challenge: Playground structure, number signs, large stuffed animals, 2 hoses on reels. Volunteers (2) send children through the structure with a large stuffed animal. (They pretend they are saving a pet or someone by helping them get out.) Each pair goes to 10 stops, including going down the "fire pole," driving the fire truck (steering wheel), and reeling or unreeling the fire hose before getting to the finish.
- Community Sidewalk Murals: buckets of chalk, a large paved area, a basket of ideas (e.g. stores, apartment houses, town green, churches, town hall, hospital, airport, post office, police and fire station). Children contribute to the mural throughout the Field Day. A volunteer outlines the area to be used and starts the mural by drawing a building or a house. This is a remarkable piece of artwork by day's end!



- Digi-walking: 4 digiwalker pedometers, a basket of photos (of various locations taken outside of school). Volunteer presets DW's to an average stride length. Children (in pairs) choose a photo, and estimate how many steps it will take them to get there. They record their guess on scrap paper, and take off for their destination and back again. They have to walk! Upon their return, their estimations are compared to the actual count.
- Hospital Tag: Medical bag (with prescriptive exercises in it), 4 cones to designate playing area, a "hospital area," two pinnies, one foam tagger. Volunteer opens event with 5-8 children, choosing a "germ spreader (tagger)," a medic (who unfreezes patients and assists them to the hospital), and a doctor who prescribes exercises (e.g. jumping jacks, push-ups, jogging). After doctor declares the patient well, they return to game.
- Town Recycling Centre: Ask children to bring in one milk jug prior to field day. Collect newspapers in the meantime. Masking tape and clothes line rope or string is also needed. One or two volunteers' help "visitors" make scoops and balls out of materials and then play catch with one another. Keep jugs on rope or string and return to children for them to keep.
- Swimming Safety Video: TV, VCR, Red Cross swimming safety tape (Whales Tales), rug. This indoor event raises awareness regarding swimming safety. Students become engaged in conversation with a volunteer about where they go to swim in the area. This is also a nice break for children who are in need of a rest.

Resource: PE Central, P.O. Box 10262Blacksburg, VA 24062, FAX: (800) 783-8124 (USA Toll Free), E-mail [pec@pecentral.org](mailto:pec@pecentral.org). (Submitted by Suzanne Klink who teaches at Clark Elementary School in Amherst, NH.)

### 3) "PEACElympics"

Suggested grade level: k-2

Purpose of Activity: To provide a developmentally appropriate field day experience for all children while targetting peace education and environmental awareness objectives.

Equipment needed:

Apart from the equipment required for each station, equipment is used to create boundaries to contain the stations, and also to create a passageway through which the parents can circulate to view their children.

A large canvas banner (9m x 3m) is created and rolled up along the school block. The picture is sketched on paper at first-a boy and a girl sitting on a globe. The art teacher paints this onto the canvas. The words beneath the picture are as follows:

Children Moving for PEACE ('PE' in red and 'ace' in BLUE paint so as to emphasize PE)

Beneath the caption, the Olympic rings sport the house colour mascots.

Description:

The theme of "PEACElympics 2001" evolved after reviewing a teacher's manual called "Be a Champion in Life" launched by the Foundation for Olympic and Sports Education (June 2000). The book also focuses on UNESCO's 2000-2010 priority action to promote a culture of peace and non-violence for the children of the

world. All stations are developed inline with these themes. A logo and acronym are developed inline with the focus.

PEACE = Physical Education among Children Everywhere

The slogan also developed from the word "peace." PE-ACE: "I can try to do my best and I am a PE-Ace"!

After the initial display, torch run, PE-ACE poem (in line with the Junior Olympic Promise) and the traditional Parade of the Children (all carrying a flag they made) the children are organized into a series of stations. The children, led by their respective class teachers, rotate stations at designated time intervals. All children participate in ALL events. Events are races, relays, co-operative events and free choice activities. Once a station is completed, the children have their personal "passport" stamped. This event is staged around the entire school grounds. While the events are going on for the young pupils, entertaining games are organized for parents and older siblings. Environmental awareness stalls, SubWay healthy subs and other stalls are set up.

At the end of the afternoon, all children are given their PEACElympics medal for participation, a white flag with the logo. The afternoon is concluded by releasing into the air helium filled balloons attached with the messages of peace the children have written or drawn for homework during the previous weeks attached.

Resource: PE Central, P.O. Box 10262

Blacksburg, VA 24062, FAX: (800) 783-8124 (USA Toll Free), E-mail at [pec@pecentral.org](mailto:pec@pecentral.org)  
(Submitted by Marina Bonello who teaches at San Andrea Early School in L-Imselliet, Malta.)

Web site: [www.pecentral.org/lessonideas/ViewLesson.asp?ID=2945](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2945)



## Theme Events

### Suggested categories: T

O- if community facilities are used

N- if parents or community members volunteer to assist

### Grade levels: k-8

Purpose: To get students active in activities that are based on themes.

Description: An activity event is planned based on a theme. These themes can be based on a time of the year, a celebration, or a special situation. For instance, a turkey trot can be held at Thanksgiving or a bunny hop at Easter. Parent volunteers and student leaders can assist in organizing and delivering the program.

Event organizers may consider having the students who participate in the event eligible for a draw. Schools are encouraged to set a participation target or set up in-school challenges. The local stores could donate prizes. A basket of healthy goodies could be the main prize.

### 1) Halloween Carnival (Special Event)

Suggested grade level: 6-12

Purpose: To promote fun through physical fitness activities and to promote knowledge of and acquisition of physical education skills.

Materials Needed: signs, basketballs, footballs, Frisbees, whiffle balls, plastic bowling pins or plastic bottles, jump ropes, 3' wide targets, boom boxes for music, healthy snacks, prizes, pencils, paper, cones and all the help you can get.

### Description

Booths similar to those at a fair or carnival are set up where the students try to win prizes:

- Healthy Snack Walk
- Whiffle Ball Throw
- 3 Point Contest
- Free Throw Shoot
- Football Throw For Accuracy
- Baseball/Softball Throw For Accuracy
- Frisbee Throw For Accuracy
- Ring Toss
- Horseshoe Toss
- Sport Trivia



Each booth has a similar requirement in order to qualify for a prize. All students win at each booth regardless of performance. We have 3 levels of prizes: Super Prize, Good Prize and Prize. Healthy snacks are used for many of the prizes. Teachers dress up as they see fit, in Halloween costumes, for example. Signs are posted at each booth with the name of the booth and the exercise cost.

In order to participate in the carnival, students have to dress up and participate in a fitness activity for the day, for example, a 2-minute jog, warm-up by stretching. Students are also required to perform an exercise at each booth in order to play. For example, they have to do 5 push-ups for the 3-point contest. Each booth has a different exercise requirement.

### Description of Booths:

- **Healthy Snack Walk:** The booth operates just like a cake walk, except coloured cones are used instead of numbered spots. When the music stops, the student standing at the correct coloured cone is a winner. The cost for this booth is 5 jumping jacks.
- **Ring Toss:** Healthy drinks such as juice and water are used for this booth. Students toss rings in order to try and win a drink. Cost: 10 jump rope jumps.
- **Whiffle Ball Toss:** Students attempt to knock down plastic bowling pins (plastic litre bottles could also be used) with whiffle balls-3 throws to knock down 3 pins).
- **3-Point Shootout:** Students attempt to make as many 3-point baskets as possible in 30 seconds. Prizes are awarded according to what standard you set.
- **Frisbee Toss, Football Toss and Baseball/Softball Toss:** All use the same area. 3 feet in diameter net from basketball goal and flag football belts with the flags still attached are used as this makes for a colour display. Students can choose which event they prefer to participate in and each has 3 throws to hit the target. Cost for each: Baseball/Softball Throw = 5 trunk twists; Football Throw = 5 toe touch; Frisbee Toss = 5 jumps. Prizes are based on how many times students hit the target.
- **Free Throw Shootout:** Students receive 3 tries to make a FT. Cost = 5 sit-ups.
- **Sport Trivia:** Students can choose from several categories (Local School Sports Trivia by sport, University Sports, Professional Sports, and Fitness Facts). Students are required to take a 5-10 question test on whatever area they draw out of the bucket. If they pass, they may receive the appropriate prize. In this booth an appreciation for the academic side of Physical Education is promoted. The possibilities are endless.

Samples of Prizes: make-up kits, masks, wigs, games, cards, small stuffed animals, yo-yo's, bubble blow sets, many different kinds of miniatures, and so on. You are only limited by what you can find available to you.

Resource: PE Central, P.O. Box 10262

Blacksburg, VA 24062, FAX: (800) 783-8124 (USA Toll Free), E-mail at [pec@pecentral.org](mailto:pec@pecentral.org)

(Adapted from an original idea by David Halter who teaches at Bell High School in Bell, FL)

[www.pecentral.org/lessonideas/ViewLesson.asp?ID=1277](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1277)

## 2) **Valentine Rescue**



Suggested grade level: 4-5

Purpose: To give students the opportunity to practise their chasing, fleeing, and dodging skills in a fun holiday game situation.

Prerequisites: The ability to move safely (avoiding others) through general space and know how to safely tag, and locomotor skill knowledge.

Materials Needed: 6-8 poly spots (or bases), 25-50 bean bags, 2 pinnies, 2 boxes or baskets to hold bean bags, 3 Hula Hoops

### Description:

Mark off a large rectangular activity area or use the boundary lines that are already established. Spread the poly spots (or bases) throughout the playing area. On one sideline place 2 Hula-Hoops (this is the empty chocolate box). On the opposite sideline place one Hula-Hoop (this is Cupid's base). At one end of the gym (in the middle) place the beanbags (known as the valentines/chocolates) in a box on the endline. At the other

end of the gym place an empty box on the endline (this box is where the students place the rescued valentine's beanbags).

Select two students who will be the taggers. Each one will wear a pinney. They are named the "huggers" and the "kissers" (one student is "hugs," the other is "kisses", as in Hershey's chocolate kisses). The two taggers stand in the centre circle of the gym to start the game. Then select one student to be "Cupid" and have that student stand in the one Hula Hoop (Cupid's safety zone) on the sideline. The rest of the class is lined up on the end line opposite the box of valentines (beanbags).

The object of the game is to see how fast the class can rescue the valentines (beanbags) by avoiding the taggers (hugs & kisses). Start the game by having the students WALK first, and then add various locomotor movements later. Running is not a good choice for safety reasons.

If a hugger or kisser tags a student, the student must go to the empty chocolate box (the two hula-hoops on the sideline) and if he/she had a valentine (beanbag) he/she must return it to the box. The student may rejoin the game once Cupid tags him/her back in. The only "safe" zones in this game are the poly spots (bases). The student may be on a base for only 10 seconds or less and may use only one base for each trip (down and back). Therefore, students may not base hop (go from one base to another and so on). Only one student per base is allowed. Also, the taggers cannot "guard" the bases, and Cupid may not use the bases as a safety zone.

The game continues until 1) all of the valentines (beanbags) are rescued or 2) Cupid gets tagged outside of the safety zone (hula-hoop).

Once the game is over, pick new huggers and kissers and a new Cupid.

#### Teaching Suggestions:

- Allow only Cupid and the taggers to run. The other students must perform the locomotor skill (if they run they go to the empty chocolate box).
- Have the students walk, skip, gallop, slide, and so on as opposed to running. The results will be much better and the game is safer.
- Give more than one choice on the locomotor movement that may be performed (e.g., skip or gallop).
- Remind students of safety when moving especially toward the end lines. After each game talk about how well the students are working together or chasing and fleeing. Give tips about how they can do better.

Resource: PE Central, P.O. Box 10262

Blacksburg, VA 24062, FAX: (800) 783-8124 (USA Toll Free), e-mail at [pec@pecentral.org](mailto:pec@pecentral.org)  
(Submitted by Diana Ayres who teaches at Charles F. Tigard Elementary School in Tigard, OR).  
[www.pecentral.org/lessonideas/ViewLesson.asp?ID=2166](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2166)

### 3) Thanksgiving Turkey Strut



Suggested grade level: k-2

Purpose: For students to have fun participating in a holiday game while working on their locomotor skills.

Prerequisites: The ability to move safely through general space.

Materials Needed: 26 Hula Hoops, 26 small cones'; 2 sets of small alphabet cards and/or alphabet bean bags (1 set for basket and 1 set for Hula Hoops), fun music, CD or cassette player, basket/box for letters, cones or other markers to designate a large rectangular play area, paper "turkeys" (can be drawn, or cut).

Description:

Scatter the Hula-Hoops out in the play area. Place a different letter in each hoop (using one set of either laminated poster board cards or the alphabet bean bags).

Explain the activity as follows: Students will begin moving around the general space, using the locomotor movement which you call out, while avoiding stepping inside the hoops. When the music stops they will need to find a hoop to stand in, a la musical chairs (more than one student is allowed to stand in each hoop). The teacher then chooses a student to come over and choose a letter from the basket; the student then calls out the letter. The student(s) standing in that hoop all receive a "turkey." The student who called out the letter then takes a cone over to that hoop and places the cone in the hoop; students may no longer stand in this hoop when the music stops (be sure to set this now-used letter aside). The student then re-enters the activity; the music and movement begin again. When there are too few hoops to allow everyone to safely have at least one foot in a hoop, then begin the game again (take the cones out of the hoops). The student who collects the most turkeys at the end of the game can get to line up first or have some other similar reward. Make sure students correctly understand the activity, and then begin play!

Teaching Suggestions:

Laminate the alphabet cards and/or turkeys for a longer life.

Resource: PE Central, P.O. Box 10262

Blacksburg, VA 24062, FAX: (800) 783-8124 (USA Toll Free) E-mail at [pec@pecentral.org](mailto:pec@pecentral.org)

(Submitted by Jacqueline Mitchell who teaches at Love T. Nolan Elementary School in College Park, GA).

Web site: [www.pecentral.org/lessonideas/ViewLesson.asp?ID=1250](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1250) (theme events)

## Rainy Day Games' Day

Suggested Categories: T

C - if the activities are structured

Grade levels: k-3

Purpose: To provide physical activity and education opportunities during recess.

Description: An outline of indoor games is planned at the beginning of the year for those rainy days. The students are introduced to the Rainy Day activities at the beginning of the year (can be done in class) so that little time is spent explaining the games during the recess time. The stations can be numbered around the classroom to provide some order. An appropriate time should be set aside for each activity. Students groups may consist of 3-5 students, depending on the class size and the stations that are offered during the recess. The equipment should be minimal, as the set-up time should be minimized.

### Suggested Activities:

- 1) Balloon Volleyball: One to two balloons should be blown up beforehand for each student. The students can count the number of times they hit the balloon back and forth, without it hitting the floor (take account of potential latex allergies).
- 2) Body Balloon Game: Students are creative in keeping the balloon up in the air, using different body parts.
- 3) Make a Poster: Students can be divided into small groups. A poster is cut up in many pieces. The group must work co-operatively in order to put the poster puzzle pieces together. The first team to complete the puzzle wins.
- 4) Guess the Activity (charades): Cue cards should be made up beforehand with a simple word or picture on each (e.g., basketball, football). Students in the group take their turns looking at cue cards and acting out the sport, while the rest of the group tries to guess the sport.
- 5) Invent-A-Game: Students develop their own game with the equipment that is set aside. The teacher should be there in order to address any safety concerns.

This fast-paced, productive recess allows the students to be active rather than sitting the entire time. When stations are being planned, keep in mind that these activities are being held in a closed area and safety is the priority. It is also suggested that teachers work together in a group of 3 or 4 in order to create additional stations. Teachers may also consider inviting parents to assist in the activities.

Resource: Adapted from the CIRA Input (October 1995, Vol.16, No.1, p.7)

Cited in the Active School Guide (OPHEA)

## Fitness and Health Information

Suggested Categories: I - if taught across several subjects  
N - if health professionals, parents and or community members present the information to the students

Grade levels: k-12

Purpose: To promote the importance of an active, healthy lifestyle.  
To encourage healthy habits and expose the students to the many associated healthy habits available in the school and in the community.

Description: Most schools have a communication plan in place. This plan may include a monthly newsletter, morning announcements, message centers and bulletin boards. The first step in communicating the health and fitness information is to list the ways in which the school can communicate this information both in school and in the community at large.

Fitness facts, fitness tips and nutritional notes can all be taught in many subject areas beyond Physical and Health Education and they can be included in the regular school news publication or newsletters. Families and students are encouraged to submit facts, tips or notes in a Healthy Box which can be set up in the front entrance of the school. These tips, facts and notes can also be read over the intercom at least once a week and then posted on the bulletin boards. Health officials such as fitness consultants, doctors, and nurses could also be invited as guest speakers and they can address the entire school population or individual classes.

Resources: Contact the New Brunswick Regional Health Authorities for additional information. There are many resources available both in print and on Web sites. You may want to visit the following Web site:  
<http://www.gnb.ca>





## Making Books Come Alive

Suggested categories: I

Grade Levels: 2-5

Purpose: To incorporate math and listening skills into physical activity.

Description: Students are divided into teams of four or five. Each team should line up behind a Hula-Hoop with another hoop about ten metres in front of them. Students should sit in line, with the first person in line inside the hoop. The first person in the line has one bean bag in his/her hand. The teacher or a chosen student will read the book aloud. Each time the students hear the word “go,” they run to the Hula-Hoop in front of them, place the beanbag inside the hoop and run back to the end of their line. The next student will retrieve the beanbag on the word “go” and bring it back to the first hoop. At the back of each line should be one sheet of paper and a pencil where the finishing student places one tally mark each time he/she goes to the end. After the book has been finished, one student from each team should count their tally marks. Then the class will go through the book and count the number of times the word “go” is read (the word is read 38 times).

Equipment needed: “Marvin K. Mooney Will You Please Go Now” by Dr. Seuss.  
Hula Hoops, bean bags, paper and pencils

Resource: Cited in the “Physletter”, District 18 Physical Education Letter. Volume #2, No. 5 January, 2002.  
For more information please contact <http://pazz.tripod.com/bks.html>.



## Mathematical Kick/Punch Ball

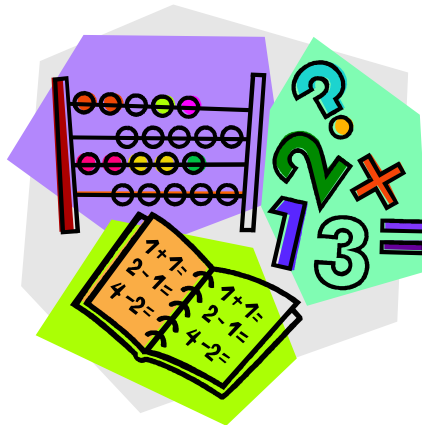
Suggested categories: I

Grade levels: 4-5

Purpose: To incorporate math skills into physical activity.

Description: There are four coloured paper bases taped to the floor and a home plate. Students punch or kick a ball. Fielders immediately get the ball to the pitcher. When the pitcher has the ball, the runners must stop. The teacher approaches the base where the runner has stopped and flashes a multiplication fast card to both the runner and the closest fielder. If the runner beats the fielder with the correct response, the runner stays; if the fielder is first to answer correctly, the runner is out. Make the fielders rotate. Everyone bats per inning and you keep track of runs scored. You can also use addition/subtraction facts or divisions, for examples. Even spelling words can be used if you want to integrate Language Arts. More bases can be added in a large area, less in a smaller one.

Resource : Cited in The“Physletter”, District 18 Physical Education Letter. Volume #2, No. 5 January, 2002. For more information please contact: [www.lessonplanspage.com/PEMathKickBall46Idea.htm](http://www.lessonplanspage.com/PEMathKickBall46Idea.htm)



## SuccèsNBSuccess

Suggested categories: I

A - if the activities are unstructured

N - if the family members also participate in the program

Grade levels: k-8

Purpose: To encourage New Brunswickers to lead a balanced life, rich in both literacy and physical activity.

Description: SuccèsNBSuccess is a three-year campaign that provides tools to New Brunswickers to increase reading, writing, math and physical activity. Alone or in groups, participants can register and commit to achieving personal goals in literacy and physical activity. They can enter their progress on-line and be supported by "cyber coaches." When they reach their goal, they are eligible to receive an incentive reward. The site features tips for teachers and information for students, and outlines many ways for working exercise and literacy into your daily life. SuccèsNBSuccess is a tool to help students pursue physical activity and literacy goals as part of their lifelong learning.

The program offers many literacy and physical activity categories.

Kits can be picked up at Community Access Centres or Libraries.

Please contact the cyber coaches: Andrea MacDonald (Anglophone) and Chantal Deschènes Jean (Francophone)

Phone: (506) 674-4224 Fax/ Télécopieur: (506) 386-8156 Web: [www.sNBs.gnb.ca](http://www.sNBs.gnb.ca)



## Walking Classroom

Suggested Categories: I

O - if the students walk on community trails

Grade levels: k-12

Purpose: To integrate the exercise of walking into any academic subject area.

Description: Teachers are encouraged to establish a set amount of time for walking indoors and outdoors per week, per unit, per subject area. These times could be set in staff meetings.

The walk can be divided into three categories: 1) Fitness walking, 2) Take a break and 3) Discovery walks.

- 1) **Fitness Walking:** Teachers are to set a consistent, steady and relatively-uninterrupted pace. A warm-up and cool-down (stretching) should be incorporated. Different walking paces and terrain should be explored.
- 2) **Take a Break:** This type of short walk is considered to be a “mental break,” a change of focus. This walk should be administered when students need a break or breather.
- 3) **Discovery Walks:** Discovery field trips can be incorporated into academics. Discovery walks can include field trips around the school, neighbourhood, to a local site or to the library.

Resources: CIRA Input (Fall 1999, Vol.18, No.8, p.6)

Canadian Intramural Recreation Association of Ontario (CIRA-Ontario); 403-2197 Riverside Drive, Ottawa, Ontario Canada K1H 7X3, Tel. (613) 523-1348 or (800) 663-8708, Fax. (613) 523-1206 General e-mail: [info@cahperd.ca](mailto:info@cahperd.ca), Web site: [www.cahperd.ca](http://www.cahperd.ca)

You may also be interested in the TrailPAQ program if your school is situated near the New Brunswick trails.

TrailPAQ:

Go for Green’s program promotes outdoor physical activity on trails and supports trail development through a sustainable Internet resource centre. The TrailPAQ Web-site profiles national, provincial and municipal trails and provides information on seed funding available to community trail groups in Canada. On-line resources include TrailPAQ’s Pathfinder, Canada’s on-line trail newsletter that features news, updates and useful tips for trail users and builders, and Trail Monitors – fact sheets on the social, heritage, economic, health and environmental benefits of trails.

Resource: Go for Green, Unit 16- 5480 Canotek Road, Gloucester, Ontario. K1J 9H6

(Phone) 1-888-822-2848, Fax: 1-613-748-0357, Web: [www.goforgreen.ca](http://www.goforgreen.ca) or Web site: [www.trailpaq.ca](http://www.trailpaq.ca)

## School Activity Trip

Suggested Categories: O

C - if the activity is structured, or

A - if the activity is “free play” style

Grade levels: k-12

Purpose: To use community resources to provide physical activity to students.

To promote the opportunities for physical activity available in the community for all students.

To promote active fun in the community as an integral part of the lifelong development of the students.

Description: First the teacher or student leader must research the opportunities for physical activity that are available to the schools in the community. The phone book may be used as a great resource as it lists many arenas, ice rinks, pools, Parks and Recreation, etc. Also, please refer to the yellow pages at the end of this manual.

In order to organize a school activity trip, a plan must be developed. Teachers or leaders must decide whether this activity will be school or class-based. Some simple out-of-school activity trips could include outings to local skating rinks, swimming pools, baseball diamonds, soccer fields, trails or parks. To reduce the transportation costs, these trips can be free if they are within walking distance. It is suggested that the school create a Community Activity Section on the message centre to highlight the activity trips. Students are encouraged to bring photos of them engaged in the activities in the community.

Permission should be sought as appropriate for all school trips and the Physical Education Safety Guidelines must be followed. To view the Physical Education Safety Guidelines, refer to these web sites:

Elementary School Web Site: [www.gnb.ca/0000/publications/curric/eamssg.pdf](http://www.gnb.ca/0000/publications/curric/eamssg.pdf);

Middle School Web Site: [www.gnb.ca/0000/publications/curric/middlePhysEd.pdf](http://www.gnb.ca/0000/publications/curric/middlePhysEd.pdf) and High School Web Site: [www.gnb.ca/0000/publications/curric/hssg.pdf](http://www.gnb.ca/0000/publications/curric/hssg.pdf)

Resource: Community members, Physical Education teachers and mentors, the phone book and the newspapers are obvious sources. Please refer to the yellow pages of this manual.



## Active Healthy Students Enrichment Program

Suggested Categories: N

O - if community facilities are used

Grade level: k-8

Purpose: To provide a variety of experiences for the students that would be an enrichment of the current Physical Education program.

To create an environment that promotes a healthy active lifestyle for the students.

Description: A parent from an elementary school was very concerned about the physical development of her children and others in the school system. She began communicating with community sport associations with the idea of creating a partnership between sport agencies and the schools. Many sport associations were very willing to develop collaboration in order to provide opportunities for students within the school system.

A strong partnership between the school, community, school districts and various sport associations was developed. Many senior citizens and community members play a key role in delivering this program as they volunteer to teach the students skills in which they have excelled.

Many sport programs include

- curling
- skating
- ringette
- volleyball
- golf

Resource: Contact: Garth Wade, School District 18 Physical Education Mentor, Fredericton, New Brunswick. (Phone) 444-4403. Email: [wademg@nbed.nb.ca](mailto:wademg@nbed.nb.ca)



## Family Fit Club

Suggested categories: N

A - if the activity is unstructured

Grade levels: k-12

Purpose: To motivate students, staff and families to participate in regular physical activity.  
To encourage families to exercise together.  
To demonstrate the roles the family must assume in fostering healthy lifestyles.

Description: The success of this program depends greatly on parent/guardian involvement. A newsletter should be sent home inviting the parents to participate in the program. The goals of the program can be as simple as the family exercising for 30 minutes at least 3 times per week. A time frame for the program can be established (4 weeks to 6 weeks). The goals may be for the family to exercise throughout the entire year. A Physical Activity Log should be provided to the students and to the parents. The activity log can be known as "Physical Education Homework." A teacher would review the log on a weekly basis or at the end of the exercise period. The successful family activity logs can be displayed on the message board. The success of the program can be celebrated in the newsletter sent home. All participation should be deemed a success. The school can establish a participation target (20% of the families involved). The staff activity logs should also count towards the participation target.

The choice of exercise should be selected by the family. Allow family members to select the preferred activity. Some possibilities include walking, jogging, biking, hiking, swimming, skating, skiing, tennis and badminton.

The school can also extend the program and encourage the families to pursue their physical activity throughout the year. Special recognition can be made for these families.

In addition to the physical activity, this program could consider distributing Health and Fitness Information to the parents and the students.

Resource: The Physical Activity Guide, a family fun pack, is available as a free resource for all families. Kits are available at 1-888-473-4636 or via the Internet at <http://www.paguide.com/>

## Healthy Learners Program

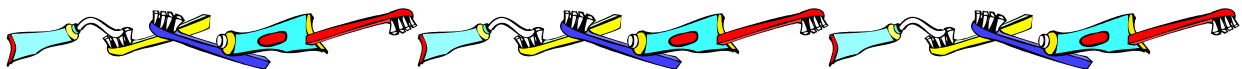
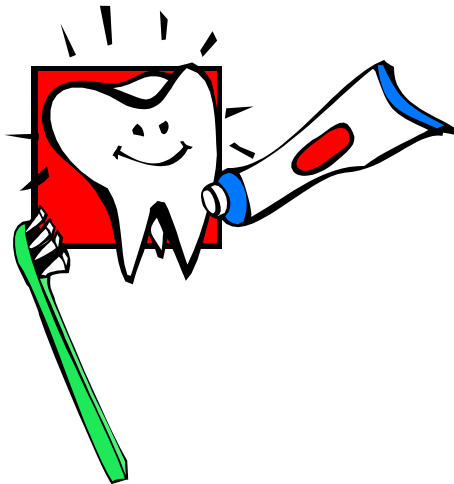
Suggested Category: N

Grade levels: k-12

Purpose: To promote, enable and encourage students to make healthy lifestyle choices through implementation of programs and services which create a healthy learning environment.

Description: The Healthy Learners project delivers largely preventive and promotional health services to students in addressing the unique emotional, social and health requirements of young New Brunswickers. The program provides interventions which support students before they are in crisis, and helps students acquire basic health knowledge that supports healthy decision making. By doing so, the program ultimately helps to reduce costs for curative services by focussing on physical and emotional health promotion and disease prevention. This project is a shared responsibility of the community, the schools, the Department of Education and the Department of Health and Wellness.

Resource: This is a co-ordinated program between the Departments of Education and Health and Wellness. Please contact either department for further information or speak to the Healthy Learner Nurse in your school district.





## Heart Smart Family Fun Pack

Suggested Categories: N

A - if the activity is unstructured

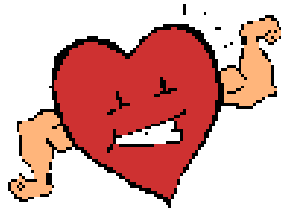
Grade levels: k-6

Purpose: To have students learn more about what their families can do in order to achieve a healthier lifestyle.

To encourage family quality time as family members explore, share and enjoy the fun pack.

Description: The Heart Smart Family Fun Pack was developed to provide families with children (ages 6-12) information and tips on heart-healthy living in an interactive and entertaining way (similar to a board game). The focus is on eating healthy, incorporating physical activity into daily life and warning of the dangers of exposure to secondhand tobacco smoke for children.

Resource: Heart and Stroke Foundation of New Brunswick. Call toll-free 1-888-473-4636 (1-888-HSF-INFO).



## Show and Share

Suggested categories: N

Grade levels: k-12

Purpose: To showcase a variety of sports.  
To encourage the students to participate in many sports.

Description: Show and Share involves local amateur athletes, instructors or anyone with a unique athletic talent (for example, a basketball player who can shoot more than 50 free throws in a row without missing). Schools are encouraged to represent all age groups and include a wide variety of activities, not just traditional sports such as baseball or football. Once the “show” is completed, invite the students to attempt the same skill the guest demonstrated. Challenge the students to practice this skill in order to outperform the guest athlete’s performance.

Resource: The Summer Active 2001 Guide for Leaders (Health Canada).  
Summer Active provides several examples of activities and is a national program organized by Health Canada in partnership with the provinces. Summer Active is designed to encourage and support inactive Canadians to take their first step towards regular physical activity. The Web Site is:  
[www.summeractive.canoe.ca](http://www.summeractive.canoe.ca)



## Examples of physical activity programs



**Thank you to all the school leaders who submitted examples.**

**(Where possible, the A-C-T-I-O-N category listing has been noted).**

**Categories: A-T-I****A school attempted to walk and jog across Canada:**

All students from kindergarten to grade 12 were invited to walk and/or jog across Canada. A class drew a large map of Canada that included the distances between the individual provinces and territories. The map was placed in the cafeteria where all the students were reminded of this challenge. Each homeroom class was responsible for the calculations of the distances traveled by the students in that homeroom class. One class calculated all distances travelled by the entire student population on a daily basis. In addition to the calculations, the students from that class also recorded the distance traveled by the student population. (Submitted by J, Larouche, 2003)

**Categories: C-T-I-O-N****Healthy Learners organized many physical activity programs:**

One Healthy Learner nurse was very busy in two high schools this past year. Two physical activity days were organized just before the March break during which several high school students participated in many winter activities that included; skating, curling and skiing. The students enjoyed hot apple cider and hot chocolate. Students also worked through Healthy Living journals that were prepared by a committee. A health fair was also held in May in these schools. School physical activity slogans were also developed stating, “Look good, feel good, get active!” Additionally, physical activity guides were distributed to teachers, students and parents. (Submitted by L. Collins-Lebens, 2003)

**Categories: C-T-I****An elementary school integrated physical activity into many subject areas:**

As you walked into this elementary school gymnasium, you saw the walls covered with posters and papers. Many of the displays identified the students' efforts in developing healthy active lifestyles. The other displays demonstrated many ways to integrate physical activity into other subject areas.

**Physical activity and literacy...**

On all gym walls, numbers and letters of the alphabet were posted to allow the students to perform several different physical activity skills. For instance, as a basketball warm-up, the students practiced accuracy in passing by hitting the letters that spelled out specific words such as “teamwork” or “safety”. These words often related to the lesson objectives.

**Physical activity, mathematics and geography...**

A map of Canada was posted on the gym wall to accumulate the students' running distances. The distances were calculated on a school-based effort. The primary grade students had an opportunity to run during the Jogging Club that was held during lunch breaks. The number of laps the students ran was estimated kilometres. In addition to Running Across the World, the students also participated in a multicultural dance unit.

**Physical activity Homework...**

As well, a section on one gym wall was titled the “Physical Activity Wall;” it displayed all the Physical Education homework. Before Christmas over 50 families completed a Family Fit club “homework” sheet. (Submitted by S. Ward, 2003)



**Categories: C-O****Students from an elementary school skated with a professional hockey team:**

All classes skated with some members of a professional hockey team, as well as with the team mascot. The hockey players interacted with the students assisted them with their skating skills and spoke about the importance of physical activity and healthy lifestyles. (Submitted by G. Leland, 2003).

**Categories: T-O****A school created a human chain to assist the local food bank:**

The students and staff formed a human chain from the school to the local food bank in order to deliver items collected by the staff and students. The non-perishable food was passed from student to student and staff to staff as the food made its way down to the local food bank. (Submitted by G. LeBlanc, 2002)

**Categories: C-T-I-N****A school implemented an Active and Healthy Lifestyle program:**

An Active and Healthy Lifestyle program was introduced last year, resulting in an increase in physical activity opportunities for the students during their free time. This school was also very fortunate to have a very active sports committee administering and organizing activities that occurred inside and outside the school during the noon hour. To assist in the administration and supervision of the noon-hour activities, the school hired an animator who oversaw the noon-hour activities. In addition to these programs, students were also exposed to healthy eating and social skills. The program's goal was to provide opportunities for the students to participate in everyday physical activity, resulting in active and healthy students. (Submitted by L. Robichaud, 2002)

**Categories: C-T-N****A family Sport Challenge was held, organized by a school:**

Keeping within the school carnival and the "Ice carnival" framework, the school's committee organized a Family Sport Challenge. This event began with a spaghetti dinner that was organized by the parents from the school's soccer teams. The Family Sport Challenge teams, which consisted of four participants, were comprised of either one adult and three children or two adults and two children. Each team participated in 14 friendly challenges. A total of 34 teams registered (free) and participated as a family. Through physical activity, links were created between the school, families and community (submitted by S. Chiasson, 2003).



**Categories: A-C****Eighty of the students participated in the school's intramural program:**

Eighty of the student population participated regularly in the intramural sport program. The intramurals were held during noon hours for 4 different levels: junior girls, junior boys (grades 3-5), senior girls and senior boys (grades 6-8). This very active school provided various physical activity opportunities for the students. (Submitted by D. Coughlin, 2003)

**Categories: A-T-N****Students sledded down to the soup kitchen:**

The students held a grade-level concert with the admission fee being a non-perishable food item. After the concert, the classes placed the food on toboggans and sleds and walked the food down to the local soup kitchen, donating these items to the less fortunate. This was a great example of participating in physical activity while servicing the community. (Submitted by P. Ouellette, 2002)

**Categories: A-N****The Walk, Talk and Rock club:**

The school's SCIA committee organized a walking club for students, parents and grandparents. Every Monday, Wednesday and Friday, you could hear the music playing in the gym as the students and their family members walked around the indoor track. On any given day, there could be from 100 to over 300 people walking, talking and "rolling" during lunch hour. (Submitted by A. Eagles, 2003)

**Categories: C-O-N****An elementary school partnered with a local curling club:**

A local curling club hosted the grade five classes as the members of the club provided instruction in small group settings of 3 to 5 students. Lessons were 45 - 60 minutes in length and conducted over a four-week period. The students really enjoyed learning about the sport and certainly discovered it is not as easy as it appears on T.V. As a result of this program, several parents expressed an interest in enrolling their child in a junior curling program. (Submitted by D. Bliss, 2003)

**Categories: I-O****A high school focussed on teacher wellness:**

A high school teacher wellness committee was very active. Every month, a Wellness newsletter was distributed to all the teachers. The newsletter contained many tips on how to incorporate physical activity into one's lifestyle. In addition to the monthly newsletter, a teacher fitness room was created with many cardio-vascular machines. A Yoga club and aerobics classes were also offered to the teachers on a regular basis. In order to relieve any muscle or stress aches, a certified massage therapist worked with the teachers every second week. (Submitted by K. Appleby, 2003)

**Categories: T-N****A Rockin Relay was held in a high school:**

The second annual OHS Rockin' Relay occurred on a weekend, starting at 1:00pm on Friday, and ending at 7:30am the following morning. The school's rugby field was the site for the event. The Relay was the largest single fundraiser for the school and involved close to 500 students, teachers, administrators, and volunteers from outside the school community. Monies raised were tallied up and supported all extra-curricular activities at the school. Each team consisted of 15 students with 2 adult supervisors. They would seek out sponsors, and each participant had to raise \$ 75 or a minimum of \$1000 per team. Over \$10000 has been raised. (Submitted by D. McMorran, 2003)

**Categories: A-T-I-N****A Health and Wellness week was organized for the students:**

The school challenged the students to become healthier. A week was designated as the Health and Wellness week to increase the students' awareness of the benefits of physical activity and healthy eating. Students were asked to be active for a minimum of 15 minutes per day. The students also had opportunities at lunch to participate in several activities, including an obstacle course. The students were also invited to visit kiosks providing information on drugs and alcohol, recreation programs and nutrition. (Submitted by S. Dupéré, 2003)

**Categories: A-C-T-I-N****Students walk at school :**

An elementary school created their Walk at School events. The k-2 teachers walked with their students for a period of 20 minutes around the school while identifying shapes, colours and a number of objects. The teachers also explored with their students different ways of moving. The grade 3 to 5 students walked, jogged and skipped around the school, and, while being physically active, the teachers along with the students estimated distances and perimeters, identified types of trees, and found a noun for every letter of the alphabet. The school had 100% student participation, and the organizers of the event received a great response from the students, staff and parents. (Submitted by G. Leland, 2002)

**Categories: A-T-I-N****A SCIA School Steering Committee organized a Walk of Colours:**

All students, teachers and some parents walked around the school area's trails. As the participants returned to the main soccer field, they were all given a ribbon to tie to a soccer net that was located on the main field. Different-coloured ribbons were given to different groups; for instance, colours varied according to a student's grade level and whether an adult participant was a teacher, a parent or an invited guest. At the end of the walk, the soccer net was very colourful, with over 800 ribbons, and was proudly displayed in the school's main foyer. All students returned to their homeroom classes and received copies of Canada's Physical Activity Guide for Youth. The teachers discussed the guide and encouraged all the students to evaluate their current physical activity level. (Submitted by A. Eagles, 2002)



## Communicate the School's Success

Spread the word that your school is an active member of *School Communities In ACTION!*

Please find enclosed in this section media release and announcement templates. The media release templates can assist in communicating the school's success to the community. The announcement template can be used for morning announcements or in a letter to parents or guardians.





## Sample Media Release Template



For more information, please call:  
(your name and phone number/ e-mail)

For release:  
(date of release)

\_\_\_\_\_ (name of school) is enrolled in the *School Communities In ACTION* program.

Imagine a school community that includes teachers, parents, students and community leaders who are all committed to participating, developing and implementing physical activity programs for all students.

(number) students at (name of school) will be participating in a school physical activity event (you may want to provide details of the school event). The event will be attended by (celebrities, politicians, etc.) and will be held on (date, time and location). This event will feature students (name of activity).

As part of the event, (event particulars)...

This event is an opportunity to celebrate regular physical activity. Event organizer (name) said (what he/she thinks is important about the event).

*The School Communities In ACTION* program is school-based. By participating in this program, schools assume leadership roles in providing activities above and beyond the Physical Education program. Schools organize many physical activity opportunities such as this one, resulting in benefits for both the students and the community. The community involvement adds to success in this program.

*School Communities In ACTION* is inclusive and rewarding to all. Another goal of the program is to nurture student interest and enjoyment so that physical activity becomes a lifelong habit.

## Sample Media Release



**Your school** receives the *School Communities In ACTION* Minister's award Level “\_\_”.

### For Immediate Release- June

**INSERT PLACELINE** – **Your school** has been awarded the *Schools Communities In ACTION* Minister's Award Level \_\_. The *School Communities In ACTION* award recognizes and rewards successful physical activity programs that already exist in New Brunswick schools and encourages and recognizes schools that adopt, implement and maintain additional physical activity programs.

**Your School** is one of X schools in New Brunswick to receive this prestigious award this year. The award will be presented during a ceremony on **insert date**.

**Your school** being recognized at **Level** \_\_ demonstrates your **school's** continued commitment in developing and implementing physical activity opportunities for all students,” said XXXX, program co-ordinator with the Department of Education. “**Your school's**” ability to achieve **Level** \_\_ is the result of teachers, administrators, parents, students and community leaders working together as a team to make it happen.”

### **(Insert quote from school or parent representative, if desired)**

The *School Communities In ACTION* program is a joint venture between the Department of Education and the Sport, Recreation and Active Living Branch of the Culture and Sport Secretariat. By participating in this program, schools assume a leadership role in providing opportunities for physical activity, above and beyond the regular Physical Education program, resulting in benefits for both students and community. The *School Communities In ACTION* program is inclusive and rewarding to all as student interest; enjoyment and participation in physical activity are developed and nurtured into lifelong habit.

Schools and community groups interested in learning more about the *School Communities In ACTION* program should contact the program co-ordinator, at (506) 457-6915.

For further information contact:  
 “Your School” representative  
 telephone xxx-xxxx

SCIA program co-ordinator (name and co-ordinates)

**Sample Announcement Template**  
(For a school newspaper or a letter sent home)

(your school letterhead)

(date)

Dear Parents and Guardians:

We are very pleased to announce that we at (the school's name) have decided to participate in the *School Communities In ACTION* program. You will be receiving additional information regarding our involvement in the program.

Imagine a school community that includes teachers, parents, students and community leaders who are all committed to participating in, developing and implementing physical activity programs for all students.

*School Communities In ACTION* is a school-based community approach. Community and family participation is needed to ensure the program's success. Over the next several months, you will be notified about the variety of opportunities for physical activity that will be offered to your child. These activities are designed to foster and nurture quality physical activity in support of the existing Physical Education program, for the better health of all of us at (school's name).

Some of the physical activity initiatives we hope to offer at (school's name) follow:

(List some of the initiatives with a brief description.)

When (school's name) has completed six activities for the students, (school's name) will be recognized as a *School Community In ACTION*, Level 1 (one complete ACTION set). Upon completion of two ACTION sets, (school's name) will be recognized as a Level 2 school. Three complete ACTION sets will qualify the school for Level 3, and so on.

The *School Communities In ACTION* program leader for this year is (insert name). Please contact him/her if you would like to be a committee member, or if you would like to volunteer some time, ideas or other support to this program. Parents play a key role in developing *School Communities In ACTION*. We look forward to working with you to ensure success in this valuable program.

We will be in touch,  
Sincerely,

(Name)

## YELLOW PAGES



## PROVINCIAL AND NATIONAL PHYSICAL ACTIVITY RESOURCES

This section was designed for teachers. Therefore some of these resources can apply to students at the teacher's discretion. If you want to add resources to this section, please call the program co-ordinator.

## Provincial Contacts

### **1. CIRA-NB**

Garth Wade (Provincial Chair), School District 18; (Tel) 453-5454; (e-mail) [wademg@nbed.nb.ca](mailto:wademg@nbed.nb.ca)

Marc McWilliams (French) Tracadie-Sheila; (Tel) 394-3494; (e-mail) [mcwilm@nbed.nb.ca](mailto:mcwilm@nbed.nb.ca)

### **2. Council for Fitness and Active Living**

Gina Dickinson, 1216 Sand Cove Rd., Saint John, E2M 5V8, (Tel) 672-1993 or 1-888-790-1411 (Fax) 672-4602, e-mail: [nbcfal@nbcfal.ca](mailto:nbcfal@nbcfal.ca)

### **3. Duke of Edinburgh Award Program**

Roger Acreman, Rm. 287, Victoria Health Centre, 65 Brunswick St., Fredericton, E3B 1G5  
453-3662

### **4. Healthy Learners**

Marlien McKay in Fredericton at [marlien.mckay@gnb.ca](mailto:marlien.mckay@gnb.ca)

Please contact your school district office to see if there is a representative in your district.

### **5. Jeux de l'Acadie**

Mario Doucet, 702 Principale St., Suite 210, Petit Rocher E8J 1V1, (Tel) 783-4207, (Fax) 783-4209

E-mail : [sjal@nbnnet.nb.ca](mailto:sjal@nbnnet.nb.ca),

Monica Laviollette, Sport, Recreation and Active Living Provincial Consultant. (Tel) 453-2928

E-mail: [monica.laviollette@gnb.ca](mailto:monica.laviollette@gnb.ca)

### **6. New Brunswick Interscholastic Athletic Association**

Peter Corby, P.O. Box 6000, Place 2000, 2<sup>nd</sup> Fl., Fredericton, E3B 5H1, (Tel) 457-4843

E-mail: [nbiaa@org.ca](mailto:nbiaa@org.ca)

### **7. New Brunswick Sports Hall of Fame**

Kathy Meagher, 503 Queen St., P.O. Box 6000, Fredericton, E3B 5H1, (Tel): 453-3747, (Fax): 459-0481

E-mail: [Kathy.meagher@gnb.ca](mailto:Kathy.meagher@gnb.ca),

### **8. The New Brunswick Physical Education Society**

Garth Wade, 124 Mooers Drive, Fredericton, N.B. E3C 1K4

E-mail: [wademg@nbed.nb.ca](mailto:wademg@nbed.nb.ca)

### **9. New Brunswick Mi'kmaq/Maliseet Sport & Rec. Circle**

Jake Caplin, Eel River Bar First Nation, 11 Main Street, Unit 1, Eel River Bar, E8C 1A1, (Tel) 684-6277,

(Fax) : 684-6282, e-mail : [jcaplin@nbnnet.nb.ca](mailto:jcaplin@nbnnet.nb.ca)

### **10. National Sport Centre for Atlantic Canada**

Laura Swift Christie, 900 Hanwell Road, Unit 13, Fredericton, E3C 2L4, (Tel): 452-1582, (Fax): 452-1325, e-

mail: [laura@csatlantic.ca](mailto:laura@csatlantic.ca)

### **11. Premiers Council Status for Disabled Persons**

Randy Dickinson, 440 King St., Suite 648, Fredericton, N.B. E3B 5H8, (Tel): 444-3000, (Fax): 450-2747,

E-mail: [randy.Dickinson@gnb.ca](mailto:randy.Dickinson@gnb.ca)

### **12. Royal Life Saving Society**

Stephen Joyce, 61 Union St., Suite 1030, Saint John E2L 1A2, (Tel): 635-1552, (Fax): 635-0988

E-mail: [lifesave@nbnnet.nb.ca](mailto:lifesave@nbnnet.nb.ca)

**13. Recreation Parks Association of New Brunswick (R.P.A.N.B.)**

Jamie Shank, Park Office Centre, 440 Wilsey Road, Suite #105, Fredericton, E3B 7G5  
(Tel): 459-1929, (Fax): 450-6066, e-mail: [rpanb@brunnet.net](mailto:rpanb@brunnet.net)

**14. Special Olympics**

Mark Clark, 495 Prospect St., Fredericton, E3B 9M4, (Tel): 444-6991, (Fax): 451-1325  
E-mail: [markclark@nb.aibn.com](mailto:markclark@nb.aibn.com)

**15. Sport N.B.**

Nicole Smith, 900 Hanwell Road, Unit 13, Fredericton, E3B 6A3, (Tel): 451-1327, (Fax): 451-1325  
E-mail: [sportnb@nbnet.nb.ca](mailto:sportnb@nbnet.nb.ca)

**16. Trails Council Inc.**

Jane Murphy, 1350 Regent St., Fredericton, E3C 2G6, (Tel): 459-1931, (Fax): 458-5639  
E-mail: [nbtrails@nbnet.nb.ca](mailto:nbtrails@nbnet.nb.ca)

**17. Wheelchair Sports**

Karen Ferguson (P), 209 Prince St., #1, Saint John E2M 1P3, (Tel): 649-2530, (Fax) 649-2540  
E-mail: [nbwsal@nbnet.nb.ca](mailto:nbwsal@nbnet.nb.ca)

**18. New Brunswick Physical Education Mentors**

Please contact the School's district office to inquire about the Physical Education Mentors.

## Provincial Sport Organizations

<u>SPORT</u>	<u>EXECUTIVE DIRECTOR/ADMINISTRATIVE ASSISTANT</u>	<u>PHONE</u>	<u>FAX</u>
ARCHERY	CHARLES NICKERSON, 242 Willingdon Street, Fredericton E3B 3A5 <a href="mailto:charlesn@nbnet.nb.ca">charlesn@nbnet.nb.ca</a>		459-4988
BADMINTON	MANON PELLETIER, CP 355 Succ. Main, Bathurst E2A 3Z3, <a href="mailto:mdpitre@nbnet.nb.ca">mdpitre@nbnet.nb.ca</a>	542-9723	
BASEBALL	MARC LEGER, 445 Newcastle Blvd., Miramichi E1V 2K3		622-4290
BASKETBALL	CINDY FLOYD, 53D Clark Road, Rothesay E2E 2K9 <a href="mailto:bnb@basketball.nb.ca">bnb@basketball.nb.ca</a>	849-4667	849-4668
BOXING	DENIS LEGER, 146 Indian Mountain Road, Moncton, E1G 3B8, <a href="mailto:Denis.Leger@moncton.org">Denis.Leger@moncton.org</a>	859-0697	384-4423
CANOE	NOEL CORMIER (P) , 84 Leslie St., Moncton E1C 6M5 <a href="http://www.canoenb.org">www.canoenb.org</a>		
CURLING	LYNN MACKENZIE, P.O. Box 812, Moncton E1C 8N6 <a href="mailto:nbca@nb.sympatico.ca">nbca@nb.sympatico.ca</a>	854-9143	388-5708
DIVING	DEBBIE GRAYE, 308 Rte 8 Hwy, Nashwaak Village E6C 1M6 <a href="mailto:graylane@nbnet.nb.ca">graylane@nbnet.nb.ca</a>		451-6464
EQUESTRIAN	MEGHAN TOUCHIE (P), 900 Hanwell Road, Unit 13, Fredericton E2B 6A3 <a href="mailto:horses@nbnet.nb.ca">horses@nbnet.nb.ca</a>	357-8229	357-3011
FENCING	BARB DANIEL, 8 Springwater Crt., Islandview E3E 1A1 <a href="mailto:bjdaniel@nbnet.nb.ca">bjdaniel@nbnet.nb.ca</a>	454-7886	454-9969
FIGURE SKATING	MANON LANDRY, 900 Hanwell Road, Unit 13, Fredericton E2B 6A3 <a href="mailto:skatenb@nb.aibn.com">skatenb@nb.aibn.com</a>	451-1321	451-1325
GOLF (M)	PIERRE ARSENAULT, P.O. Box 1555, Stn. A, Fredericton E3B 5G2 <a href="mailto:nbgaexd@nbnet.nb.ca">nbgaexd@nbnet.nb.ca</a>	451-1324	451-1348
GOLF(W)	MARILYN POLLOCK, 83 Main St., Pettitcodiac, E4Z 4L9, <a href="mailto:marilyn.pollock@nbpcd.com">marilyn.pollock@nbpcd.com</a>		756-1084
GYMNASTICS	NATHALIE COLPITTS, 110 Rivercrest Ave., Riverview E1B 1M7 <a href="mailto:nbga@fundy.net">nbga@fundy.net</a>	384-6242	384-6244
HOCKEY	BRIAN WHITEHEAD, P.O. Box 456, Fredericton E3B 4Z9 <a href="mailto:nbahabrw@nbnet.nb.ca">nbahabrw@nbnet.nb.ca</a>	453-0089	453-0868
JUDO	JEAN PIERRE CANTIN, 900 Hanwell Road, Unit 13, Fredericton E2B 6A3 <a href="mailto:judonb@nbnet.nb.ca">judonb@nbnet.nb.ca</a>	451-1322	451-1325
KARATE	PAUL OLIVER, 365 Summit Dr., Saint John, E2J 3M1, <a href="mailto:ollie@nbnet.nb.ca">ollie@nbnet.nb.ca</a>	696-4569	
RACQUETBALL	LYN SANFORD, 138 Charlotte St., Saint John, E2L 2M3	632-4038	
RINGETTE	PETER AMIRAUULT, 67, Pincrest Road, Hanwell, Fredericton, E3C 2K9 <a href="mailto:ringet@nbnet.nb.ca">ringet@nbnet.nb.ca</a>	450-4905	450-4905
RUGBY	ANDREW MACDONALD (P), 433, St George Street, Moncton, E1C 1X8 <a href="mailto:amacdonald@whitehillte">amacdonald@whitehillte</a>		
SAILING	SHARON MILLS, 105 Bird Avenue, Fredericton E3A 2H8 <a href="mailto:smills@nbsailing.nb.ca">smills@nbsailing.nb.ca</a>	458-1801	472-2116
SKIING (Alpine)	STEPHEN DIXON, 900 Hanwell Road, Unit 13, Fredericton E2B 6A3 <a href="mailto:nbalpine@nbnet.nb.ca">nbalpine@nbnet.nb.ca</a>	451-1345	451-1325
SKIING (X-Country)	DAVE MOORE (P), 90 Ellesmere Road, Moncton E3C9L6 <a href="mailto:moored@df-mpo.gc.ca">moored@df-mpo.gc.ca</a>	473-4953	473-1500
SNOWBOARD	RICHARD ARCHER (P), 172 Sunset Dr., Fredericton, E3A 1A3 <a href="mailto:archerr@nbnet.nb.ca">archerr@nbnet.nb.ca</a>	472-1814	
SOCCER	JENNIFER KEITH, 50 Millenium Road, Unit 2, Rothesay, E2E 4B1 <a href="mailto:soccernb@nb.sympatico.ca">soccernb@nb.sympatico.ca</a>	849-4183	849-4895
SQUASH	PAT REID, 25 Fawn, Hanwell, E3E 1A9 <a href="mailto:alsquash@nbnet.nb.ca">alsquash@nbnet.nb.ca</a>	454-8649	
SWIMMING	GERRY WHITE, 12 Highland Ave., Rothesay E2E 5M7 <a href="mailto:swimnb@nbnet.nb.ca">swimnb@nbnet.nb.ca</a>	451-1323	451-1325
TENNIS	MARK THIBAUT, 898, Charlotte Street, Fredericton, E3B 1M8 <a href="mailto:tmb@tennisnb.net">tmb@tennisnb.net</a>		444-0885
TRIATHLON	BILL JOHNSON (P), P O Box 20118, Fredericton, E3B 6Y8 <a href="mailto:kip@nb.sympatico.ca">kip@nb.sympatico.ca</a>	755-3993	
VOLLEYBALL	CHRISTINE POWERS, 900 Hanwell Road, Unit 13, Fredericton E2B 6A3 <a href="mailto:vnbn@nb.aibn.com">vnbn@nb.aibn.com</a>	451-1325	
WRESTLING	DON RYAN (P), Athletics Dep't, Box 4400,UNB, Fredericton, E3B5A3 <a href="mailto:donryan@unb.ca">donryan@unb.ca</a>	453-5988	453-3511

### Regional Consultants for Sport, Recreation and Active Living

The Offices of Sport, Recreation and Active Living Branch are responsible for the regional delivery of sport and recreation programs and services. They are the sector of government in New Brunswick that provides leadership and resources to the sport, recreation and active living community to increase opportunities for physical activity and the pursuit of excellence. Please contact your consultant in your region to find out what programs can be offered to your students.

<b>Region</b>	<b>Consultant and address</b>	<b>Phone, Fax and E-mail</b>
Capital	Jeff Callaghan; Place 2000, 250 King Street, P.O. Box 6000 Fredericton, NB, E3B 5H1	(Tel): 457-4841 (Fax): 453-6548 <a href="mailto:Jeffery.callaghan@gnb.ca">Jeffery.callaghan@gnb.ca</a>
Chaleur / Péninsule	Réal Savoie; 1425 King Avenue, Bathurst, NB, E2A 1S7	(Tel): 547-2478 (Fax): 547-2064 <a href="mailto:real.savoie@gnb.ca">real.savoie@gnb.ca</a>
South East	Roland Collette, 860 Main Street, 7 <sup>th</sup> Floor, P.O. Box 5001 Moncton, NB, E1C 8R3	(Tel): 856-2950 (Fax): 856-3113 <a href="mailto:roland.collette@gnb.ca">roland.collette@gnb.ca</a>
Fundy	John Ferguson, 490 Woodward Ave., Saint John NB E2K 5N3	(Tel): 658-2492 (Fax): 658-2497 <a href="mailto:john.ferguson@gnb.ca">john.ferguson@gnb.ca</a>
Restigouche	Gilles Bryar, Business Center, 113 Roseberry Road, Campbellton, NB, E3N 2G6	(Tel): 789-2387 (Fax): 789-2999 <a href="mailto:gilles.bryar@gnb.ca">gilles.bryar@gnb.ca</a>
Miramichi / Kent	René Pelletier, 1809 Water Street, 3 <sup>rd</sup> Floor, Miramichi, NB, E1N 1B2	(Tel): 778-6615 (Fax): 778-8976 <a href="mailto:rene.l.pelletier@gnb.ca">rene.l.pelletier@gnb.ca</a>
Republic	Daniel Cyr, Carrefour Assomption, 121, rue de L'Église, P.O. Box 5001, Edmundston, NB, E3V 3L3	(Tel): 735-2763 (Fax): 735-2310 <a href="mailto:danielcyr@gnb.ca">danielcyr@gnb.ca</a>
Western Valley	Kelcy Kuhn, 108 Maple Street, 2 <sup>nd</sup> floor, Woodstock, NB, E7M 5C6	(Tel): 325-4650 (Fax): 325-4934 <a href="mailto:kelcy.kuhn@gnb.ca">kelcy.kuhn@gnb.ca</a>

Central Office: Culture and Sport Secretariat, Recreation and Active Living Branch  
Place 2000, 250 King Street, P.O. Box 6000, Fredericton, NB, E3B 5H1  
(Tel): 453-2928 (Fax): 453-6548





## New Brunswick Recreation Directors

### Bathurst

Gerald Pettigrew  
Parks Recreation and Toursim  
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### Bath

Cheryl Crain  
Village of Bath  
161 School Street  
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Fax: (506) 278-5932

### Campbellton

Mark Roy  
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### Caraquet

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### Dorchester

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### Edmundston

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### Florenceville/Bristol

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### Grand Falls

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Parks & Leisure Services  
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### Grand Manan

John Small  
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Grand Manan, NB  
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### Hampton

Richard Malone  
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### Hartland

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### Fredericton

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### McAdam

Diane Schuldt  
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### Minto

Mary Beth Gorham  
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### Miramichi

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### Moncton

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### Nackawic

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Fax: (506) 575-2035

### Grand Bay-Westfield

Gary Clark  
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Grand Bay-Westfield, NB E5K 4V3  
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Fax: (506) 738-6424  
[recdept@town.grandbay-westfield.nb.ca](mailto:recdept@town.grandbay-westfield.nb.ca)

### Neguac

Melissa Near  
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Fax: (506) 776-3975  
[Village.melissa@nbnet.nb.ca](mailto:Village.melissa@nbnet.nb.ca)

### Oromocto

Jim Arbeau  
Department of Leisure Services  
62 Miramichi Rd.  
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Fax: (506) 357-2266  
[jarbeau@town.oromocto.nb.ca](mailto:jarbeau@town.oromocto.nb.ca)

### Perth Andover

Wendy Dickson  
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Perth Andover, NB E7H 5G5  
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Fax : (506) 273-4947  
[parc@nbnet.nb.ca](mailto:parc@nbnet.nb.ca)

### Petit-Rocher

Michael Thébeau  
Association Récréative de Petit-Rocher  
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Tel: (506) 783-3644  
Fax: (506) 783-4567

### Plaster Rock

John Sharkey  
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Tel: (506) 356-6075  
Fax: (506) 356-6081

### Lamèque

Guy Chiasson  
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Tel : (506) 344-3222  
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### Quispamsis

Dana Purton Dickson  
Recreation Services Department  
P.O. Box 21085  
Quispamsis, NB E2E 4Z4  
Tel: (506) 849-5750  
Fax: (506) 849-5759  
[dpurton@town.quispamsis.nb.ca](mailto:dpurton@town.quispamsis.nb.ca)

### Riverview

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Fax: (506) 387-7455  
[bclive@town.riverview.nb.ca](mailto:bclive@town.riverview.nb.ca)

### Rogersville

Pierrette Robichaud  
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Rogersville, NB E4Y 1V7  
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### Rothsay

Ross Knodell  
Recreation Services  
70 Hampton Rd.  
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### Sackville

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### **New Maryland**

Janet Crealock  
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 New Maryland, NB E3C 1K1  
 Tel: (506) 451-8508  
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### **Saint John**

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 Tel: (506) 658-4622  
 Fax: (506) 658-2902  
[Bernie.morrison@cityofsaintjohn.com](mailto:Bernie.morrison@cityofsaintjohn.com)

### **Sainte Anne De Madawaska**

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 Rue Principale  
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 E7E 1A8  
 Tel: (506) 445-2449  
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### **St. Basile**

Françoise Thériault  
 Service des loisirs de Saint-Basile  
 540 rue Principale  
 St. Basile, NB E7C 1S5  
 Tel : (506) 263-1310  
 Fax : (506) 992-0137

### **Saint Louis-de-Kent**

Line Daigle  
 83 rue Beauséjour, Unité A  
 Saint Louis de Kent, NB  
 E4X 1A6  
 Tel : (506) 873-3420  
 Fax : (506) 873-3477

### **Pointe Verte**

Donald Hammond  
 37 rue Principale  
 Pointe Verte, NB E8G 2S8  
 Tel: (506) 466-7707  
 Fax: (506) 542-2638

### **St. Stephen**

Michael O'Connell  
 34 Milltown Blvd.  
 St. Stephen, NB E3L 1G3  
 Tel: (506) 466-7707  
 Fax: (506) 466-7725  
[ssrec@nbnet.nb.ca](mailto:ssrec@nbnet.nb.ca)

### **Shediac**

Paul Boudreau  
 Director of Leisure Services  
 342 Main St. Unit 160  
 Shediac, NB E4P 2E7  
 Tel: (506) 532-7000  
 Fax: (506) 532-6156  
[paulb@nb.aibn.com](mailto:paulb@nb.aibn.com)

### **Sussex**

Patricia Reicker  
 524 Main Street  
 Sussex, NB E4E 3E4  
 Tel: (506) 432-4573  
 Fax: (506) 432-4566  
[recdept@townofsussex.com](mailto:recdept@townofsussex.com)

### **Tracadie-Sheila**

Raymond Bourque  
 CP 3518, Succ. Bureau ch.  
 Tracadie-Sheila, NB E1X 1G5  
 Tel: (506) 394-4018  
 Fax: (506) 394-4025  
[Rbourque.@acadie.net](mailto:Rbourque.@acadie.net)

### **Woodstock**

Tom Muise  
 Parks & Recreation Department  
 Carleton Civic Center  
 105 Connell Park Rd.  
 Woodstock, NB E7M 1M5  
 Tel : (506) 325-4671  
[carcivic@nbnet.nb.ca](mailto:carcivic@nbnet.nb.ca)

### **Saint Antoine**

Claude Joubert  
 Village de Saint Antoine  
 4599 rue Principale  
 Saint Antoine, NB E4V 1P8  
 Tel: (506) 525-4020  
 Fax: (506) 525-4027  
[claud@village.stantoine.nb.ca](mailto:claud@village.stantoine.nb.ca)

### **St-Quentin**

Roland Bernier  
 10 rue Deschênes, unité A  
 St. Quentin, NB E8A 1M1  
 Tel: (506) 235-1951  
 Fax: (506) 235-1952



### Active Living Agencies

Contact: Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD) L'association canadienne pour la santé, l'éducation physique, le loisir et la danse (ACSEPLD)	#403-2197 Riverside Drive Ottawa, Ontario K1H 7X3 Phone: (613)-523 1348 1-800-663-8708 Fax: (613)-523-1206	Email: <a href="mailto:info@cahperd.ca">info@cahperd.ca</a> Web: <a href="http://www.cahperd.ca">www.cahperd.ca</a>
Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS) L'association canadienne pour l'avancement des femmes du sport et de l'activité physique (ACAFS)	N202-801 King Edward Avenue, Ottawa, Ontario K1B 6N5 Phone: (613) 562-5667 Fax: (613)-562-5668	Email: <a href="mailto:caaws@caaws.ca">caaws@caaws.ca</a> Web: <a href="http://www.caaws.ca">www.caaws.ca</a>
Canadian Fitness & Lifestyle Research Institute (CFLRI) L'institut canadien de la recherche sur la condition physique et le mode de vie. (ICRCP)	#201-185 Somerset Street West, Ottawa, Ontario K2P 0J2 Phone: (613) 233-5528 Fax: (613) 233-5536	Email: <a href="mailto:info@cflri.ca">info@cflri.ca</a> Web: <a href="http://www.cflri.ca">www.cflri.ca</a>
Contact: Canadian Intramural Recreation Association (CIRA) L'association canadienne des loisirs intramuros (ACLI)	#403-2197 Riverside Drive Ottawa, Ontario K1H 7X3 Phone: (613)-523 1348 1-800-663-8708 Fax: (613)-523-1206	Email: <a href="mailto:info@cahperd.ca">info@cahperd.ca</a> Web: <a href="http://www.cahperd.ca">www.cahperd.ca</a>
Canadian Parks and Recreation Association (CPRA) L'association canadienne des parcs et loisirs (ACPL)	#404-2197 Riverside Drive, Ottawa, Ontario K1H 7X3 Phone: (613) 523-5315 Fax: (613) 523-1182	Email: <a href="mailto:cpra@cpra.ca">cpra@cpra.ca</a> Web: <a href="http://www.cpra.ca">www.cpra.ca</a>
Coalition for Active Living Coalition pour la vie active	760 Belfast Road, Ottawa, Ontario K1G 0Z5 Phone: (613) 523-8794	Web: <a href="http://www.activeliving.ca">www.activeliving.ca</a>
Go for Green Vert l'action !	30 Stewart St., Box 450- Stn A, Ottawa, Ontario K1N 6N5 Phone: (613) 562-5313 Fax: (613) 562-5314	Email: <a href="mailto:info@goforgreen.ca">info@goforgreen.ca</a> Web: <a href="http://www.goforgreen.ca">www.goforgreen.ca</a>
ParticipACTION	#220-40 Dundas St. West, Box 64, Toronto, Ontario M5G2C2 Phone: (416)-954-1212 Fax: (416) 954-4949	Email: <a href="mailto:information_pe@participaction.com">information_pe@participaction.com</a>
Let's Get Moving (Canadian Coaches Association) Faut que Ça bouge (L'association des entraîneurs canadiens)	David Carmichael 141 Laurier Avenue West, Suite 300 Ottawa, Ontario K1P 5J3	Email: <a href="mailto:activehealthy@rogers.com">activehealthy@rogers.com</a> . Web: <a href="http://www.coach.ca/getmoving/front.htm">www.coach.ca/getmoving/front.htm</a>

## Active Links

<b>Active School Communities' National Roundtable (PEI 2001)</b>	<a href="http://yorku.ca/suevail/asc">yorku.ca/suevail/asc</a>	Presentations from the National Roundtable can be downloaded.
<b>Canadian Wellness</b>	<a href="http://canadianwellness.com">canadianwellness.com</a>	Searchable directory of trainers, nutritionists and gyms.
<b>Community Learning Network</b>	<a href="http://cln.org">cln.org</a>	Physical Education resources: curricular, instructional theme.
<b>Leisure Information</b>	<a href="http://lin.ca">lin.ca</a>	Home of the national recreation database-practical Network resources from the front line.
<b>OPHEA.net</b>	<a href="http://ophea.net">ophea.net</a>	Exciting on-line community committed to improving the physical activity levels and overall health of children and youth.
<b>PE Central</b>	<a href="http://pecentral.org">pecentral.org</a>	Physical education lesson plans, assessment ideas, Listserver, workshops, kids' quotes etc.
<b>PE Links4U</b>	<a href="http://pelinks4u.org">pelinks4u.org</a>	Teaching resources.
<b>Physical Activity Guide</b>	<a href="http://paguide.com">paguide.com</a>	Health Canada's guide to making wise choices about physical activity.
<b>Ready Set Go</b>	<a href="http://readysetgo.org">readysetgo.org</a>	Kids can discover a variety of sports, learn more about them and determine if they are worth trying. Parents can also search a database for programs in their own communities.
<b>Schools Come Alive</b>	<a href="http://schoolcomealive.org">schoolcomealive.org</a> <a href="http://everactive.org">everactive.org</a>	The goal of the Ever Active School campaign is to foster development and growth of the Active Living in Alberta's School.
<b>Sport Information Resource Center</b>	<a href="http://sirc.ca">sirc.ca</a>	Bibliographic database producer of sport, fitness and sports medicine information.
<b>Summer Active Campaign May-June</b>	<a href="http://summeractive.com">summeractive.com</a>	Designed to help people get started to build physical activity into their daily lives.
<b>Active Ontario</b>	<a href="http://activeontario.org">activeontario.org</a>	For those who want to learn more about the benefits of physical activity.
<b>Game Central Station</b>	<a href="http://gamecentralstation.com/">gamecentralstation.com/</a> <a href="http://gcshome.asp">gcshome.asp</a>	This website includes a variety of games for pre-school through 12 grade. Designed for anyone working with children.
<b>Field Day Ideas</b>	<a href="http://canadateachers.about.com/sc/fieldday/">http://canadateachers. about.com/sc/fieldday/</a>	Many great ideas for teachers for field day activities.

## **French Web Sites**

### **Les sites-web de l'éducation physique et de l'activité physique**

- 1) **ÉDUCATION / ACTIVITÉ PHYSIQUE LA FÉDÉRATION DES ÉDUCATEURS ET ÉDUCATRICES PHYSIQUES ENSEIGNANTS DU QUÉBEC** Regroupement des éducateurs et éducatrices physiques enseignants du Québec.  
Site : <http://membres.lycos.fr/feepeq/>
- 2) **KINO-QUÉBEC** La mission de Kino-Québec est de promouvoir un mode de vie physiquement actif auprès de la population québécoise afin de contribuer à son mieux-être.  
Site : <http://www.kino-quebec.qc.ca>
- 3) **LE SITE WWW DE L'ACTIVITÉ PHYSIQUE ET LA SANTÉ** Conçu par Dave Bergeron, éducateur physique, ce site s'adresse à "Monsieur tout le monde". On y parle d'activité physique, de Santé, de sports, on y trouve une chronique de l'auteur, quelques articles, un glossaire de l'activité physique, etc.  
Site : <http://www.lebulletinregional.com/index10.html>
- 4) **L'ÉDUCATION PHYSIQUE AU COLLÉGIAL** Ce site rassembleur s'intéresse à la promotion de l'éducation physique et de l'activité physique dans une perspective de santé. Tous ceux ou celles qui s'intéressent de près ou de loin à l'éducation physique ou à la vie active dans une perspective de santé globale peu importe que cela soit en éducation ou non devraient y trouver un intérêt et y partager des informations, des liens ou des références.  
Site : <http://www.aps.lafirme.com/site.htm>
- 5) **LA BANDE SPORTIVE** Un site-ressource traitant d'éducation physique au primaire. On y donne des trucs, des astuces de l'auteur, en plus de réserver une section spéciale pour les jeunes.  
Site : <http://www.bandesportive.com>
- 6) **LA VIE ACTIVE** Une perspective plus vaste de l'activité physique : "La vie active est un mode de vie qui valorise l'activité physique et l'intègre à la vie de tous les jours."  
Site : <http://www.activeliving.ca>
- 7) **CONDITION PHYSIQUE ET VIE ACTIVE** Quoi de neuf dans l'Unité de la condition physique et de la vie active? Pour vous tenir au courant... Les nouvelles les plus récentes.  
Site : <http://www.hc-sc.gc.ca/hppb/condition-physique>
- 8) **ASSOCIATION CANADIENNE POUR LA SANTÉ, L'ÉDUCATION PHYSIQUE, LE LOISIR ET LA DANSE (ACSEPLD)**. On y trouve de l'information, de la sensibilisation, des textes et des réflexions intéressantes sur la santé, l'éducation physique et un mode de vie active partout au Canada  
Site : <http://www.cahperd.ca>
- 9) **INSTITUT CANADIEN DE LA RECHERCHE SUR LA CONDITION PHYSIQUE ET LE MOISE DE VIE** Organisme national de recherches qui se charge de conseiller, d'éduquer et d'informer la population canadienne et les professionnels en ce qui a trait à l'importance d'un mode de vie sain et actif.  
Site : <http://www.cflri.ca/icrcp/icrcp.html>
- 10) **PLANÈTE OLAK** Site dédié à l'éducation physique au primaire. Les dossiers pédagogiques présentés sont préparés à partir de documents existants que l'auteur a adaptés et mis en situation dans des écoles parisiennes.  
Site : <http://www.planetolak.net>



Sports:

- 1) RDS - LE SPORT SANS LIMITE Pour tout savoir sur l'actualité sportive !!!  
Site : <http://www.rds.ca>
- 2) SPORTS-QUÉBEC Tout plein d'informations sur le monde du sport au Québec  
Site : <http://www.sportsquebec.com/>
- 3) L'ASSOCIATION CANADIENNE DES ENTRAÎNEURS (ACE) est un organisme sans but lucratif, dont la mission est d'établir les normes d'éducation, de formation et d'éthique des entraîneurs et des entraîneuses au Canada  
Site : <http://www.coach.ca>
- 4) L'ASSOCIATION CANADIENNE DES ENTRAÎNEURS PROFESSIONNELS (ACEP) est la branche professionnelle de l'Association canadienne des entraîneurs.  
Site : Site : [http://www.coach.ca/cpca\\_f.htm](http://www.coach.ca/cpca_f.htm)
- 5) LE CENTRE CANADIEN POUR L'ÉTIQUE DANS LE SPORT (CCES) est un organisme national à but non lucratif qui se consacre à la réalisation d'un système sportif juste et moral par la promotion d'un sport sans drogue, de l'équité, de l'esprit sportif, de la sécurité et de la non-violence.  
Site : <http://www.cces.ca/francais/index.html>

Autres sites :

- 1) BODYPLANET : Vous pourrez découvrir dans les pages qui suivent tout ce que vous avez toujours voulu savoir sur le Fitness, la condition physique, les activités de la remise en forme, l'anatomie, les exercices, les techniques d'entraînement, l'alimentation, le dopage, les bonnes adresses, etc.  
Site : <http://www.bodyplanet.com/default.htm>
- 2) ASSOCIATION RÉGIONALE DU SPORT ÉTUDIANT DU SAGUENAY-LAC-ST-JEAN Le Sport Étudiant de la région 02.  
Site : <http://www.arseslsj.qc.ca/>
- 3) ACADÉMIE DE NANCY-METZ (FRANCE) Site d'intérêt pédagogique pour l'éducation physique entre autre...  
Site : <http://www.ac-nancy-metz.fr/enseign/EPS/EPS.htm>

Ces sites sont retrouvés sur le site « la firme » (<http://www.aps.lafirme.com/site.htm>)