

Promoting physical activity through
SCHOOLS:
A TOOLKIT



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Active



World Health
Organization

Promoting physical activity through schools: a toolkit

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GLOSSARY

Active classrooms	Classroom environments where physical activity is incorporated through the use of physically active breaks during academic lessons or via environmental restructuring.
Active travel	Walking, cycling or other active means of travelling as an alternative to motorized transport (cars, motorbikes/mopeds etc.) for the purpose of making everyday journeys.
Community links	Connections between the school and students' families, plus the connection between the school and key local groups and individuals.
Fundamental movement skills (FMS)	Movement patterns that involve various body parts and provide the basis for complex skills used in physical activity and sports.
Out-of-school-hours activities (OSH). Also termed "before-and after-school care"	Before- and after-school activities are organized physical activity opportunities that take place outside the curriculum and are frequently referred to as out-of-school-hours (OSH) activities. OSH activities can be organized and delivered within the school by school staff, peer leaders or volunteers and parents/carers, or in the local community by externally funded non-profit or commercial organizations.
Peer leader	A student who is an experienced role model and/or has received training to assist and guide other students.
Physical activity	Any form of bodily movement performed by skeletal muscles that results in an increase in energy expenditure. Examples of common types of activity are walking, cycling, running, dancing, swimming, yoga, and gardening.
Physical activity policy	A written statement of intent and commitment to a course or principle of action for the promotion of physical activity.
Physical education (PE)	The planned, progressive learning that takes place in school-curriculum timetabled time. This involves both "learning to move" (i.e. becoming more physically competent) and "moving to learn" (e.g. learning through movement) – a range of skills and understandings beyond physical activity.
Physical inactivity	A level of physical activity that fails to meet current physical activity recommendations.
Physical literacy	The motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.
Recess	A regularly scheduled period in the school day for physical activity and play that is monitored by trained staff or volunteers. The terms for recess vary by country and include: break or break-time; playtime; morning break and lunch break, or lunchtime.

Scheme of work	A guideline that defines the structure and content of an academic course. It maps how resources, class activities and assessment strategies will be used to ensure that the learning aims and objectives of the course are met.
School physical environment	The buildings, grounds and equipment in and surrounding the school such as: the building design and location; the creation of space for physical activity; and facilities for learning and active play.
School social environment	A combination of the quality of the relationships among and between staff and students. It is influenced by the relationships with parents and the wider community, and is concerned with building quality connections among and between all the key stakeholders in a school community.
School travel plan	A written or digital document developed, maintained and monitored by the whole-of-school community to promote and facilitate sustainable travel.
Sedentary behaviour	Any waking behaviour characterized by an energy expenditure less than 1.5 metabolic equivalents (METs), while in a sitting, reclining or lying posture. Common sedentary behaviours include TV viewing, video game playing, computer use (collectively termed “screen time”), driving, and reading.
Sport	An activity involving physical exertion, skill and/or hand-eye coordination as the primary focus of the activity, with elements of competition where rules and patterns of behaviour governing the activity exist formally through organizations; may be participated in either individually or as a team.
Walking bus	An active travel strategy whereby small groups of children can be escorted to school along a pre-defined route to and from school by registered adults. The children are collected at “bus stops” along the route at agreed times.
Whole-of-school approach	An approach that goes beyond the learning and teaching in the classroom to pervade all aspects of the life of a school. Includes teaching content and methods, school governance and cooperation with partners and the broader community, as well as campus and facility management. It is a cohesive, collective, collaborative approach by a school community to improve student learning, behaviour and well-being, and the conditions that support them.
Terms for children, adolescents, young people	<p>Children: aged under 19 years. School-aged children are generally assumed to be aged over 5 years.</p> <p>Adolescents: aged 10–19 years.</p> <p>Young people: aged 10–24 years.</p> <p>Youth: aged 15–24 years.</p> <p>These terms are used in this document to reflect the situation in many countries where young people may be attending secondary school, yet may be older than adolescents (aged 10–19 years).</p>

INTRODUCTION

PHYSICAL ACTIVITY IS GOOD FOR HEARTS, BODIES AND MINDS.

Regular physical activity can improve physical fitness; heart, vascular and metabolic health, and bone health; and reduce adiposity in children and adolescents (1). Being active can also improve cognitive function, including academic performance and mental health, and reduce symptoms of depression and anxiety (1).

However, global estimates indicate that over 80% of young people in school are not meeting the global recommendations of 60 minutes of moderate-to-vigorous physical activity per day (see Box 2) (2). Girls are less active than boys in nearly all countries and girl's inactivity levels have made no improvement since 2001 (the gap with males is in fact widening) (2). In most countries, the most socially disadvantaged groups, such as girls and those living with chronic health conditions or disability, are often the least active.

Participation in physical activity is influenced by many factors, including knowledge, motivation, and social and cultural values. Environmental

and economic conditions, as well as societal support, determine how accessible, affordable, acceptable and safe it is for individuals to be physically active. Girls, women, older adults, people of low socioeconomic position, people living with disability and chronic diseases, and marginalized populations often face greater barriers, contributing to existing health inequities.

This toolkit focuses on evidence-based interventions for increasing physical activity in schools. It is one of a series of toolkits developed to support countries with the development and implementation of effective policy actions to increase physical activity as outlined in the Global Action Plan on Physical Activity (GAPPA) 2018–2030 (see Box 3), and the ACTIVE technical package (3, 4).

Box 1

PHYSICAL ACTIVITY AND THE SUSTAINABLE DEVELOPMENT GOALS

Action to improve physical activity levels through increased participation in walking and cycling, sport, active recreation and play not only contributes to achieving the Sustainable Development Goals by 2030 (in particular SDG3 on health), but will also help to achieve multiple other targets as (see Figure 1).

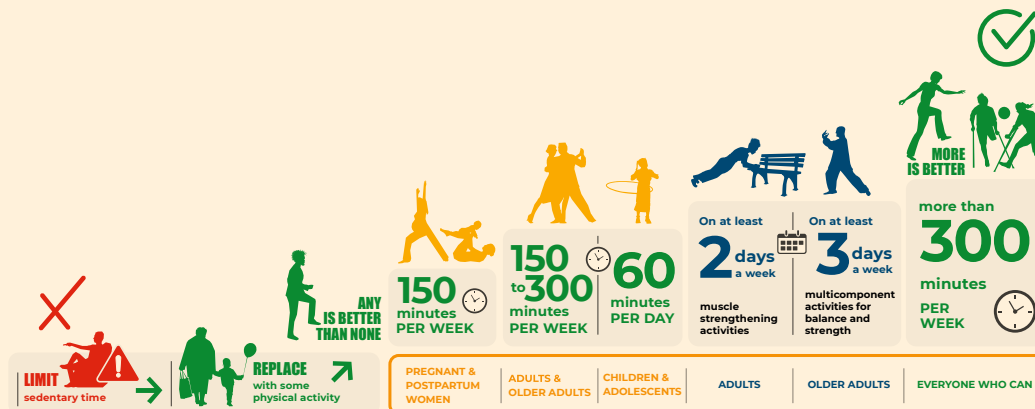
Figure 1: Economic, social and environmental co-benefits of policy action to increase physical activity



Box 2**HOW MUCH PHYSICAL ACTIVITY IS NEEDED FOR HEALTH?**

The 2020 WHO Guidelines on physical activity and sedentary behaviour (1), summarized in Figure 2, provide an evidence-based consensus on the type and amount of physical activity that benefits health across the life-course and for people living with chronic conditions and disability.

Figure 2: Summary of the WHO guidelines on physical activity and sedentary behaviour



Everyone can benefit from increasing physical activity and reducing sedentary behaviour, including children and adolescents living with disability. These recommendations are relevant to all, regardless of gender, race, ethnicity, income level, or ability.

Every move counts as any amount of physical activity is better than none, and more is better. Benefits can be gained from even low levels of activity and everyone should be encouraged to start and increase their regular physical activity.

All physical activity counts and can be undertaken in many different ways that contribute to the health benefits and across multiple settings. For example, walking and cycling can be used as a means of transport, and for sport, active recreation undertaken for leisure, as well as every-day and household tasks.

Too much sedentary behaviour can be unhealthy and can increase the risk of obesity, poorer fitness and cardiometabolic health and behaviour, and affect sleep duration. Limiting and replacing sedentary time with physical activity of any intensity provides health benefits and doing more moderate-to-vigorous intensity physical activity can help reduce the detrimental effects of high levels of sedentary behaviour.

Box 3

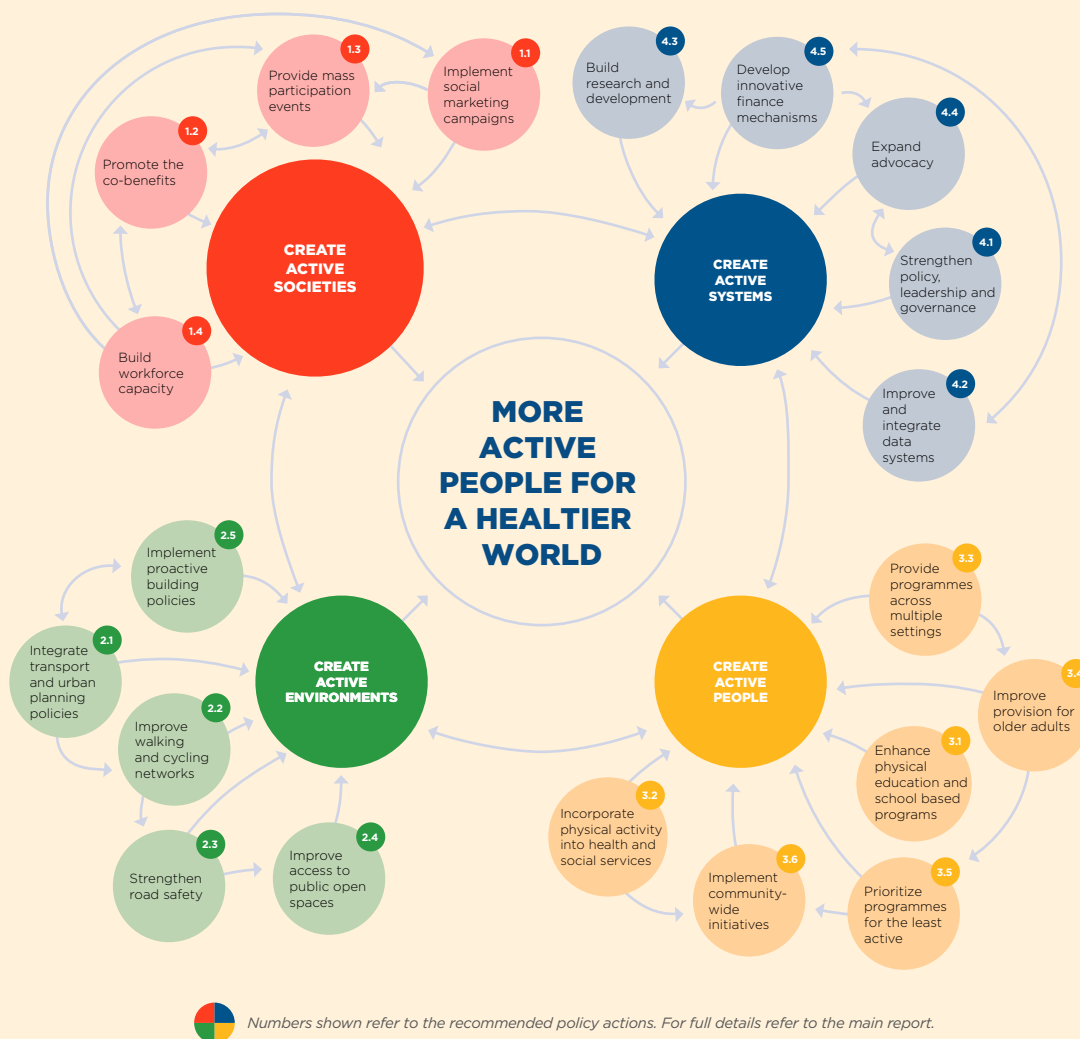
THE GLOBAL ACTION PLAN ON PHYSICAL ACTIVITY 2018–2030

The Global Action Plan on Physical Activity 2018–2030 (3) sets a global vision of more active people for a healthier world. It calls for all countries to implement a whole-of-system approach to achieve a 15% relative reduction in the global prevalence of physical inactivity in adults and adolescents by 2030, and so improve health and well-being. The action plan outlines 20 actions across four objectives to increase levels of physical activity:

- Active societies – change social norms and attitudes
- Active environments – better places and spaces for all people to be active
- Active people – more programmes and services for people of all ages and abilities
- Active systems – strong systems to implement effective and coordinated actions

Effective implementation of policy recommendations requires engagement across multiple sectors, including health, sport, education, transport, urban design, civil society, academia and the private sector. Implementation of the plan is supported by WHO’s *ACTIVE: a technical package for increasing physical activity* (4) which is a series of “how to” toolkits (of which this toolkit is one), each addressing in more detail the specific tasks and processes necessary to implement the policy recommendations across different settings and the life-course.

Figure 3: Summary of a whole-of-system approach to increasing physical activity



WHAT DOES THIS TOOLKIT PROVIDE?

This toolkit is one of a series of resources to help countries implement GAPPA (3). It is based on the best available evidence and practice and describes how the school environment can be used to develop, implement and evaluate strategies that promote physical activity and reduce sedentary behaviour among children and young people.

The toolkit describes the importance of integrating physical activity into primary and secondary schools so that all children and young people can be physically active on a regular basis. It also outlines how to do it effectively and sustainably across national and subnational education systems. Country case studies and practical tools are provided from around the world.

This toolkit aims to support all countries, and in particular, low- and middle-income countries with limited resources. It has five key sections:

- **Section 1** discusses the role of schools in promoting physical activity.
- **Section 2** outlines the six domains for promoting physical activity in schools that are evidence-based and support a whole-of-school approach. These domains are:
 1. Quality physical education
 2. Active travel to and from school
 3. Active before- and after-school programmes
 4. Opportunities during recess to encourage physical activity
 5. Active classrooms
 6. Inclusive approaches to physical activity
- **Section 3** outlines practical steps to develop and implement a physical activity policy that supports the six domains for promoting physical activity in schools.
- **Section 4** describes the enabling factors that underpin an effective and sustainable whole-of-school approach to integrating the promotion of physical activity in schools. These include:
 - Leadership, management and resources
 - Advocacy and promotion
 - Partnerships and community links
 - Training
 - Engaging all pupils
 - Involving all staff, parents and carers
 - Embedding monitoring and evaluation
- **Section 5** provides examples of how different countries have successfully integrated physical activity promotion using a whole-of-school approach.

WHAT THIS TOOLKIT DOES NOT INCLUDE

This toolkit promotes physical activity among children aged 6–18 years and focusses on whole-of-school approaches in primary, middle- and high-school settings. This toolkit does not address the promotion of physical activity among children aged under 5 years attending pre-school and childcare settings, nor persons aged over 18

years (even if they are in continuing education). Both age groups are important and will be the target of future WHO tools to support country action in relevant settings. Specifically, work is underway to support the implementation of the Guidelines on physical activity, sedentary behaviours and sleep for children aged under 5 years (5) through the development of global standards for early childhood education and care settings.¹

WHO IS THIS TOOLKIT FOR?

This toolkit is intended for use by school policy-makers, planners, and potentially school principals to develop effective whole-of-school approaches to promoting physical activity. It provides an assessment tool to help schools document existing policies and practices, plan priority interventions and track progress in promoting physical activity.

This toolkit takes a comprehensive approach, involving all stakeholders who can help plan, coordinate and implement a whole-of-school approach to physical activity in all primary and secondary schools. It will also be of interest to those working with and within education at all levels, such as school leaders, administrators and teachers. It can be used to

develop a new school physical activity programme, improve an existing one, or to bolster voluntary efforts focused on child and youth physical activity programmes. It is intended to support:

- Ministries of health
- Ministries of education
- Ministries of sport and recreation
- Policy-makers from other relevant sectors
- School governors, school councils and boards
- School principals or head teachers

¹ <https://apps.who.int/iris/bitstream/handle/10665/345926/9789240032255-eng.pdf>

SECTION 1

Why promote physical activity through schools?

The main role of schools is to provide children with educational opportunities. These opportunities go beyond academic subjects taught in the classroom and include a range of life skills essential for health and development, including physical activity and physical literacy. The known benefits of physical activity during the school day for educational attainment and classroom behaviour provide strong grounds for including physical activity in education policy, and for the health and education sectors to work together to achieve this.

THE SCHOOL'S ROLE IN PROMOTING PHYSICAL ACTIVITY

Children and young people's behaviours are influenced by many aspects, including families, community organizations, faith-based institutions, the media, health-care providers and government agencies. Schools are seen as key settings in which to address a broad range of public health concerns (6) and physical activity can and should be integrated into all of the settings in which children live, study and play.

According to UNICEF, on any given day of the week, around 1 billion children from around the world attend school. Children spend more time in school than anywhere other than home, making schools a great setting in which to offer quality physical activity education to large audiences. Schools also have the ability to communicate positive physical activity messages to the wider community, including pupils' parents and carers (7). This results in a secondary population being exposed to physical activity messaging, which is important, as the influence of parents and teachers on development during childhood is strong and may be a life-course health determinant. The school setting thus offers an opportunity to prevent and control diseases at key stages during the child's lifetime.

In most countries, schools and schoolteachers are generally a safe and respected source of information within the community. In general, children and parents seek the advice provided by schools, which allows the school an opportunity to provide evidence-based physical activity promotion. Schools also have strong

community links and are well placed to exploit community resources.

Evidence suggests that the health and well-being of children and young people is essential to the attainment of educational outcomes (8, 9). Although the mechanisms are unclear, there is evidence that physical activity is associated with improved cognitive functioning (10), concentration and

attention (11, 12), and memory and planning (13); all of which contribute to an improved capacity to learn, and educational success.

The importance of schools as key focal points for policy action is demonstrated in several high-level documents relating to sport and physical activity (see Table 1).



Table 1: Summary of policy recommendations supporting the promotion of physical activity through whole-of-school approaches

<p>Global Action Plan on Physical Activity 2018–2030 (GAPPA) (3)</p> <p>Available from: https://apps.who.int/iris/handle/10665/272722</p>	<p>Policy action 3.1</p> <p>Strengthen provision of good-quality physical education and more positive experiences and opportunities for active recreation, sports and play for girls and boys, applying the principles of the whole-of-school approach in all pre-primary, primary, secondary and tertiary educational institutions, to establish and reinforce lifelong health and physical literacy, and promote the enjoyment of, and participation in, physical activity, according to capacity and ability.</p>
<p>Commission on Ending Childhood Obesity (ECHO) (14)</p> <p>Available from: https://apps.who.int/iris/handle/10665/204176</p>	<p>Recommendation 2.2</p> <p>Ensure that adequate facilities are available on school premises and in public spaces for physical activity during recreational time for all children (including those with disabilities), with provision of gender-friendly spaces where appropriate.</p> <p>Recommendation 5.7</p> <p>Include quality physical education in the school curriculum and provide adequate and appropriate staffing and facilities to support this.</p>
<p>Kazan Action Plan (2017) (15)</p> <p>Available from: https://en.unesco.org/mineps6/kazan-action-plan</p>	<p>Policy recommendation I.3</p> <p>Foster quality physical education and active schools.</p> <p>Policy recommendation II.3</p> <p>Provide quality education and promote lifelong learning for all and skills development through sport.</p>
<p>United Nations Educational Scientific and Cultural Organization (UNESCO) Promoting Quality Physical Education (2015) (16, 17)</p> <p>Available from: http://www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/policy-project/</p>	<p>Development of guidelines and a framework to help policy-makers reshape physical education policies and promote equal access to physical education in line with the needs and expectations of every child.</p>
<p>WHO and UNESCO initiative to make every school a health-promoting school. Making every school a health-promoting School. Global standards and indicators for health-promoting schools and systems</p> <p>Available from: https://apps.who.int/iris/handle/10665/341907</p>	<p>These global standards and indicators provide direction to government staff and policy-makers in all sectors, school leaders and developmental partners in implementing sustainable, whole-of-school approaches to health in education. The global standards and indicators are designed to be used by all stakeholders in all sectors involved in identifying, planning, funding, implementing, monitoring and evaluating the health promoting school approach at schools locally, subnationally, nationally and globally.</p>

Box 4**ENGAGING IN DISTANCE-LEARNING: A LESSON FROM THE COVID-19 EXPERIENCE**

When society goes through uncertain times, life can be challenging, especially for children and young people who may find themselves restricted to their homes and unable to move around as usual. And when students start participating in distance learning – joining school classes online, via mail correspondence, radio, telephone or sometimes through TV programmes – physical activity becomes more vital than ever.

Ministries of education, schools and teachers play an essential role during these times and should consider the different ways students can continue to access physical activity as part of their ongoing schooling. Physical activity should not be replaced by other classes just because it is being delivered remotely: schools must ensure that physical activity remains a priority for students each day and that distance learning is not limited to academic subjects. Physical activity can be delivered via an online fitness class with the physical education (PE) teacher, or it can be as simple as the teacher providing some photocopied sheets setting out stretches, workouts, yoga positions or dance routines.

How else can schools help children remain physically active while distance learning?

- Build on and refine existing school physical activity programmes and ensure a physical activity element is included in the curricula for distance learning.
- Share and communicate available resources and platforms that may already be available either online, using the radio, or mobile phone applications, remembering that not all children have access to the Internet or are able to access online resources.
- While planning the curricula, be inclusive and remember to consider children and young people who may not have access to the Internet, or to outdoor spaces for physical activity.
- Acknowledge the benefits that physical activity has on mental health during unstable times and ensure its importance is communicated to parents and carers.

Further resources that support distance learning during uncertain times can be found at UNESCO's Distance Learning Solutions (some of these platforms are able to provide physical activity education and classes): <https://en.unesco.org/covid19/educationresponse/solutions>

Online Physical Education Network: <https://openphysed.org/>

Printable posters for teachers with ideas on physical workouts: <https://darebee.com/workouts.html>

SECTION 2

Evidence-based interventions to promote physical activity through schools

There is no single intervention that can, on its own, provide optimal levels of physical activity for all within a given school (18). However, the most effective way of maximizing physical activity opportunities in schools is through a whole-of-school approach (19-21).

A whole-of-school approach goes beyond the learning and teaching in a classroom. It recognizes that all aspects of the school (from teaching and non-teaching staff to students and their parents and carers, to the schools physical and social environment) can impact upon students' health and well-being, and that learning and health are linked.

A whole-of-school approach is strengthened by:

- an ethos that supports and promotes the value of physical activity for all children – from the physically gifted to the physically challenged, regardless of ability, age, sex, race, gender, religion or ethnicity;
- enabling the development of positive attitudes to, and

participation in, physical activity inside and outside school;

- consulting with the whole school community in the development of physical activity provision, empowering members of the whole school community as active participants rather than passive recipients of a physical activity programme;
- providing a taught curriculum, as well as an emotional, physical and learning environment, that encourages and facilitates physical activity for all students and staff; and
- reinforcing and supporting the value of physical activity throughout all areas of the school.

A review of the literature has identified six domains with good evidence of effectiveness that support the promotion of physical activity through a whole-of-school approach:

1. Quality physical education
2. Active travel to and from school

3. Active before- and after-school programmes
4. Opportunities for physical activity during recess, recreation and lunch times
5. Incorporating physical activity into classrooms
6. Inclusive physical activity approaches for those people with additional needs

For maximum impact, schools are recommended to implement multicomponent interventions (for example implementing activities that address at least two of the six

evidence-based domains). Optimal multicomponent interventions combine strategies that target the taught curriculum, as well the emotional, physical and learning environment (22). This aligns with the concept of a whole-of-school approach and ensures coordinated promotion of physical activity throughout the school day and beyond. Figure 4 outlines the key domains of the whole-of-school approach to promoting physical activity advocated in this toolkit.

Physical activity interventions addressing each of these six domains are described in further detail in the next subsections.

Figure 4: The six domains as part of a whole-of-school approach to promoting physical activity through schools.



PHYSICAL ACTIVITY INTERVENTIONS THAT ADDRESS ALL SIX DOMAINS

1. PROVIDE PHYSICAL ACTIVITY THROUGH QUALITY PHYSICAL EDUCATION

The PE curriculum should be based upon quality physical education (QPE) which is the planned, progressive, inclusive learning experience that forms part of the curriculum throughout all school years (17) (see Box 5). The PE curriculum should focus on teaching physical competence and confidence (17), sport and movement skills, and knowledge about the health behaviours needed to establish and sustain lifelong physical activity and health.

Fundamental movement skills (FMS, or motor skills or gross motor skills) are a key component of physical competence and a core aspect of QPE. FMS are typically classified as object control skills (e.g. catching, throwing, kicking and striking); locomotor skills (e.g. running, hopping, leaping and jumping); and stability skills (e.g. balancing and twisting) (23). Ensuring that the PE opportunities offered take place in a safe environment that protect the dignity and rights of participants is vital (24), as is the need to engage and actively encourage the participation of both girls and boys.

RATIONALE

Quality physical education – as part of the curriculum – allows students to realize their full potential and promotes values such as fair play, equality, honesty, excellence, commitment, courage, teamwork, respect for rules, respect for self and others, community spirit and solidarity, as well as fun and enjoyment (24). PE provides an opportunity to increase physical activity during the school day, and has the potential to reach

virtually all children, ensuring access to and appreciation of health-enhancing physical activities. PE can provide all children with opportunities to gain competence in a broad, balanced range of physical activities so they can enjoy being active. Developing confidence and competence in physical activity will increase the likelihood that they will choose to be active in their own time.

CURRENT SITUATION

Data from the United Nations Educational Scientific and Cultural Organization (UNESCO) Worldwide survey of school PE (2013) (25) showed that in 97% of countries there are legal requirements for PE at some point during compulsory schooling years¹. Despite official commitment to PE, noncompliance with regulations is evident, with around 29% of countries not actually implementing physical education in accordance with legal and mandatory obligations. This often occurs in countries where curriculum responsibility lies with education districts or individual schools, i.e. in contexts of localized implementation of curricula. As a result, PE provision differs across regions and countries according to age or stage of attendance, with variations in the number of lessons per week and weeks taught per year (25).

Key considerations:

- PE should be valued within the school and not replaced by other subjects, courses or activities.
- All schools should provide QPE as a core part of formal curricula.
- Students' performance should be evaluated in terms of personal improvement and effort and not by comparison to others.

¹ Updated information on legal/mandatory requirements for PE will be available from the UNESCO QPE Survey in 2021/2022

Box 5**INCLUSIVE PE AND OTHER PHYSICAL ACTIVITY INTERVENTIONS**

It is vital to consider inclusive approaches when delivering QPE and any other physical activity interventions in a school setting. As a start, it is important to agree the overall philosophy for PE and physical activity within the school. This should focus on ensuring that all pupils have the opportunity to make progress, succeed and feel confident about participating in PE regardless of age, ability, religion, gender, or skills, through:

- consultation with students, staff and parents to identify preferred PE options, including traditional games, sports and activities that are likely to have broad appeal;
- the use of appropriate strategies to adapt or modify activities to suit students' needs;
- ensuring the PE curriculum is in line with the school or districts' overarching inclusion and discrimination policy;
- ensuring all students participate fully, and that the amount of inactive time spent during PE lessons is limited;
- ensuring PE grades are related directly to students' learning objectives identified in the PE curriculum, including improvements in fundamental motor skills and fitness, and that these are included on report cards for all year levels;
- ensuring PE staff provide an inclusive physical education environment for children with disabilities, ensuring PE activities offered meet students' level of ability;
- paying particular attention to ensuring girls' participation and engagement with PE activities are offered by the school; and
- ensuring PE is offered on a weekly basis to all students in all year groups throughout the academic year.

2. IMPLEMENT STRATEGIES TO ENCOURAGE ACTIVE TRAVEL TO AND FROM SCHOOL

Active travel means walking, cycling or other active means of travelling as an alternative to motorized transport (cars, motorbikes, mopeds etc.) for the purpose of making everyday journeys. It may also include public transport, as this mode of travel often requires physical activity to get to the bus, train etc.

RATIONALE

For most students, active travel to and from school (where it is safe) provides the best opportunity to increase habitual daily physical activity. It can also help to develop both motor and

cognitive skills (cycling, road safety awareness), provide opportunities for children and young people to become independent, and establish lifelong habits in favour of walking and cycling.

CURRENT SITUATION

Rates of active travel to and from school vary widely. Data from the Global School-based Student Health Survey indicate that in some countries, over 60% of students walked or rode their bike to and from school (for example, Benin and Mongolia), while in others, the prevalence of active transport was less than 20% (including Lebanon and Timor-Leste) (26). Rates of active travel in many high-income countries are low and falling.

This could be because increasing income at the country level is likely associated with changes in development and urbanization that lead to more motorized vehicle ownership. Further, active travel tends to be markedly higher in rural areas, partly due to low vehicle ownership. Emerging evidence suggests that in some countries, including Brazil, China and Viet Nam, previously high rates of school active travel are declining markedly (27-29)

Key considerations

All schools should introduce measures to make active travel to and from school safer and more sustainable for all students, parents, carers and staff. A key step towards this is to implement an active travel plan. This process should follow the same format as that used to develop the school physical activity policy, namely:

- audit the school and local environment;
- assess current modes of travel and identify issues or barriers affecting active travel via consultation and/or a school travel survey;
- develop/amend the school travel plan and establish a school policy on active travel (this might be a separate policy on walking or cycling to school, a section within the school travel plan or a section within the physical activity policy);
- disseminate the school travel plan and share information on safe routes to school;

See Annex 4 for further resources on developing a school travel plan (including travel survey templates).

3. PROVIDE ACTIVE BEFORE- AND AFTER-SCHOOL PROGRAMMES

Before- and after-school activities are organized physical activity opportunities that take place outside the curriculum and are frequently referred to as out-of-school-hours (OSH) activities. OSH activities can be organized and delivered in school by staff, peer leaders or volunteers, by parents/carers, or in the local community by externally funded, non-profit or commercial organizations. However, it is recommended that these are made available for all pupils either for free, or at a cost that does not prohibit some children from benefitting.

RATIONALE

OSH programmes provide activities that cannot be included in the school day because of limited curriculum time or lack of staff skills or expertise. OSH activities can complement and enhance the curriculum as well as provide additional opportunities for students to practice and develop motor skills, accumulate physical activity time, engage in safe social and supervised activities, reduce participation in anti-social behaviours and experience a range of different activities that they may continue to practice as they get older.

CURRENT SITUATION

OSH programmes are widespread, but how and to what extent they are implemented varies globally. Many countries offer after-school care where the safety and security of students is the primary purpose, while others focus on academic development and/or assessment preparation. Whatever their nature, they can provide an opportunity for students to engage in informal physical activity in a supervised environment.

Key considerations

To increase participation in physical activity OSH activities need to be well organized and cater for all pupils. This means:

- introducing an after-school sports programme that develops, builds and extends opportunities provided in the school's curriculum;
- reviewing and refreshing the content of the OSH programme regularly;
- thinking about potential transport issues (e.g. early or late buses or walking buses for pupils who arrive early and/or stay after school for activities/clubs);
- ensuring physical activity is scheduled for at least 50% of students' time if the OSH programme is not a sporting programme (for example if it focuses on homework, or extra tuition);
- where appropriate, linking with other schools in the area to provide a combined OSH programme with pupils/ students able to attend a club at any school.

4. PROVIDE PHYSICAL ACTIVITY OPPORTUNITIES DURING RECESS AND RECREATION TIME

Recess should be offered to all grade levels, from kindergarten through to the final school year in secondary school. These provide an opportunity for physical activity opportunities during recreation time.

RATIONALE

Providing physical activity opportunities during recess and

recreation time can help reduce inactivity, sedentary behaviour, boredom and poor behaviour, which can all affect school life. Recess is an opportunity for children to be physically active between lessons; practice and develop motor and social skills; and enable better concentration in subsequent lessons. This helps create better learning environments for all. Importantly, recess presents flexible time for students, and schools should provide safe, inclusive and accessible places (indoor and outdoor) for children and young people to be physically active during these breaks.

CURRENT SITUATION

The duration and scheduling of recess varies across countries (30). In some countries (e.g. Australia, France and the United Kingdom of Great Britain and Northern Ireland), recess periods are a mandated break in the school day. In other countries (e.g. the USA), recess is not consistently implemented, and states and school districts are not required to provide daily recess (37). Globally, total recess times range from 20-100 minutes per day which can include both morning recess and/or lunchtime break.

Key considerations

- Define and communicate standards for regularly scheduled unstructured recess break(s) for all students. This should include frequency of recess, as well as time allocation, and align with national/ subnational policy.

Box 6**WHO'S GLOBAL SCHOOL HEALTH INITIATIVE**

WHO's Global School Health Initiative, launched in 1995, seeks to mobilize and strengthen health promotion and education activities at the local, national, regional and global levels. The Initiative is designed to improve the health of students, school personnel, families and other members of the community through schools.

The goal of WHO's Global School Health Initiative is to increase the number of schools that can truly be called "health-promoting schools". Although definitions will vary, depending on need and circumstance, a health-promoting school can be characterized as a school constantly strengthening its capacity as a healthy setting for living, learning and working. Each of the six domains for promoting physical activity through schools (as described in this toolkit) compliment the Global Standards for Health Promoting Schools. More information on these standards can be found at: <https://apps.who.int/iris/handle/10665/341907>

5. EMBED ACTIVE CLASSROOMS IN SCHOOL CURRICULA

Classroom physical activity such as stretching, dancing or jumping and can take place at any time during the school day (in one or several lessons). These activities are largely at the direction of the classroom teacher. Strategies for active classroom activities include:

- breaking lesson time with short (3–5-minute) physical activity breaks of varying intensities (these are often referred to as movement breaks, energizers, or fitness breaks);
- incorporating physical activity into the delivery of academic content, e.g. by counting steps walked around the room to estimate distance;
- environmental restructuring to increase physical activity and/or reduce sedentary behaviour, e.g. introducing standing desks or activity equipment;
- Taking learning beyond the classroom and into nature or

within the community such as outside on an oval or in other outdoor settings such as a park.

RATIONALE

Children and young people frequently sit for extended periods during the school day, so active classrooms are a cost-effective and practical way of incorporating physical activity into normally sedentary periods of the school day. Active classrooms – as part of a whole-of-school approach to physical activity – incorporate movement into classroom learning to help students retain knowledge in a meaningful way. Such activity can positively impact physical activity levels and educational outcomes such as improved attention to tasks, motivation and enjoyment of learning (32, 33), and attainment in certain subjects, e.g. maths.

CURRENT SITUATION

The use of active classrooms as part of a whole-of-school approach to physical activity and has been extensively incorporated into the education system in Finland (34).

Active classroom approaches have also been endorsed by a number of national organizations such as the US Centers for Disease Control and Prevention and the US National Association for Sport and Physical Education.

Key considerations

- The school leadership team need to support the implementation of active classroom strategies by endorsing supportive policy.
- The concept and benefits of active classrooms needs to be communicated to all staff, students and families.
- Teachers need the right resources, support and education to promote and implement a physically active classroom.

6. ENSURE INCLUSIVE PHYSICAL ACTIVITY APPROACHES FOR THOSE CHILDREN WITH ADDITIONAL NEEDS

The General Conference of UNESCO's International Charter of Physical Education, Physical Activity and Sport recognizes that the practice of physical activity and sports is a fundamental right for all (35). To successfully promote physical activity, it is important to understand what influences students' physical activity, and any barriers they face to participating (see Box 7).

Physical activity provision should accommodate differences in stage of development or maturity, fitness, skill level, health, age, and body size. Developmentally appropriate practices should also be used that account for and recognize children's and young people's capacity, needs and preferences for physical activity. The following

strategies are considered part of adopting a best practice approach to engaging all students:

- Wherever possible all students should be integrated into mainstream provision.
- Where relevant, speak to individual children and young people to find out as much as possible about their specific disability and/or medical condition and how it may affect their participation.
- Ensure that all staff leading physical activities are aware of those with a specific disability and/or medical condition, and any additional support needed.
- Consult with children and young people and use any relevant monitoring and evaluation data to determine if there are particular groups of students who are not participating. Use the consultation to identify any specific barriers and practical solutions that could help engage these specific groups.

RATIONALE

Schools are responsible for providing a curriculum for all pupils that meet the specific needs of individuals and groups of pupils, from the physically challenged to the physically gifted. Inclusion of children with disabilities into mainstream school activities promotes universal primary completion, is cost-effective and contributes to the elimination of discrimination.

CURRENT SITUATION

Globally, there are between 93 and 150 million children with disabilities under the age of 14. Many countries have adopted

individual education plans as a tool to support the inclusion of children with disabilities in educational settings (36). The United States of America for example, has national recommendations that require schools to meet the physical education needs of students with disabilities (37).

Key considerations

Consult with the member of staff trained in and/or responsible for special needs education to identify any children and young people who may need additional support and specific strategies.

Box 7

CREATING A SUPPORTIVE SCHOOL ENVIRONMENT TO ENSURE INCLUSION IN PHYSICAL ACTIVITY

Many of the challenges to physical activity participation are a consequence of the environment in which the activity takes place (and its organization and delivery) rather than an individual's ability to participate. The external environment is not just the physical activity or its setting, but also encompasses many factors that influence the way in which the activity is delivered. Most children and young people can do most activities most of the time but there may be specific factors that preclude some people from physically participating.

Teachers, coaches and instructors should not expect all children and young people to participate in an activity or exercise in the same way for the same amount of time. Planned activities should be adapted to maximize the achievements of all students; this may include several variations.

STEP is an acronym and practical tool representing four ways in which activities can be adapted to ensure the inclusion of children and young people who have different abilities:

- **S**pace – the area being used for the activity
- **T**ask – the aim of the activity being undertaken
- **E**quipment – the physical resources used to participate in the activity
- **P**eople – the roles and responsibilities of individuals involved in the activity

Some STEP examples to ensure the inclusion of children and young people in physical activity are provided in Table 2.

Table 2: STEP examples to ensure the inclusion of children and young people in physical activity

<p>SPACE</p> <p>(area used for activity)</p>	<ul style="list-style-type: none"> • Increase or decrease the distance to a target • Increase or decrease distance between students • Increase or decrease the size, shape and nature of the playing area • Use zones in a playing area where children are matched by ability (to give players more space and time) and therefore have more opportunity to participate
<p>TASK</p> <p>(aim of activity undertaken)</p>	<ul style="list-style-type: none"> • Ask students to count the number of times they can perform a certain skill in a certain time • Alter the complexity of a skill to match current ability levels • Break down complex tasks to their component parts • Ensure there is adequate opportunity to practice skills or components individually before including in small-team games
<p>EQUIPMENT</p> <p>(physical resources to participate)</p>	<ul style="list-style-type: none"> • Adapt equipment to suit students' ability or age range, e.g. using a smaller ball for throwing and larger ball for catching • Provide options that enable players to throw or catch a ball in different ways, e.g. using a chute or gutter to send, and a catching mitt or glove to receive • Use a brightly coloured bell or rattle ball help include students with spatial/perceptual difficulties in tracking
<p>PEOPLE</p> <p>(roles and responsibilities of those involved)</p>	<ul style="list-style-type: none"> • Be flexible about the way people interact with one another, e.g. match players of similar ability in small-team or close-marking activities • Balance team numbers according to the overall ability of the group, e.g. it might be beneficial to play with teams of unequal numbers to facilitate inclusion of some and maximize participation of others

Source: (38)

PHYSICAL ACTIVITY POLICY

Central to the sustainability of these six evidence-based interventions is a robust physical activity policy. The school's policy will support the interventions by providing a foundation for school

practices and procedures. School policy should be in line with any overarching national or regional physical activity policies. See Section 3 and Section 4 for more information on how to plan, implement and evaluate a physical activity policy.

SECTION 3

Key steps to support a whole-of-school approach

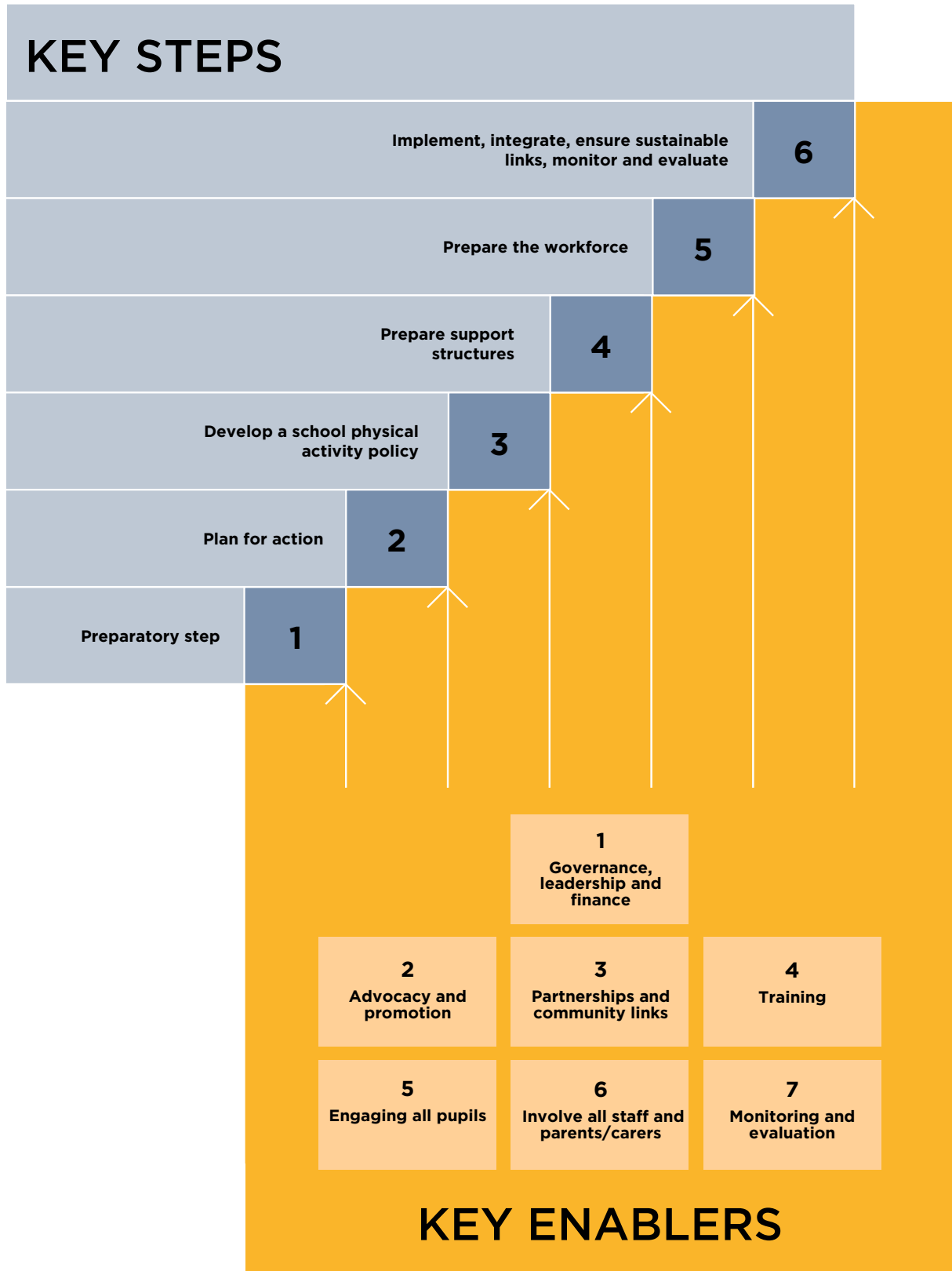
A supportive school policy is the foundation for implementing a whole-of-school approach to promoting physical activity in schools. For schools that already have a school physical activity policy in place, this document can be used to reinforce or update existing policy.

This section provides practical steps on how to plan, implement and

evaluate a policy. Each of the key implementation steps has specific enablers to help carry out the step (these enablers are described further in Section 4) (see Figure 5). The policy can be implemented at educational district or school level and the steps can be modified and adapted to suit different contexts, resources and requirements.



Figure 5: Key steps and enablers for implementing a school physical activity policy





KEY STEPS

STEP 1: PREPARATORY STEP

This step includes preparation work required to gain momentum and “buy in” for implementation of a policy that adopts a whole-of-school approach. Work undertaken in this step may include:

- Assess current situation. Understand the school’s current physical activity provision and what is already in place to support and promote physical activity. Use the School Physical Activity Assessment Tool (Annex 2) to help understand the school’s current status and identify any gaps related to policies, practices and facilities.
- Identify what resources may be needed (i.e. human, financial, equipment) to promote physical activity. This will determine the school’s capacity to plan and implement changes and will identify where additional resources may be required. See Section 4 for more information on the enabler related to Governance, leadership and resources.
- Develop an evaluation plan with key objectives identified.
- Form a school physical activity working group to help ensure that action is co-ordinated and effectively implemented across the whole school:
 - Members could be a subgroup of an existing structure such as a school council.
 - The working group may lead on overseeing the development of a whole-school physical activity policy and can take responsibility for reviewing physical activity provision and funding; expanding the range of opportunities provided; and monitoring and evaluating the impact of any changes.

STEP 2: PLAN FOR ACTION

- In collaboration with key stakeholders in the physical activity working group, identify and agree which of the six evidence-based interventions will be implemented. Use results from the School Physical Activity Assessment (undertaken in Step 1).
- Develop an action plan: reflect on the importance, costs, time commitment and feasibility of any actions proposed.
- It is recommended that schools focus on three key areas for action, recognizing the need to build on short-, medium- and long-term goals, and that effective implementation is key to success.

STEP 3: DEVELOP A SCHOOL PHYSICAL ACTIVITY POLICY

Underpinning a whole-of-school approach to the promotion of physical activity is the school physical activity policy – a written statement of intent that provides a foundation upon which the promotion of physical activity can be introduced, adopted, evaluated and improved throughout the school in a strategic and coordinated way. The policy should address at least two of the six domains for evidence-based interventions and achieve the following:

- Ensure any policies and practices related to QPE, active travel to and from school, physical activity during recess/recreation time, active classrooms, active before- and after-school care and physical activity for people with additional needs are consistent with regional and/ or national regulations.
- Support a planned and coherent QPE programme with scheduling of PE on a regular/weekly basis throughout the academic year.
- Embed the whole-of-school community's vision of the value of physical activity within and beyond the school into the policy, including the school's aims, objectives and actions relating to all physical activity provision.
- Communicate how the school aims to develop a consistent and coherent approach to the promotion of physical activity.
- Where possible, school policies should make the most of existing structures and resources in the school and/or community and ensure that all areas of physical activity across the whole school day, including active travel and recess, are addressed.
- Policy development and implementation should take account of cultural backgrounds, gender, ethnic minorities, and the jurisdictional and legal structure of the country.
- The policy should provide for the review of existing PE curricula on a regular basis.
- The policy should be disseminated to all stakeholders.
- For sustainability, monitoring and evaluation should be embedded throughout the development and implementation of the policy to ensure that actions outlined are implemented as intended. See Section 4 for further information on this.
- For more information on how to write a school policy, see the WHO School Policy Framework at <http://www.who.int/dietphysicalactivity/SPF-En.pdf>.
- Further guidance on writing a physical activity policy is also available in Annex 1

STEP 4: PREPARE OR UPDATE SUPPORT STRUCTURES

The school's social and physical environment can have a significant influence on children and young people's participation in physical activity. Once a physical activity policy has been endorsed, the school may need to update or prepare its supporting structures:

- Start with small changes that can easily be put in place with minimal costs, e.g. making existing equipment available for pupils to use, while working towards larger scale developments that may require significant resources.
- Changes made in one domain can benefit another: for example, providing a range of unfixed bright, durable and safe playground equipment such as balls, skipping ropes and hoops, as well as fixed equipment such as soccer goals, basketball rings and playground markings comes under the domain of "provide physical activity opportunities during recess / recreation time/ lunch", but could also apply to domains of QPE and physical activity before and after school.

Further practical implementation tips on preparing support structures are provided in Annex 5.

STEP 5: PREPARE THE WORKFORCE

Enable staff to deliver QPE by equipping them with the relevant skills and competencies to give them the confidence to offer positive quality experiences that can support children and young people's participation.

- Ensure that training is provided, especially for non-PE specialist teachers, including training for those working with students with disability in the school setting.
- Develop and/or strengthen training for future teaching staff.
- Encourage teachers to share and swap tried and tested ideas and strategies for integrating movement into the classroom.
- If new to active classrooms, encourage teachers to start by introducing some simple movement breaks, such as a stretching warm-up at the beginning of the lesson, before integrating academic concepts with brief bursts of in-class activity (e.g. measuring distance by getting pupils to walk around the classroom or outdoor space).
- See Section 4 for further detail on training.

STEP 6: EMBED MONITORING AND EVALUATION

- Monitoring and evaluation should be embedded throughout the development and implementation of the policy to ensure that the actions outlined are implemented as intended. This will help to establish accountability and help learning and development.
- The school physical activity policy should be updated as new evidence is obtained.
- Monitoring and evaluation are key enablers and are discussed further in Section 4



SECTION 4

Enabling factors for effective implementation

The following factors underpin a whole-of-school approach to physical activity and are relevant to each of the six evidence-based domains and proposed implementation steps. No single enabler will be effective in isolation – rather the combined effect of these enablers will have the greatest impact. Schools are encouraged to consider how each of these apply to their own school context prior to implementing any of the proposed actions.

1. GOVERNANCE, LEADERSHIP AND RESOURCES

Why are governance, leadership and resources important for promoting physical activity?

School governance and strong leadership is critical for enabling a sustainable approach to promoting physical activity. Headteachers and school principals are essential in galvanizing the school community to ensure a shared vision of how the school will work together.

Governance includes the management and allocation of budgets; development of curriculum content; purchasing of school materials; employment of teachers; and monitoring and management of school activities. Leadership that supports a whole-of-school approach to physical activity is important for preparing the way for change, and for developing the support structures needed to underpin the shift to a more active school.

How can governance, leadership and resource provision be strengthened?

- Establish a physical activity working group: this can help develop and sustain engagement across the whole-school community and can help ensure that efforts to create an active school meet the needs and preferences of the whole-school community.
- Make physical activity visible and high profile throughout the school: for example, establish

cross-curricular links; organize high-profile events; encourage staff role models; and provide consistent messages relating to physical activity across the school and beyond, via a school newsletter, display boards and/or school website.

- Manage and co-ordinate staff to ensure an appropriately trained, skilled and knowledgeable workforce. Staff must have the confidence and competence to offer positive, high-quality physical activity experiences to support children and young people's participation.
- Provide physical and social environments that enable safe and enjoyable opportunities to play and be active, and activity facilities and areas that are safe and well maintained.
- Recognize participation and sporting achievement, for example by rewarding commitment to participation and providing recognition in assembly.
- Ensure all actions are adequately funded and take account of both initial and ongoing costs that may need to be met to ensure sustainability. Some chosen interventions may require funding, e.g. to purchase equipment or pay for additional staff to deliver physical education.
- Being clear from the start about how activities will be financed is important, especially for their sustainability, and is a consideration when individuals from the community or third parties are involved. Including costed plans within the school's development plan can help to secure funding in the medium term.

2. ADVOCACY AND PROMOTION

Why are promotion and advocacy important for physical activity?

Advocacy and promotion play a key role in engaging stakeholders and in raising awareness of the benefits of physical activity and the need for supporting physical activity programmes in schools. By shaping the social climate, advocacy and promotion can help overcome barriers to implementing physical activity programmes and can help gain support from both within and outside the education sector.

How can promotion and advocacy be strengthened?

- When advocating, research the issue at hand and understand what the challenges are.
- Identify ambassadors or champions among staff and students to provide representation and support, and lead advocacy efforts.
- Engage with key stakeholders who are willing to promote physical activity, for example by:
 - engaging with a reputable NGO that has direct links to key stakeholders or ministers to advocate for support;
 - forming good relationships and building alliances with a network of key contacts across different sectors, e.g. ministries of education, sport, transport and health;
 - getting to know the decision-makers;
 - writing directly to ministers for education, sport, transport or health requesting support.

- Hold special physical activity events, e.g. an International Walk to School Day, to raise awareness, generate enthusiasm and take advantage of the profile and freely available resources such events can offer.
- Set up an inter-class active travel challenge or competition to help maintain momentum over the whole academic year.
- Use peer leaders or ambassadors to encourage young people to act as role models.
- Promote scientific evidence of the benefits of physical activity for the prevention and treatment of chronic diseases through position statements, conferences, newsletters, journals, and social media.
- Target and mobilize local sporting clubs, community leaders and heads of education bodies to highlight the need for physical activity programmes in schools that provide equitable opportunities to all students.

3. PARTNERSHIPS AND COMMUNITY LINKS

Why are partnerships and community links important?

Working in partnership with key stakeholders can provide a co-ordinated approach for the promotion of physical activity. It involves strengthening existing partnerships as well as developing new ones, and forging links within and outside the school. Potential partnerships include those with parents, the local municipality, other schools, local community groups, the private and voluntary sectors and other children's sectors.

Securing commitment from the school community is essential for promoting

and developing physical activity in school, and it is important to recognize this process will evolve over time and involve planning, implementation evaluation and refinement.

How can partnerships and community links be strengthened?

- When establishing new links, ensure that they build on, or extend, existing opportunities within the school and provide a broad and balanced range of activities.
- Ensure stakeholders from the wider community are actively engaged in the process – e.g. local government, city or regional level. Stakeholders will differ between schools and may be specific to the school community's priorities. For example, if the school wants to develop safe walking and cycling routes to school, local or regional government would be an important stakeholder.
- Ensure that partners have agreed:
 - the purpose and outcomes of the partnership or link;
 - the children and young people's needs, abilities and prior learning experience;
 - the activities to be offered; and
 - reciprocal benefits to be gained.
- Ensure all potential partners are quality assured – i.e. qualifications, clearances, experiences and affiliations are checked.
- Ensure there is a means of monitoring the link and evaluating the partnership from the outset to ensure it is effective, avoids conflict of interest and is mutually beneficial.

Box 8**ENGAGING ALL STUDENTS**

Engaging with students as a key stakeholder group is crucial and will ensure sustainability for any physical activity programme. Where possible, schools should ensure that chosen activities are appropriately tailored to students' needs and can support the participation of all. This should include both the content and the way in which it is delivered, including measures to:

- identify barriers to participation and ways to overcome them;
- consider activities that will have the biggest impact on participation, and focus on any non-participants when identifying priorities;
- ensure all children and young people are given a voice and are engaged in the consultation and decision-making processes (consider including a student representative on the physical activity working group: see Step 1 of developing a policy);
- use specialist aids and equipment and/or adapt tasks or environments (differentiating appropriately) to take account of differences in students' development/maturity, age, body size, health, fitness and skill levels;
- make activity more engaging and enjoyable for all by providing students with a choice; using appropriate equipment; ensuring well-planned and appropriately organized activities; adopting suitable teaching and learning styles; using promotions and topical events to stimulate participation; and setting appropriate tasks and challenges; and
- refrain from enforcing and/or withholding PE and physical activity as punishment.

4. TRAINING*Why is training important?*

A basic understanding of the benefits of physical activity and how to effectively and inclusively communicate this to students is important. Unfortunately, lack of or inadequate physical activity education within teacher training curricula is commonplace. For example, in one low-income country, teaching staff lacked adequate training on how to teach children with additional learning needs. As a result, learners with physical disabilities were often prevented from playing sports (39).

Training on delivering quality physical education should be an ongoing requirement for all relevant staff, especially for non-PE specialist teachers. QPE guidelines encourage professional development of teaching staff through compulsory, structured

or in-service training programmes. The regular training of PE personnel can help teachers to adapt physical education activities to be accessible to all children, regardless of their abilities, gender and background. In-service training can be provided for PE teachers, non-PE staff and other physical activity professionals, equipping them with the knowledge, tools and skills to successfully plan and implement quality PE.

How can training be strengthened?

Training should include simple strategies on how to incorporate movement into class, such as encouraging students to stand and stretch or march on the spot after a prolonged period of sitting; and/or introduce a brief 2-minute break with a "stand and discuss" activity related to what they have just learned about in class.

5. MONITORING AND EVALUATION

Monitoring and evaluation provide essential information about the effectiveness of changes implemented as part of a whole-of-school approach to promoting physical activity. Both should be undertaken on an ongoing basis and built into planning from the start to establish accountability and to help the learning and development process. Monitoring and evaluation also form an important part of the school's action plan in promoting and developing physical activity provision.

When deciding on what to monitor and evaluate, consider these key questions:

- What is the school trying to achieve by implementing these actions? What is the overall aim and what are the accompanying objectives?
- What effect will they have on students, staff, parents, carers and the wider school community?
- Who is likely to benefit from any changes implemented (and who will not)?
- What resources will be used to support these actions?
- What specific actions are needed to contribute to the overall aim?
- How will you know whether you have met your aim and objectives?

Monitoring

Monitoring includes the routine collection of information and data about the activities undertaken. When planning activities, it is important to set out the desired outcomes of the activities – e.g. to demonstrate that the actions have made a positive difference to pupil's attitudes, beliefs, motivation, self-confidence, participation or fitness; and to ensure that all actions are in line with the

schools' physical activity policy and national targets and standards.

Defining outcome measures and indicators will help determine what data to collect, from whom, and when. It will also help identify who should collect the information, and how. Data should be collected on an ongoing basis. See Annex 3 for examples of school-level indicators. For policy-level indicators for health promoting schools see *Making every school a health-promoting School: Global standards and indicators for health-promoting schools and systems (7)*. The forthcoming monitoring framework for the WHO Global Action Plan on Physical Activity 2018-2030 will bring together existing and, where necessary, support development of new indicators to assess progress in country implementation of global policy recommendations on QPE and promoting PA in schools, including recommendations in this toolkit.

Evaluation

The evaluation will assess whether the physical activity policy has reached its objectives. Evaluation is based on what the monitoring data reveals about the activities completed and strategies used, how activities are working and the identification of any areas that could be improved.

Who should be involved in monitoring and evaluation?

Monitoring could be carried out by school staff or project partners as they keep track of their work. Evaluations can be performed by external agencies, school staff, community stakeholders or by a combination of these. External involvement lends technical expertise and objectivity to evaluations. However, the use of project staff and stakeholder networks in an evaluation builds their capacity and provides a sense of ownership of results.

SECTION 5

Examples of integrated physical activity promotion

The following case studies provide practical examples of how physical activity promotion has been tried, sometimes under research or pilot

conditions and sometimes across an entire educational district or jurisdiction.

PROMOTING SCHOOL ACTIVE TRAVEL

Case study:

VicHealth Walk to School Program, Australia

Title:

The VicHealth Walk to School Program is a primary school-based initiative to promote active travel to and from school

Location:

The State of Victoria in Australia. In 2017, the programme reached 759 primary schools, and 140 303 primary school-aged children took part

Duration:

Commenced 2006-ongoing

Funding:

The Victorian Health Promotion Foundation

Lead agency:

As above

Partners:

Local councils, professional sporting clubs and schools

Key focus:

VicHealth's Walk to School programme encourages Victorian primary school children to walk, ride or scoot to and from school annually during October.

Key physical activity components:

School policy, school active travel

- Promotional activities to encourage primary schools to participate include:

- engagement activities to run the campaign
- support schools to deliver activities (e.g., hosting a breakfast, competitions and one-day promotional events)
- local initiatives to support ongoing active travel (e.g., installing bike racks at schools).
- Schools register to participate in the campaign and receive campaign materials, including posters and classroom calendars
- Teachers use the calendars to record each student's active school travel journeys and then submit summary data from these to VicHealth via the campaign website

Evaluation:

There was a 26% rise in the number of children walking to school (see campaign aims, objectives and results at: <https://www.vichealth.vic.gov.au/-/media/ResourceCentre/PublicationsandResources/Physical-activity/Walk-to-School-2016-evaluation.pdf?la=en&hash=EED7A37F-D00E30738E9FAF9FB0AA98D1F8361193>).

Key factors contributing to the success of the project:

- Typically, schools and councils felt well supported to deliver the campaign
- Not a one-size fits all approach; schools and councils could engage with the campaign as best suited their needs
- Campaign reached typically hard to reach areas including schools in areas of low socioeconomic status, and rural schools

Challenges:

- Teacher involvement was time-consuming
- Infrastructure improvements were small so the campaign was unable to address some of the most common barriers to active travel, including traffic safety
- Challenges engaging carers in the campaign

Website:

<https://www.walktoschool.vic.gov.au/>

PROMOTING ACTIVE LESSONS AND ACTIVE BREAKS

Case study: --- Daily Mile, United Kingdom

Title:

The Daily Mile takes place in primary schools during the school year

Location:

The United Kingdom and Europe

Duration:

Ongoing. Started in Scotland in a single school in 2012. Globally there are now almost 5000 primary schools in more than 40 countries registered as implementing The Daily Mile.

Funding:

No funding required

Lead agency:

The Daily Mile Foundation

Partners:

Other local groups sometimes get involved e.g., local councils, GPs. The Scottish Government supported the idea of a Daily Mile nation in their 2016 manifesto

Key focus:

The Daily Mile is a school-based physical activity intervention that involves children going outside (at a time of the teacher's choosing) for around 15 minutes of exercise at a pace self-selected by each individual child. This is done during normal classroom time and is in addition to time spent in PE or scheduled breaks. Typically it involves laps of a playground area. Children often talk as they go and perform a mixture of walking and running. Those who run the whole time will complete around 1 mile in 15 minutes. Children wear their normal school clothes; most wear their normal school shoes, and jackets are only worn in cold/wet weather. It is completed on most days regardless of weather conditions.

Evaluation:

- A quasi-experimental, repeated-measures study in two primary schools in the Stirling Council area (one school with, and one without intention to introduce the Daily Mile) revealed that 391 children in years 1-7 (aged 4-12 years) at baseline assessment took part. Follow-up assessment was the same academic year. Outcomes were accelerometer-assessed, average daily moderate-to-vigorous intensity physical activity (MVPA) and average daily sedentary behaviour, 20 metre shuttle run fitness test performance and adiposity assessed by the sum of skinfolds measured at four places on the children's bodies.
- Significant improvements were observed in the intervention school relative to the control school for MVPA, sedentary time, fitness and body composition
- In primary school children, the Daily Mile intervention is effective at increasing levels of MVPA, reducing sedentary time, increasing physical fitness and improving body composition

Key factors contributing to the success of the project:

- Simple core intervention components (the activity - walking/running); short duration (15 minutes); and frequency, made it easy for teachers to deliver
- Teachers choose when in the day their class did the Daily Mile, giving them autonomy over how to best fit the initiative into their day

- The Daily Mile can be adapted to fit the specific context of each school

Challenges:

- Busy curriculum – other activities compete for time

Website:

For research:

<https://thedailymile.co.uk/research/>

For promotion:

<http://thedailymile.co.uk/>

Publications:

Chesam RA, Booth JN, Sweeney EL, Ryde GC, Gorely T, Brooks NE, Moran CN. The Daily Mile makes primary school children more active, less sedentary and improves their fitness and body composition: a quasi-experimental study. BMC Medicine. 2018;16:64.



PHYSICAL EDUCATION AND FUNDAMENTAL MOVEMENT SKILLS

Case study: --- Health in your School (Salud en Tu Escuela), Mexico

Title:

Health in your School

Location:

Mexico (currently implemented in 13 states)

Duration:

Commenced 2017-ongoing

Funding:

Mexican Federal Funding

Lead agency:

The initiative is implemented through an agreement between the Ministry of Health and the Ministry of Education at a Federal level

Partners:

Inter-American Development Bank

Key focus:

Maintaining a healthy body, avoiding risky behaviours, and acquiring healthy habits

Key physical activity components:

PE and FMS, recess and lunch, school physical activity policy, and the school environment

- The most relevant activities for this case study include a PE programme that uses a six-station circuit, originally designed by the Mexican Soccer Federation

- The objective of the circuit is to improve the quality of the PE class by increasing the time spent in moderate-to-vigorous physical activity as well as FMS, speed, strength, flexibility, stability and sports skills

Evaluation:

- Evaluated in Nuevo León and Campeche
- Data collection via the systematic observation methodology (SOFIT) was used to determine physical activity of students during PE

Key factors contributing to the success of the project:

- Joint effort between the ministries of health and education
- Participation of the Mexican Football Federation was crucial, as football is popular in Mexico
- The initiative makes physical activity fun for children

Challenges:

- Scaling-up the initiative at the national level

Website:

https://www.gob.mx/cms/uploads/attachment/file/283757/SALUD_DIG.pdf

MAKING SPORT INCLUSIVE

Case study:

Fit for Girls, Scotland, United Kingdom

Title:

Fit for Girls is part of the Sportscotland Active Girls programme to increase secondary school girls' participation in PE, physical activity and school sport

Location:

Scotland, United Kingdom

Duration:

2008-2012

Funding:

Scottish Government

Lead agency:

Sportscotland and Youth Sport Trust

Partners:

Local councils, Active School Co-ordinators and schools

Key focus:

To bring about sustainable change in schools and build a positive future for girls' participation in lifelong physical activity. The scheme provided training for PE teachers, Active Schools Coordinators and other physical activity professionals, equipping them with the knowledge, tools and skills to successfully consult, plan and implement positive PE experiences and sustainable physical activity programmes for girls in schools.

Key physical activity components:

Schools that signed up were allocated an individual trainer who provided a 2-hour bespoke training session for professionals within the school responsible for delivering PE, physical activity or school sport to girls.

The schools were also supported with a grant of £1000 to create and implement a development plan which was supported on an ongoing basis by the Fit for Girls trainer.

Evaluation:

By the end of the programme, 359 secondary schools had been reached, and 32 local authorities had taken part in training and committed to delivering the programme: <https://sportscotland.org.uk/about-us/our-publications/archive/fit-for-girls-evaluation-final-report/>

Key factors contributing to the success of the project:

- Strengthening of existing partnerships, particularly between primary and secondary schools
- Embedding physical activity promotion among girls within the ongoing work of the school through inclusion in the school development plan, leading to more sustainable outcomes
- Shared ownership and co-creation

Challenges:

- Success of individual programmes was often attributed to certain individuals or groups of individuals who had a key role in driving it forward. Concerns were expressed about the programme not continuing if this person were to leave.

Website:

<https://sportscotland.org.uk/schools/active-girls/fit-for-girls/>

ACTIVE CLASSROOM INTERVENTION

Case study:

KaziBantu (Active people), South Africa

Title:

KaziBantu, Healthy Schools for Healthy Communities

Location:

Port Elizabeth, South Africa

Duration:

Ongoing

Funding:

The Novartis Foundation

Lead agency:

University of Basel, Nelson Mandela University

Partners:

The Novartis Foundation, Eastern Cape Department of Education, Eastern Cape Department of Health, UNESCO

Key focus:

KaziBantu is a tailored school-based programme focusing on PE, physical literacy and the healthy active living of children (Kazikids) and teachers (Kazihealth)

Key physical activity components:

Kazikids is a holistic education programme aligned with South Africa's Curriculum and Assessment Policy Statement, which aims to enhance children's health through PE; active classrooms (moving-to-music); health and hygiene; and nutrition education lessons

Website:

<https://kazibantu.org/>



PROMOTING PHYSICAL ACTIVITY DURING RECESS

Case study:

Recess in School and Play, Rochester, New York

Title:

Recess in School and Play ROCS

main goal of the initiative is to advocate for 20 minutes of daily, supervised, unstructured recess for all elementary school students in the Rochester City School District

Location:

Fifteen neighbourhoods in New York

Duration:

Ongoing

- To advocate for recess to NOT be taken away as a form of punishment

Partners:

Led by Healthikids along with 23 other organizations including the YMCA, the University of Rochester Medical Center, the Children's Institute

- The purpose of Play ROCs is to advocate to bring play back to schools and communities and to promote Rochester as a "playable city"

Key focus:

The initiative is primarily advocacy-based with a goal to implement public-policy and practice changes for healthier, more active children

- To work with the Rochester City School District to create safe routes to school and safe play spaces, as well as advocating schools be made available to the community for physical activity initiatives

Key physical activity components:

Recess, play, active travel

- By working with parents, teachers, community members and students, the

Website:

<http://www.healthikids.org/>

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ANNEX 1:

Guidance on writing a physical activity policy

The physical activity policy should provide a foundation for school practices and procedures relating to the promotion of physical activity for all children and young people during the school day and beyond. Information should be tailored to the individual needs of the school and used in conjunction with other policies and can include:

Background information

- **Named person(s) responsible for implementing the policy**

To maximize impact it may be useful to include a named person(s) who will take overall responsibility for policy implementation and evaluation.

- **Relevance to other school targets and policies**

Acknowledge how the physical activity policy can complement and/or fulfil other school requirements or targets as well as policies or strategies such as the school development or improvement plan, PE policy etc.

Rationale

Include a statement setting out how the policy fits with any current national and/or local priorities, as well as key aspects that are important drivers for the policy, such as evidence of very low physical activity participation in certain groups within the school, e.g. girls.

Resource provision and facilities

Include information relating to the annual budget for all areas of physical activity; the named person(s) responsible for purchasing and maintaining physical activity resources; and all facilities available and used for physical activity.

Aim

The aim should reflect the school's ethos and ambition for promoting physical activity.

Objectives

Objectives should identify specific actions or aspects that can support and help achieve the policy's overall aim. They should be realistic and reflect current practice. Information collected using the assessment tool can be used as the basis for these objectives, and can relate to, for example, the following: staff coordination and development; school ethos and environment; assessment, recording and reporting on physical activity levels and achievements in the school; active travel; curriculum; recess/recreation time; active classrooms; out-of-school-hours provision; community links; consultation; involving staff and parents/carers; and safety.

Key development targets

Use the information collected by the assessment tool to identify key development targets. These are likely to include actions to address gaps in provision and factors that could be strengthened to enhance physical activity provision.

Date the policy is formally approved by stakeholders

Seeking approval from stakeholders, including senior management, will ensure that there is a whole-of-school commitment to implementing the policy. It may be useful to also provide information on the stakeholder groups involved in drafting the policy to promote a sense of ownership and accountability.

Review date

The policy should be reviewed regularly at agreed times (as a minimum this should be every

2 years). Regular monitoring will provide an opportunity to revise objectives and the actions needed to meet them, and to reflect on developments that have taken place.

Monitoring and evaluation

It is important to be able to demonstrate the outcomes of any activities to promote and deliver physical activity opportunities and that the physical activity policy is being implemented. Within this section, provide an overview of the data/information that will be collected and the tools that will be used to do this.



ANNEX 2:

School physical activity assessment tool

The physical activity assessment tool can be used as a starting point to provide a summary of the school's current provision of physical activity and identify any gaps. The information can then be used to develop, review and/or amend your physical activity policy and set key development targets. Achieving full implementation of all aspects covered by the assessment tool would provide a comprehensive level of activity provision and schools are encouraged to achieve this level.

Completing the assessment tool

- Read and discuss the assessment questions below to determine the extent to which your school is currently applying each of the effective approaches to promoting physical activity – i.e. completely, partially, under development or not at all.
- What evidence is available to help demonstrate or support the response you have given, e.g. observations, photographs, video, interview data, case studies etc., and/or the type of data you would need to demonstrate any changes in provision?
- Once complete, use the information to develop, review and/or amend your physical activity policy and set three to five key development targets for the coming year.
- Identify the priority level for each area of provision by reflecting on the importance, cost, time and commitment required to make any changes; and how feasible it is for the school to make this level of provision.



Physical activity assessment tool

School name: _____

Person(s) responsible for completing: _____

	Completely	Partially	Under development	Not at all	Comments
GOVERNANCE/PROCESS					
Within your school, to what extent is there a strategic whole-of-school approach to improve physical activity provision?					
For example:					
Is there a written, whole-school physical activity policy and a plan to evaluate its implementation?					
Are key development targets for physical activity included in the school development plan?					
Has the physical activity policy been shared with teachers, students and their parents/carers?					
Is there a named person(s) responsible for leading on whole-school physical activity?					
Are there training opportunities for all staff delivering physical activity?					
Is monitoring and evaluation embedded in school practices?					
Within your school, to what extent is there a positive and supportive ethos and environment for the promotion of physical activity?					
For example:					
Does physical activity have a high profile throughout the school?					
Are physical activity messages promoted throughout the school?					
Is participation in physical activity recognized and rewarded?					
Do staff and students input into planning and decision-making processes?					
Is there a comprehensive physical activity offer that meets the needs of all students?					

	Completely	Partially	Under development	Not at all	Comments
Are there safe and appropriate spaces and facilities/equipment for physical activity?					
Does the school avoid withholding physical activity as punishment?					
PHYSICAL EDUCATION CURRICULUM					
Within your school, to what extent is there consistency between policies and practices relating to PE and the school's physical activity policy?					
For example:					
Is there a formal PE curriculum that complies with regional/national regulations?					
Is there a PE curriculum that is provided to all students within all year groups?					
Is PE scheduled on a regular/weekly basis throughout the academic year?					
Does the curriculum enable pupils to develop the skills, knowledge, confidence and competence to lead a healthy, active lifestyle?					
Are schemes and/or units of work used that enable the learning of healthy and active lifestyles?					
Within your school, to what extent is there consistency between the principles of PE offered within the school and best-practice guidance?					
For example:					
Is PE delivered by appropriately qualified staff?					
Do all students have access to sufficient and safe equipment and space to participate in PE?					
Do all pupils participate fully and is the amount of time spent inactive during PE limited?					
Are strategies to adapt activities and ensure inclusion of all students used?					
Does the grading system used in PE relate to the learning objectives in the PE curriculum, and are these included on report cards for all year levels?					

	Completely	Partially	Under development	Not at all	Comments
ACTIVE TRAVEL TO AND FROM SCHOOL					
Within your school, to what extent is there the promotion of safe active travel to and from schools?					
For example:					
Is there a school travel plan that supports walking and cycling to and from school?					
Are the benefits of walking and cycling shared?					
Is information on safe walking and cycling routes to and from school shared?					
Does the school participate in active travel events and promotions?					
Within your school, to what extent is there the provision of a supportive school environment which facilitates active travel to and from school?					
For example:					
Are there lockers and/or cloakroom facilities available?					
Is priority given to pedestrians and cyclists on the school site?					
Is safe bicycle storage available?					
Is there provision for students to participate in a "walking buddies" scheme?					
Is there provision for students to participate in road safety skills training?					
Is there a walking bus for students to walk together to and from school?					
Does the school use school crossing supervisors on the approach to school?					
Is practical cycle training offered to develop road safety skills?					

	Completely	Partially	Under development	Not at all	Comments
BEFORE AND AFTER SCHOOL					
Within your school, to what extent is there an organized programme of activities for students to participate in before and after school?					
For example:					
Is there a programme of activities that caters for all students?					
Is provision reviewed on a regular basis and the activities on offer refreshed?					
Are initiatives run in conjunction with partners from the local community?					
Is there a suitable venue and facilities for students to use?					
Are competitive and non-competitive activity opportunities provided?					
ACTIVE RECESS/RECREATION					
Within your school, to what extent is there opportunity for students to participate in active recess?					
For example:					
Is daily recess scheduled into the school day?					
Is there a playground or safe open space for play?					
Is there equitable access to safe space and equipment for all students?					
Is there a range of fixed and unfixed equipment that students can use during recess?					
Is there enough equipment for all students to be active?					
Are there opportunities for pupils/students to be active even in poor weather (rain, cold, heat)?					

	Completely	Partially	Under development	Not at all	Comments
Are there organized activities for students during recess?					
Are there adults or peer leaders to oversee activities?					
Are there activity-based challenges for students to participate in?					
ACTIVE CLASSROOMS					
Within your school, to what extent is there support for the promotion of active classrooms?					
For example:					
Are teachers and parents/carers engaged in the planning and provision of activity into classroom time?					
Are all teachers aware of the potential benefits of active classrooms?					
Are teachers provided with resources and skills to incorporate movement into classes and/or reduce students' sedentary behaviour?					
Are students given the opportunity to move during class?					
Is the classroom environment designed to facilitate movement and/or reduce sedentary behaviour?					
PARTICIPATION OF ALL PUPILS					
Within your school, to what extent is there support for the participation of all pupils in physical activity opportunities?					
For example:					
Have the special needs and specific barriers to participation of those pupils that may have them been identified?					
Is there a policy to support participation of children and young people with specific disabilities or impairments?					
Has the STEP tool been used to support inclusion of children and young people with special needs in physical activity opportunities?					
Date completed:					
Version number:					

ANNEX 3:

Example indicators for implementing the six domains

Domain	National	School
Promote PA through quality QPE	<ul style="list-style-type: none"> Existence of national qualification requirements for physical education teachers, for example, presence or development of a “Framework of Standards” for teachers Existence of teaching requirements (knowledge, skills and understanding; continued professional development; and quality assurance mechanisms) for physical education in the national curriculum Schools receive adequate funding to implement quality physical education practices (which includes provision of relevant equipment) Minimum number of physical education sessions per week within the national curriculum 	<ul style="list-style-type: none"> The school has a physical activity policy in place which brings physical education in line with other core curriculum subjects such as literacy, mathematics, and science Relevant teachers at the school are aware of and adhere to the physical activity policy Quality physical education is taught at the school There is a group at the school (for example, a school health council, committee, or team) that offers guidance on the development of policies or coordinates activities that are health-related The school's physical activity policy includes explicit allocation of adequate financial resources to support QPE within the school The school has an inclusion and discrimination policy in place, which is reflected in the physical activity policy The school allocates an adequate budget for quality physical activity education Average number of physical education lessons per week in the school is around 120 minutes (primary) or 180 minutes (secondary) Physical education is taught to both boys and girls The school's physical education classes are taught by a physical education teacher or specialist Relevant school staff receive ongoing training to deliver quality physical education Students are taught basic motor skills and movement patterns needed to perform a variety of physical activities Students are taught the value and importance of fair play Students taught about recommendations for regular participation in physical activity, including frequency, intensity, and duration Students receive a grade for physical education The school records who teaches most of the physical education to students The school records the physical health history or health screening results for each student The school records who teaches physical education at the school and if they are provided with physical education curricula, lesson plans, or learning activities to guide instruction

<p>Active travel to and from school</p>		<ul style="list-style-type: none"> • The school has an active travel plan in place which supports walking and cycling to and from school • The school's physical activity policy feeds into and complements the school active travel plan • The school promotes active travel to and from school, e.g.: regularly holds active travel events • The school provides school-crossing supervisors at key crossing points • Ongoing monitoring and evaluation data for these indicators is collected
<p>Before- and after-school physical activity</p>		<ul style="list-style-type: none"> • The school's before- and after-school care programme has activities in place that are aligned with the school's physical activity and inclusion and discrimination policies • Staff employed or volunteering at the school's before- and after-school care programme are aware of the overarching policies in place and schedule activities accordingly • The school provides its before- and after-school programme in a suitable location with safe facilities (including safe drinking water) and shelter from the elements • Does the school do any of the following to reduce sun exposure: scheduling outdoor activities to avoid peak sun intensity, providing shade areas, or encouraging students to wear hats or sunscreen when they are outside? • Appropriate equipment is provided during the provision of the programme • Ongoing monitoring and evaluation data for these indicators is collected • The school has place where boys and girls can separately and privately change clothes before and after physical education • The school offers opportunities for students to participate in non-competitive physical activity or recreation clubs • There are school-sponsored sports teams that compete against teams from other schools
<p>Supporting physical activity during recess/ recreation</p>		<ul style="list-style-type: none"> • Standards related to recess/recreation time provision are in place and are consistent with the schools overarching physical activity policy and related national and subnational policies • A range of fixed and unfixed bright, durable and safe playground equipment is provided to all children during recess/ recreation time • A safe and clean outdoor playing field can be used for recess, sports, a physical education class, or other physical activity • During the past 12 months, playground or athletic facilities and equipment have been inspected and provided with appropriate maintenance • Ongoing monitoring and evaluation data for these indicators is collected

Promotion of physical activity through active classrooms		<ul style="list-style-type: none"> • Teachers have been trained on available strategies for incorporating movement into class • Teachers are knowledgeable on strategies available to incorporate movement into class • Teachers are applying strategies to incorporate movement into class • Teachers have the freedom to alter the classroom environment/design to facilitate physical activity and/or reduce sedentary behaviour • Ongoing monitoring and evaluation data for these indicators is collected
Including students with additional needs during physical activities		<ul style="list-style-type: none"> • A policy is in place to address students with specific disabilities and/or health conditions to ensure they benefit from and participate in physical activity opportunities in and outside school • Staff leading physical activities are trained on and aware of any students that may have a specific disability and/or medical condition • The STEP Tool (Table 2) is used by the school and activities are adapted to ensure the inclusion of children and young people who have different abilities • A staff and student survey has been undertaken to identify any specific barriers and practical solutions to address these • Students can be excused from physical education for health reasons, cultural reasons, sex, a disability, academic achievement, or participation in other school activities • Ongoing monitoring and evaluation data for these indicators is collected

Note: work is underway at WHO to update the global monitoring instruments such as the global school policy survey (G-SHIPS) and also at UNESCO to strengthen the global monitoring of QPE, sport and physical activity. Further information on ongoing work is available at relevant websites.

ANNEX 4:

Further information

FURTHER INFORMATION AND SUPPORT FOR THE PROMOTION OF QPE:

United Nations Educational, Scientific and Cultural Organization
– *Promoting quality PE*

<http://www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/policy-project/>

United Nations Educational, Scientific and Cultural Organization
– *Traditional sports and games*

<http://www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/traditional-sports-and-games/>

Centers for Disease Control and Prevention – *Youth physical activity: the role of schools*

https://www.cdc.gov/healthyschools/physicalactivity/toolkit/factsheet_pa_guidelines_schools.pdf

Centers for Disease Control and Prevention – *Adolescent and school health*

<https://www.cdc.gov/HealthyYouth/index.htm>

FURTHER INFORMATION AND SUPPORT FOR THE PROMOTION OF ACTIVE TRAVEL:

Safe routes to school national partnership:

www.saferoutespartnership.org

International Walk to School Day:

www.iwalktoschool.org

Walking School Bus:

<http://www.walkingschoolbus.org/>

Safe cycling to school resources and lessons for teachers, parents and students:

<http://paf.org.au/ride-or-walk-to-school/resources-for-teachers/>

Living Streets – Walk to school:

<https://www.livingstreets.org.uk/what-we-do/walk-to-school>

Template and toolkit to develop and School Travel Plan (including a school travel survey):

<https://www.health.nsw.gov.au/heal/primaryschools/Pages/children-active-travel.aspx>

Vic Walks – A walking audit to assess walkability and rideability around your school:

https://www.victoriawalks.org.au/Walking_audit/

FURTHER INFORMATION AND SUPPORT FOR THE PROMOTION OF PHYSICAL ACTIVITY AFTER SCHOOL:

Afterschool Alliance – Starting your afterschool program

<http://www.afterschoolalliance.org/Utah4HAfterschoolGuide.pdf>

Australia, New South Wales Government: Guidelines for Using External Providers for Physical Activity in OOSH Centres

<https://www.health.nsw.gov.au/heal/primaryschools/Pages/oosh-external.aspx>

Queensland Health: Physical Activity and Nutrition Policies for Out of School Hours Care

<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.180.1577&rep=rep1&type=pdf>

FURTHER INFORMATION AND SUPPORT FOR THE PROMOTION OF PHYSICAL ACTIVITY DURING RECESS:

Action for Healthy Kids – *Physical Activity at School: resource library*

<https://www.actionforhealthykids.org/game-on-activity-library/?shtopicfilter%5B%5D=PE,+Physical+Activity+%26amp%3B+Play&locationfilter%5B%5D=Classroom&locationfilter%5B%5D=Gymnasium&locationfilter%5B%5D=Playground>

Learning through Landscapes – *The good school playground guide*

<https://www.ltl.org.uk/resources/results.php?id=712>

Centers for Disease Control and Prevention & SHAPE America – *Strategies for recess in schools*
https://www.shapeamerica.org/standards/guidelines/strategies_for_recess_in_schools.aspx?hkey=5a588845-900b-40e7-89bc-290557cf0c20

Centers for Disease Control and Prevention & SHAPE America – *Recess planning in schools*
https://www.cdc.gov/healthy-schools/physicalactivity/pdf/2016_12_16_SchoolRecess-Planning_508.pdf

Centers for Disease Control and Prevention & SHAPE America – *Physical activity during school: providing recess to all students*
<https://www.cdc.gov/healthy-schools/physicalactivity/recess.htm>

Centers for Disease Control and Prevention & SHAPE America – *Resources for recess in schools promotion kit*
https://www.cdc.gov/healthy-schools/physicalactivity/pdf/2017_RecessPromotionKit_508.pdf

FURTHER INFORMATION AND SUPPORT FOR THE PROMOTION OF PHYSICAL ACTIVITY THROUGH ACTIVE CLASSROOMS:

American Heart Association – *In-school activity breaks*

https://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm_455767.pdf

<http://www.actionforhealthykids.org/tools-for-schools/1252-brain-breaks-instant-recess-and-energizers>

Active Kids do Better – *Active classroom*

<https://www.activekidsdobetter.co.uk/active-classroom>

Outdoor Classroom Day – *Lesson ideas*

<https://outdoorclassroomday.com/resources/lesson-ideas/>

US Centers for Disease Control and Prevention – *Physical Activity in the classroom strategies and resources*

<https://www.cdc.gov/healthy-schools/physicalactivity/classroom-pa.htm>

Colorado Education Initiative – *Physical activity breaks in the secondary classroom*

<http://www.coloradoeducationinitiative.org/wp-content/uploads/2014/08/CEI-Take-a-Break-Teacher-Toolbox.pdf>

Eat Smart Move More North Carolina – *Classroom energizers*

<https://www.eatsmartmove-morenc.com/resource/energizers-for-schools/>

Tagtiv8 Learning Games

<https://tagtiv8.com/>

My School in Motion

www.myschoolinmotion.org

FURTHER INFORMATION AND SUPPORT ON PROMOTING PHYSICAL ACTIVITY WITH SPECIAL POPULATIONS:

Active Kids for All – Free Inclusive PE Training Program. Classes, case studies and resources
<http://www.inclusivepe.org.uk/>

Women’s sport and Fitness Foundation – *Changing the game for girls*
<https://www.womeninsport.org/wp-content/uploads/2015/04/Changing-the-Game-for-Girls-Teachers-Toolkit.pdf>

Activity Alliance
www.activityalliance.org.uk

International Paralympic Committee – *Paralympic School Day*
<https://www.paralympic.org/the-ipc/paralympic-school-day>

Inclusive Sport Design
www.inclusivesportdesign.com



ANNEX 5

Practical ways to integrate physical activity

QPE

- Ensure provision and maintenance of safe PE equipment, space and facilities
- Include schemes or units of work that incorporate learning about healthy active lifestyles. For example, experience of a wide variety of physical activities and developing a practical knowledge base about physical activity, exercise, fitness and health
- Include the use of culturally traditional games and activities that are likely to have broad appeal
- Consider if PE could be timetabled either side of lunchtime to reduce the amount of lesson time taken to change clothing
- Ensure there is adequate equipment and that all pupils have access to it (including PE equipment appropriate for students with disability)
- Immediate changes are made when participation lapses
- Continual interruption is avoided so that the lesson can flow
- Groups are of a size that minimizes the time spent waiting for a turn
- Consider relaxing the school's policy on the required PE kit for lessons to encourage participation

Active travel

Create a supportive school physical environment:

- Provide secure bicycle racks and/or storage facilities such as cloakroom facilities and lockers
- Give priority to pedestrians and cyclists on the school site by having a separate traffic-free entrance for walkers and cyclists
- Stagger departure times from school for different groups
- Ensure drinking water is available
- If in hot/sunny location try to provide shade
- Map safe routes to school using data from the student travel survey to identify routes used most often by students and carers/parents and share this information

Create a supportive social environment:

- Implement school-wide celebrations and events (e.g. walk or cycle to school day events, or a reward system for active travel)
- Engage staff and/or parents to take some responsibility for organizing active travel options (such as a walking bus, cycling groups)
- Provide school crossing supervisors at key crossing points on the approach to school
- Promote active travel to members of the whole-school community such as non-teaching staff and parents/carers
- Promote "walking buddies" and/or a "walking bus" to encourage students to walk with friends and siblings
- Encourage drivers to take positive action by restricting their speed in the school vicinity and/or discouraging anti-social parking. This can be achieved through education campaigns and information materials provided to drivers
- Develop road safety skills through practical pedestrian and cycle training

Active before- and after-school activities

The social and built environment for before- and after-school physical activity can have a significant influence on children and young people's participation. This makes it necessary to:

- Identify a suitable and safe location on the school site or in nearby premises in the local community, e.g. a local church, community centre, leisure centre, library or park
- Provide appropriate equipment and facilities for children and young people to use
- Ensure drinking water is available. If in hot/sunny location try to provide shade
- Consider recruiting a member of staff to lead, and parents or carers, and/or peer leaders, to assist
- Offer activities that meet the diverse needs of all children and young people, for example non-competitive and competitive opportunities
- Use physical activity or sports-based promotional events at regular intervals
- Consider targeting specific groups, e.g. those who are inactive (this may require specific consultation to identify potential barriers to their participation)

Active recess

Create a supportive physical environment

- Provide a range of unfixed bright, durable and safe playground equipment such as balls, skipping ropes and hoops, as well as fixed equipment such as soccer goals, basketball rings and playground markings
- Ensure that there is enough equipment for all children in different age groups to be active and establish a fair and efficient system for borrowing and returning playground equipment
- Consider how students of all ages could have equitable access to space, e.g. by staggering recess to ensure older children do not dominate play opportunities
- Provide opportunities for students to be active in poor weather, e.g. by providing inside space such as a gym or hall which can be used for activities, or areas shaded by trees or shelter in a hot climate

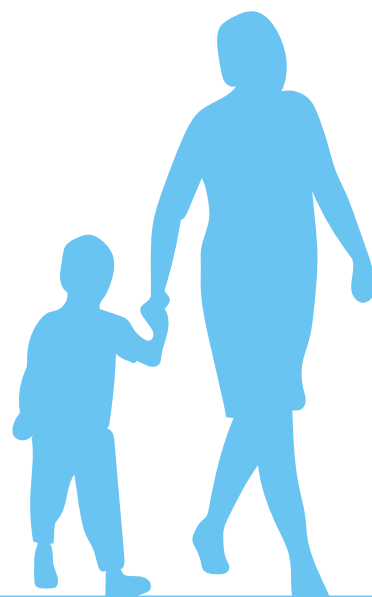
Create a supportive social environment

- Allow pupils and students to take on responsibility for organizing activities themselves through the use of play or peer leaders and consider training staff to help with activities during recess. Encourage socialization of children and young people from different years and year groups, for example by setting regular challenges or competitions/leagues to maintain student interest
- Start with small changes that can easily be put in place with minimal costs
- Print the instructions for playground games and activities on laminated cards so that children and young people know how to play and use equipment. Include pictures and encourage pupils to design cards summarizing games they have developed themselves
- Consider zoning the playground and allocating different spaces for different activities to prevent specific activities dominating the entire playground
- Introduce a rota system to offer students a variety of activities while allowing them enough time to learn and practice their skills

Active classrooms

Consider ways to alter the classroom environment and design to facilitate physical activity and/or reduce sedentary behaviour, such as:

- Use of furniture, e.g. whiteboards on walls, desks that encourage standing, or regularly moving from sitting to standing, and providing alternative seating areas
- Design a classroom layout that encourages pupils to move to different workstations so that movement is an inherent part of being in the classroom
- Consider trialling the use of activity-friendly furniture (such as standing desks) on a rotational basis within different classes
- For schools where this is not possible and/or to provide an alternative learning environment, consider scheduling lessons outdoors and/or creating an outside classroom
- Incorporate activities related to active travel across the curriculum, e.g. using data from the students' travel survey in maths
- To help make classroom activities more engaging, consider using pupils to lead certain activities, and playing lively background music





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