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# Program Guide for Daily Physical Activity Kindergarten to Grade 12



ActNowBC



Ministry of  
Education

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## Introduction

Daily physical activity (DPA) refers to physical activity that people do on a daily basis. DPA includes activities that help develop endurance, strength, and flexibility.

Strong evidence exists that physical activity contributes to the overall well-being of all individuals. People of all ages can substantially improve their health and quality of life by including a moderate amount of physical activity in their daily routines. Participation in physical activity contributes to physical, mental, and social well-being, providing benefits to the individual and the community.

Being physically active on a daily basis is crucial to the health and wellness of all Canadians, especially children.

Students do not automatically develop the requisite knowledge, skills, and attitudes that lead to active, healthy lifestyles, and such learning should begin in childhood. Administrators and teachers can help provide physical activity opportunities and develop a desire for lifelong participation in physical activity.

All BC schools will implement daily physical activity in September 2008.

The Province of British Columbia sets the requirements for daily physical activity for students. Daily physical activity can be as simple as walking, running, jogging, bending, and stretching—bearing in mind local circumstances, the age of the students, and their physical capabilities.

## Requirements

### Kindergarten to Grade 9

Boards/Authorities will offer 30 minutes of daily physical activity as part of students' educational program.

### Grades 10 to 12

Students must document and report a minimum of 150 minutes per week of physical activity at a moderate to vigorous intensity, as part of their Graduation Transitions program. Boards/Authorities are responsible for providing options to give students a number of choices for how they will meet the daily physical activity requirements at school, at home, and/or in the community.

## Responsibilities of Boards of Education/School Authorities

Boards of Education/School Authorities

- have the autonomy to use school time (i.e., instructional and non-instructional) as they see fit to implement school-based DPA
- are responsible for developing implementation guidelines
- will report to parents on the attainment of the DPA requirement via report cards, as consistent with provincial guidelines
- are responsible for providing options to give Grade 10 to 12 students a number of choices for how they will meet the daily physical activity requirements at school, at home, and/or in the community
- are responsible for making decisions regarding student DPA exemptions.

## DPA Prescribed Learning Outcomes and Suggested Achievement Indicators

Prescribed Learning Outcomes	Suggested Achievement Indicators *
<b><i>In each grade from Kindergarten to Grade 9, it is expected that students will:</i></b>	
<ul style="list-style-type: none"> <li>participate in physical activities for a minimum of 30 minutes during each school day</li> </ul>	<ul style="list-style-type: none"> <li>participate in daily physical activities</li> <li>participate in physical activity in blocks of at least 10 minutes at a time, totalling a minimum of 30 minutes per day (students in half-day Kindergarten programs will be expected to participate in physical activities for a minimum of 15 minutes during each school day)</li> </ul>
<ul style="list-style-type: none"> <li>participate in a range of endurance activities</li> </ul>	<ul style="list-style-type: none"> <li>participate in physical activities that help develop their cardiovascular endurance</li> <li>participate daily in endurance activities (e.g., brisk walking, swimming, cycling, jogging, soccer, aerobics, dancing, cross-country skiing, relay games, tag games)</li> </ul>
<ul style="list-style-type: none"> <li>participate in a range of strength activities</li> </ul>	<ul style="list-style-type: none"> <li>participate in activities that help develop their strength</li> <li>participate daily in activities that help to develop the strength of different muscle groups (e.g., rope climbing, push-ups, racquet and ball games, core strength training, skating)</li> </ul>
<ul style="list-style-type: none"> <li>participate in a range of flexibility activities</li> </ul>	<ul style="list-style-type: none"> <li>participate in activities that help develop their flexibility</li> <li>participate daily in activities that help to develop the flexibility of different parts of the body (e.g., stretches, pilates, dancing)</li> </ul>
<b><i>In each grade from Grade 10 to Grade 12, it is expected that students will:</i></b>	
<ul style="list-style-type: none"> <li>participate in moderate to vigorous physical activity for a minimum of 150 minutes per week at each grade from 10 to 12</li> </ul>	<ul style="list-style-type: none"> <li>document physical activity using print tracking sheets, electronic tracking devices, letters, or other evidence</li> </ul>
<ul style="list-style-type: none"> <li>demonstrate the knowledge, attitudes, and positive habits needed to be healthy individuals, responsible for their own physical and emotional well-being</li> </ul>	<ul style="list-style-type: none"> <li>indicate how chosen activities align with their personal activity goals, reflecting lifestyle and physical limitations</li> </ul>

\* Students who complete the “Suggested Achievement Indicators” will fully meet expectations for the corresponding Prescribed Learning Outcomes. These achievement indicators are not mandatory. They are suggestions only, provided to assist teachers in assessing how well their students achieve the Prescribed Learning Outcomes. Teachers may develop alternative achievement indicators to meet the unique needs of learners.

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## Physical Activities Categories

### Endurance Activities

Cardiovascular endurance activities help the heart, lungs, and circulatory system stay healthy and provide increased energy. Activities that increase endurance should be moderate to vigorous:

- *Moderate physical activity* causes some increase in breathing and/or heart rate, but not enough to prevent an individual from carrying on a conversation comfortably during the activity. Examples of moderate physical activities include brisk walking, dancing, swimming, and biking.
- *Vigorous physical activity* is aerobic activity, which increases the breathing and heart rates enough for cardio-respiratory conditioning. This type of activity may, depending on fitness level, cause “huffing and puffing,” so that talking is possible but the ability to carry on a conversation is limited. Examples of vigorous physical activities include jogging, basketball, aerobics, fast dancing, and fast swimming.

### Strength Activities

Strength activities help muscles and bones stay strong, improve posture, and help to prevent diseases like osteoporosis. Strength activities are those that make muscles work against some kind of resistance, like pushing or pulling hard to open a heavy door. To ensure good overall strength, strength activities should include a combination of activities that exercise the different muscle groups—in the arms, mid-section, and legs. Examples of activities that build strength are rope or stair climbing, bat and racquet games, push-ups, weight training, rowing, and skating.

### Flexibility Activities

Flexibility activities help bodies to move easily, keeping muscles relaxed and joints mobile, and reducing the risk of injury. Regular flexibility activities can help people to live better, longer, so that quality of life and independence are maintained. Flexibility activities include gentle reaching, bending, and stretching of all muscle groups. Activities that help increase flexibility include stretches, pilates, dancing, gymnastics, and swimming.

## Reporting of DPA

### Kindergarten to Grade 9:

When students are meeting the Prescribed Learning Outcomes of Daily Physical Activity, a comment of “*Meeting requirement*” will be made on term and final reports.

A comment of “*Not meeting requirement*” will be made at any time when students are not meeting the Prescribed Learning Outcomes of Daily Physical Activity. Where a “Not meeting requirement” comment is made, it is recommended that a further comment is added to outline a plan for the student to meet the requirement.

### Grades 10 to 12:

When students are meeting the Prescribed Learning Outcomes of the Graduation Transitions Program, a comment of “*Meeting requirement*” will be made on term and final reports.

A comment of “*Not meeting requirement*” will be made at any time when students are not meeting the Prescribed Learning Outcomes of the Graduation Transitions Program. Where a “Not meeting requirement” comment is made, it is recommended that a further comment is made to outline a plan for the student to meet the requirement.

Upon successful attainment of the Graduation Transitions Program, “*Requirement Met (RM)*” will be recorded on the student’s transcript.

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## Tracking Students' Physical Activity

Boards/Authorities will be responsible for developing policies and procedures to track daily physical activity of all students. Schools are free to develop their own tracking tools or to use common provincial tools that will be available to schools and students.

## Exemptions

The expectation is that the vast majority of students will be able to meet the DPA requirement. For the few who are not able to participate, a process can be developed for these students to be exempt from DPA either in whole or in part. The Ministry of Education recommends that Boards of Education and Independent School Authorities follow these suggested guidelines to develop their own consistent process for exempting students.

Daily Physical Activity Exemption Guidelines:

- School staff should consider each student's request to be excused from daily physical activity. If students are not able to participate in daily physical activity due to physical disabilities, medical conditions, or personal circumstances, exemptions can be granted by the school principal.
- The principal should make the final decision about granting exemptions through consultation with the student, parent, and/or school-based team.

