

P.A.L.S.

Physical Activity Leaders in Schools

An implementation guide to peer leadership
development and youth engagement



**Teacher
Handbook**

Distributed by Hastings Prince Edward Public Health
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What is P.A.L.S.?

P.A.L.S. (Physical Activity Leaders in Schools) is a peer leadership training and implementation program that encourages youth engagement to create physical activity opportunities in schools. Through P.A.L.S. training, older students, with the support of school staff, develop and implement structured physical activity opportunities for younger students and/or the entire school community.

Rationale and Goals for P.A.L.S.:

According to the Canadian 24-Hour Movement Guidelines for Children and Youth, children aged 5-17 years need high levels of physical activity, low levels of sedentary behaviour and adequate sleep every day (1). Children and youth require at least 60 minutes of moderate-to-vigorous physical activity and several hours of light physical activity every day (1). However, only 14% of children aged 5-11 are meeting this recommendation (2). Many opportunities for daily physical activity have been programmed out of daily life by energy-saving inventions and our dependence on the automobile for transportation, even for short trips. At the same time, sedentary pastimes, such as playing video games and watching TV, are on the rise. Today the average child spends 8.5 of their waking hours being sedentary, at least some of the time (2).

Science has shown that when children and youth increase their daily physical activity, they decrease their chances of developing many diseases such as heart disease and type 2 diabetes and they are generally healthier and happier (3).

Being active for at least 60 minutes daily can help children (3):

- Improve their health
- Do better in school
- Improve their fitness
- Grow stronger
- Have fun playing with friends
- Feel happier
- Maintain a healthy body weight
- Improve their self-confidence
- Learn new skills

The goals of the P.A.L.S. program are to:

- Assist with the delivery of physical activity programs in the schools
- Develop leadership skills in older students
- Improve cooperation between peers
- Support a positive social environment in the school
- Decrease the incidence of bullying
- Provide an opportunity for students to become engaged in school activities

Student Engagement - An essential part of the P.A.L.S. program

Youth engagement is the meaningful and sustained involvement of a young person in an activity focusing outside of the self (4). Research has reported that youth who feel connected to their school and are engaged in structured activities are:

- Less likely to use cigarettes, marijuana, hard drugs and alcohol
- Less likely to engage in risky sexual behaviour or become pregnant
- Less likely to engage in violent behaviour or be arrested
- Less likely to drop out of school
- More likely to complete a college degree than youth who were not engaged in these kinds of activities (5-7)

Moreover, there is evidence that engaged youth are less depressed, have higher self-esteem, are more physically active, obtain higher grades in school and show a greater commitment to their friends, families and communities (8).

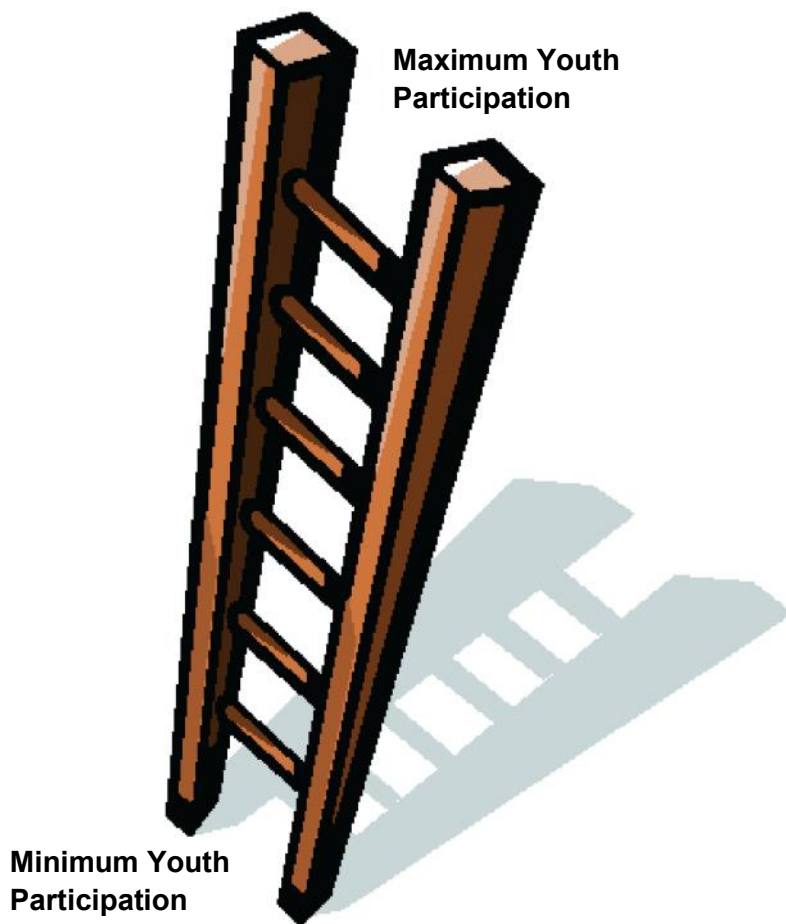


Roger Hart's Ladder for Youth Participation

A popular model for understanding the different ways youth may be engaged when partnering and working with adults is Roger Hart's "LADDER FOR YOUTH PARTICIPATION". The rungs of Hart's Ladder represent the different types of participation that youth can be offered. Rungs 1-3 are considered non-participation because youth are simply included but have little to no input in the process. The higher up the ladder the more engaged youth are in the process. We should always strive to improve our youth participation practices wherever we can.

Ladder of Young People's Participation *

9. Youth Initiated and Directed
8. Youth Initiated, Shared Decisions with Adults
7. Youth and Adult Initiated and Directed
6. Adult Initiated, Shared Decisions with Youth
5. Consulted and Informed
4. Assigned and Informed
3. Tokenism
2. Decoration
1. Manipulation



Adapted from "Hart's Ladder" from "Youth Participation in Community Planning", a report of the American Planning Association

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P.A.L.S. Implementation Team

Each school's P.A.L.S. implementation team will be unique since no two schools are alike. However, there are some key individuals who should be involved in the development of the P.A.L.S. program:

School Administrator - it is essential to have the support of the school administrator in order to make P.A.L.S. a reality.

Lead Teacher - will play a key role in organizing the P.A.L.S. team and guiding their plans.

School Council - can assist as volunteers for special programs and can help fundraise to cover the cost of equipment/resources for the activities.

Playground Supervisors - should be included in the planning process for all activities occurring during the lunch break and at recess.

Health and Physical Education Key Teacher - may be a key resource person for activity ideas and support.

P.A.L.S. Team Leaders - eight to ten students (grades 6-8) that will participate in the planning and implementation of the program. The students should be trained in a variety of leadership principles, including communication and conflict resolution. P.A.L.S. team members will wear something to identify themselves on the playground or during DPA activities. This can be P.A.L.S. vests, t-shirts, hats or bandanas.

The cost of the P.A.L.S. program is minimal and is determined by the types of activities planned for the program.

Implementing the P.A.L.S. Program

1. Present the P.A.L.S. program at a staff meeting and school council meeting to ensure support. Seek volunteers to assist with implementing the project, determining the Lead Teacher at that time. This will be the P.A.L.S. Supervisor Team.
2. Schedule a P.A.L.S. Supervisor Team meeting to discuss the recruiting of student leaders and other community partners that can support the program.
3. Choose your P.A.L.S. team. One way to pick your leaders is by having students submit an application form by an established due date (Appendix A.) The grade level of the students depends on your school's organization but most schools choose students from grades 6-8.
4. Inform the parent/caregiver that their child has been chosen to participate in the P.A.L.S. program. Sending a P.A.L.S. parent letter home is a quick way to inform them and celebrate their child's involvement (Appendix B).

5. Hold an initial P.A.L.S. team meeting to:
 - a. Create a plan and a schedule outlining your program activities. The P.A.L.S. planner and the P.A.L.S. Weekly Schedule tools may help with this process. (See Appendix C & D.)
 - b. Assess your school's equipment to know what activities you will be able to organize. For example, if you are organizing a walking club, you may need pylons to designate the walking route. If you would like to organize a playground or DPA program, you will need to know what equipment you have to work with. If you discover that your school is lacking the equipment needed to run your program, you may need to consider ways to obtain the funds you need. Start with your P.A.L.S. Lead Teacher for ideas. Don't forget your School Council may be willing to support your program.
 - c. Plan your set-up. If you are planning playground activities or a walking club, it may be helpful to create a map of the school yard and indicate where people will meet and where the activities will take place. If you are planning a DPA program, it may be helpful to plan where the activities will take place. If they are taking place in individual classrooms, the team may want to become familiar with the set-up in each classroom.
 - d. Review your school's safety guidelines. You may want to encourage your P.A.L.S. team to create a list of rules for participants to follow.
 - e. Plan the promotion of your program. You may want to organize a kick-off event. Create announcements and posters. Highlight the program in your school newsletter.
 - f. Plan how you will celebrate your program throughout the year. You may want to highlight participation during monthly assemblies. If you have access to incentives, you may want to place participants' names in a draw. If you are organizing a walking club, you can track participation and provide house or class points.
6. Evaluate your program. This will help you make improvements. Sample evaluations are included in this package.

Remember: This is a student leadership program. Let go of the need to solve all of the problems and to be responsible for all of the activities. Allow the students the opportunity to solve problems and to lead activities. Intervene only when necessary.



Leadership

Leaders are one of the key components to any organized recreational activity. In order for something to be effective, as well as fun, leaders have to take an active role. Leaders always affect activities in one of two ways: a leader can be positive and fun or a leader can be negative and challenging.

An effective, positive leader demonstrates many important qualities:

- A leader must be tolerant, and fair to everyone.
- A positive leader praises, and shares the credit with others.
- A leader must be able to make decisions.
- A leader must always stay calm and on task, even under difficult circumstances.
- A leader must be able to accept constructive criticism.
- A leader must learn to anticipate difficulties, and be able to bounce back when things do not go well.
- A leader must be able to share responsibilities with others and assign tasks to others without seeming bossy.

A positive leader is somewhere in all of us, and everyone leads in some way. Some people use words, and others use actions. There are many ways to lead a group and many leaders within a group. A leader leads, instead of controls.

Leadership allows everyone in the group to shine, not just the leaders.



Communication

Good communication is a key part of a successful program.

Communication has three important parts:

1. What I say
2. What I do
3. How well I listen

1. What I say

When you are speaking it is very important to speak clearly and use simple words that everyone can understand. Try not to use slang terms that others may not be familiar with. If younger students do not understand your instruction, they may ignore you or become frustrated.

2. What I do

Body language says a lot. Your body and facial expressions can show others how you are feeling. Also try to maintain eye contact when you are speaking with someone, this lets them know that you are paying attention. Smile!

3. How well I listen

Listening is probably the most important part of communication. It is important to pay attention to those around you. Paraphrase, repeat and ask questions to be clear of someone's meaning. Try not to interrupt the other person when they are talking.



Conflict Resolution

Conflict is a natural part of every day life. The way we deal with conflict can make it positive or negative.

Prevention is always the best medicine!

- Almost all conflicts involve communication problems. Listen to what the children have to say. Consider their comments and concerns to improve your own leadership skills.
- Plan ahead and be prepared. If you are organized, the group will have confidence and respect you and there will be fewer problems. Make sure activities are age appropriate.
- Be enthusiastic! Show a genuine interest in the children and the activity.
- Be positive in your instructions. Tell the children what to do rather than just what not to do.
- Be clear and concise. Be sure the children understand the instructions for the activity before you begin. If children are not doing the activity correctly, don't be afraid to stop the activity and review the instructions.
- Get the children involved in making up P.A.L.S. rules for fair play. Have the children participating help create them. Post them in a visible place.
- Be consistent. Try to stick to the rules and instructions you have outlined.

Studies show that bullying usually takes place on the playground, away from adult eyes, and episodes last about 38 seconds. Suggested strategies to combat unacceptable behaviour include the following:

- Identifying hot spots for problems on your playground with the help of the children.
- Ensure a high adult/leader to child ratio during recess. Be visible.
- Always approach and assess groups of kids 'hanging out' together. If you think bullying may be occurring, trust your instincts. Witnesses often side with the bully.
- Differentiate between rough and tumble play from bullying and teasing.
- Everyone should be having fun, but never at the expense of others (10).

Accept diversity. Encourage uniqueness. Enable equality.

DPA

Daily Physical Activity (DPA)

Daily physical activity is critical to making schools healthier places to learn and improve student achievement. In 2005, the Ontario Ministry of Education issued policy/program memorandum No. 138 which ensures that elementary students in publicly-funded schools have a minimum of 20 minutes of sustained moderate to vigorous physical activity each school day.

As highlighted in the Daily Physical Activity in Schools Resource Guide for school principals (11), student leaders are a group that can support implementation by:

- Participating in daily physical activity demonstration teams to motivate and lead the school.
- Leading daily physical activities in classrooms and the entire school.
- Leading school announcements about daily physical activity and upcoming events.
- Creating and maintaining an inventory of daily physical activity equipment that all classes can use.

One idea is to use DPA Leaders during specific times during the year to support implementation. For example, the student leaders may want to organize some DPA activities around report card time to help alleviate stress and to support the teachers with the extra help. Your leaders may also want to consider having one DPA day each week for the entire year like Fit Fridays.

The key strategy is to involve the students in the planning process and to keep plans simple. Document your plans and make sure you share them with everyone involved. Communication is a key part of the success of your program. (See Appendix C & D.)



DPA Activity Ideas

GET DOWN

Equipment: music optional

Instructions:

- Have the students spread around the room finding their own space.
- On your instruction, the students move around the room using a type of locomotion (for example, marching).
- When the leader calls out, “Get down”, the students must squat down and touch the ground and then jump up high in the sky. Then they continue moving as before.
- For a variety, use different ways of moving (skipping backwards, moving like a gorilla, hopping like a kangaroo).

Variation:

- You can easily adapt this activity to reinforce concepts learned in the classroom.
- Instead of calling “Get down”, have students ‘get down’ when they hear key words. E.g. call out cities and students ‘get down’ when they hear a capital, call out numbers and students ‘get down’ when they hear a multiple of three, call out words and have students ‘get down’ if they hear a word that begins with the letter ‘b’.

Adapted from Ontario HPE Curriculum Support Junior Appendix B

KEEP IT CLEAN

Equipment: variety of soft balls, bean bags, sponges or rolled up socks

Instructions:

- Divide the class into two groups.
- Designate a playing area that is divided into 2 sides.
- Place all of the soft objects along the centre line.
- One group stands at the back of the room and one group stands at the front of the room.
- On your signal, students walk quickly to the centre and pick up ONE object at a time and return it to their end of the room.
- When all the objects are gone from the centre, students can walk to the other side and take an object from the other side.
- Students work as quickly as they can to get as many objects on their side of the room.
- The leader may challenge the students to move in different ways or to carry the objects in unique or creative ways.
- Students may also work to group or sort their objects as they are gathering them.
- After a set amount of time, stop the game and shuffle the teams.

Adapted from Ontario HPE Curriculum Support: Primary Appendix B



AROUND THE WORLD

Equipment: scrap paper or newspaper

Instructions:

- Give each student 2 pieces of scrap paper.
- Tell them “we are going on a trip around the world” and they will be the airplanes. Have them hold one piece of paper in each hand - these are their wings.
- To start their engines, the class needs to do 3 push-ups together and make engine sounds, (vroom, vroom, vroom).
- After their engines have started they can fly around the room. Make sure that they have their wings out to fly.
- After a set amount of time, tell them they are landing in one of the locations. Do the actions for the location.
- After you have visited your location for a while, have the class ‘start their engines’ again, (do 3 push-ups together) and then fly around the room.
- Continue to visit other locations every few minutes.

Locations:

- Hawaii - the paper becomes a grass skirt and the students do the hula.
- South Pole - the papers become penguins and the students shuffle like penguins.
- Spain - tell some of the students to use their papers as red flags and others to use their papers as bulls’ horns.
- Africa - the papers become an elephant’s trunk and tail.
- Canada - the papers become paddles for a canoe.
- Florida - the papers are flamingos’ wings and instruct students to stand on one foot.

Variation:

- Have the students fly in different ways such as loop-de-loops, fly low, fly in bumpy weather.

Adapted from Ontario HPE Curriculum Support Junior Appendix B



PRINCIPAL'S COMING

Equipment: none

Instructions:

- Play some fun music and have students march around the room.
- The leader calls out a command and the students follow the directions as indicated:
 - Principal's Coming - sit on the closest chair (or closest desk) with hands folded nicely. Keep feet moving.
 - Recess - jump up and down on the spot! Feel free to cheer.
 - Teacher's Coming - sit on the closest chair (or closest desk), raise and lower hand (as if you have a question) and keep feet moving.
 - Forgot Homework - run in circles on the spot.
 - Field Trip - sit on the closest chair and bounce up and down like you are riding a bus.
 - Custodian's Coming - step lightly to avoid making foot prints.
- Have fun and challenge the class to make up new commands. What happens when the 'music teacher is coming' or there is a 'fire drill'?

BEAN BAG TAG

Equipment: bean bag for each student



Instructions:

- Give each student a bean bag and instruct them to balance it on their shoulder.
- Have the students walk around the room. If the bean bag falls off, they must wait for one of their classmates to come over, bend down and pick up the bean bag and put it back on the shoulder of the student who dropped it. At the same time, the student must continue to balance their own bean bag on their shoulder. If someone's bean bag falls off while trying to put another person's on, they must both wait for another person to come and put them back on.

Variation:

- You can choose a student to be 'it'. That person moves around the room and tries to knock the bean bags off the other students' shoulders.
- If someone's bean bag falls off - they can pick it up and go to a safe area - do 10 jumping jacks and get back in the game.

CLASSROOM FITNESS CIRCUITS

Equipment: circuit cards

Instructions:

- Set up the circuit cards around the room (if you are permitted this can be done in a hallway too).
- Divide the students into groups based on the number of circuit cards you have. Have each group start at a different circuit card.
- Play some fun music and have each group perform the task on their card.
- After a set amount of time, have the students rotate to the next circuit card (you may want to establish a direction such as clockwise).

Station #1: Have a seat - Sit down on a chair and stand up. Repeat.

Station #2: Heel touches - Touch heels behind the body. Touch heels in front of the body. Repeat.

Station #3: Jump and twist - Jump and twist from side to side.

Station #4: Jog on the spot

Station #5: Jumping jacks

Station #6: Lunges

Station #7: Jump up, touch the ground



Playground Games

The 'working world' knows that breaks are important to productivity and this same notion holds true for children in school. Recess provides children and youth with an opportunity to enjoy a break from the structured learning environment. It offers them the chance to socialize with peers and to play outdoors. It also provides an excellent opportunity for children to get some additional time to be physically active.

However, being active at recess may not come easily for all children. Some children may be unfamiliar with recess games and need to be given the opportunity to learn them. Some children may need assistance to set up and organize games and children who are withdrawn or disengaged may need encouragement to participate in group activities.

Having your P.A.L.S. team organize a playground program can help make your recess an active and inclusive break for your students. The P.A.L.S. team can organize play stations, participate in games along with the students or host special recess events. The key is to plan ahead and be organized. (See Appendix C & D.)



Playground Activity Ideas

TRIANGLE TAG

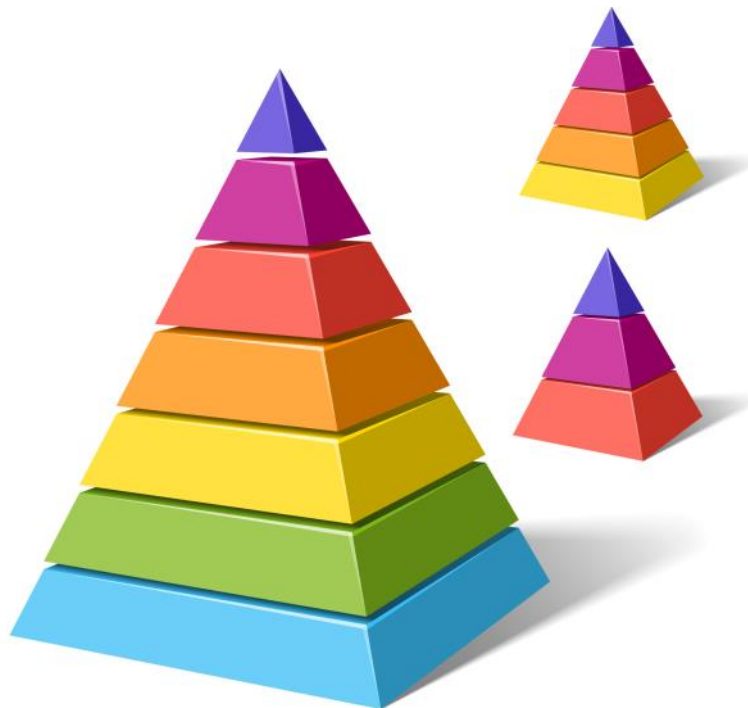
Equipment: none

Instructions:

- Designate a playing area.
- Divide the students into groups of 4. If you have an additional student, you can have them rotate into the game after a set amount of time.
- Have 3 of the 4 students from each group join hands - forming the 'triangle'. Choose one student in the 'triangle' to be the 'special person'. The 4th student is 'it' and must try and tag the 'special person'.
- The other 2 players in the triangle try to prevent the 'special person' from being tagged.
- If the 'special person' is tagged, he/she switches with 'it'. The triangle can choose another 'special person'.

Variation:

- If 'it' is having trouble tagging the 'special player', they may use a pool noodle to help extend their reach.



BLOB TAG

Equipment: none

Instructions:

- Designate a playing area.
- Choose 2 students to be the 'Blob'. They hold hands and try to tag the other students.
- If a student is tagged, he/she must attach to the 'Blob' by joining hands to the person that tagged him/her.
- 'The Blob' continues to tag other students until they are a 'Blob' of 4 people. At this point, 'the Blob' divides into 2 'Blobs' (made up of 2 people each).
- 'Blobs' continue to try and tag other students, continuing to divide each time they grow to 4 people, until all of the students have joined a 'Blob' or time is up.

Variation:

- You can increase the size of the 'Blob'. Have the 'Blob' start as groups of 3. They must increase to 6 people before they divide.

WIZARD'S CHALLENGE

Equipment: 2-4 soft balls, 6-8 tennis balls, 2 hula hoops, 6-8 pylons

Instructions:

- Designate a playing area with 2 halves. You may want to designate the centre line with additional pylons or a rope.
- Divide the players into two teams; each team stands on one side of the playing area. Team members may not pass across the centre line.
- Place 3-4 pylons at each end of the playing field with a tennis ball balanced on the top of each one.
- Place one hula hoop in front of each row of pylons (this is each team's sacred circle) and choose one player from each team to be the team's Wizard. The Wizard begins the game by standing in the sacred circle.
- Place the soft balls along the centre of the playing area.
- On your signal, the team members grab the soft balls and try to knock the opposite team's tennis balls off of the pylons.
- If a team member is hit with a soft ball, he/she is frozen. The wizard may leave his/her sacred circle to unfreeze their team members. However, if the wizard is hit with a ball while outside of the sacred circle the wizard vanishes (the wizard is safe inside the sacred circle).
- A team wins when the other team's players are all frozen, when the tennis balls are all knocked off the pylons or when the wizard vanishes.



SHARKS AND MINNOWS

Equipment: none

Instructions:

- Designate a playing area with well marked boundaries.
- Choose one player to be the shark. This player stands in the middle of the playing area.
- The rest of the players are minnows. They line up along one side of the play area.
- When the leader calls out “minnows beware”, the minnows must try and run to the other side of the play area without being tagged by the shark.
- If the minnow is tagged by the shark, they become a shark too.
- If a minnow reaches the other side of the playing area without being tagged, they are safe.
- Continue calling out ‘minnows beware’ until all of the minnows are caught.



IAN'S CRAZY NOODLE TAG

Equipment: 4 pool noodles - cut in half (so 8 halves!), 4-5 polyspots (however, if you have lines painted on the gym floor you can use those).

Instructions:

- Designate a playing area that keeps students away from walls and any obstacles that could be hazardous.
- Give 8 students a noodle half. They will begin as your 'taggers'.
- Place the safe zones (polyspots) around the room. (If you are using lines on your gym floor, choose 4-5 safe zones - i.e. areas where two lines cross or circles.)
- Safe zones
 - If you are standing on a safe zone - you cannot be tagged.
 - Maximum of 2 students per safe zone.
 - If a 3rd person joins the safe zone, the person who has been in the 'safe zone' the longest is 'bumped' off of the safe zone.
- Taggers
 - Taggers must attempt to hit students (below the waist) with the noodle. (Try it first - it doesn't hurt!!)
 - After tagging someone successfully, that student is no longer a tagger and must drop the noodle on the floor.
 - Anyone without a noodle may pick up the noodle and become a tagger.

You may notice that some students continuously stand on a safe zone - encourage them to participate by joining in the game and bumping them off the safe zone!

MUSKOKA MOSQUITO

Equipment: 2 pool noodles

Instructions:

- Designate a playing area.
- Choose 2 students to be 'mosquitoes' and give them each a stinger (pool noodle).
- The remaining students scatter around the playing area.
- On your signal, the mosquitoes try and sting the other students by gently tagging them with the stinger.
- If a person is stung, they must stand frozen.
- To become unfrozen, two other students must hold their hands around the person and say "Deep Woods OFF". All 3 are now free to run.
- If players band together (minimum of 8) and encircle a mosquito and say "scratch, scratch, zap", that mosquito is dead until you start again.

SWITCH

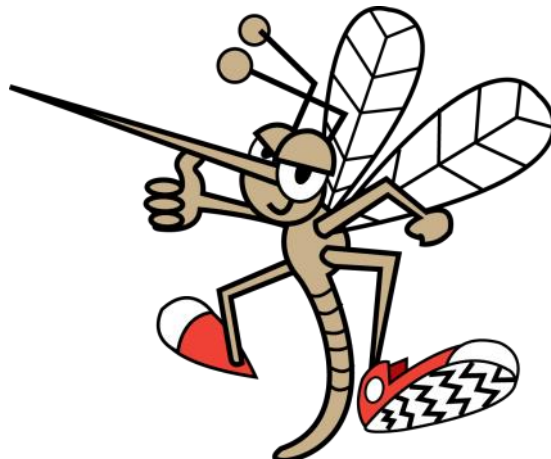
Equipment: 4 Square Court

Instruction:

Choose 5 players to begin the game. One player stands in the middle and the remaining 4 players stand on the corners. The students waiting to play form a line outside of the 4 square court.

Description:

The goal is to avoid the middle position. The teacher calls out 'switch'. The students must move to another spot (one of the 4 corners). The player in the middle tries to 'steal' a corner. The student left without a spot is out and moves to the back of the line waiting to play. The first person in the line moves into the middle.



Organizing a Walking Club

A walking club is an easy, inexpensive and active program to organize at your school. It provides a great social activity for students who may not enjoy participating in skilled or competitive sports. It also offers a chance for staff to enjoy some physical activity while supervising.

How do I start a walking club?

1. Find a champion(s) who will be able to supervise the walking club. Student leaders and other volunteers can help with the remaining steps!
2. Choose a location where your club will walk. You may simply need to put pylons out to indicate a lap. During bad weather, you can choose to walk indoors in the gym or hallway.
3. Choose a day and time to walk. You may want to start out walking one day a week at recess (e.g. walking Wednesdays or Fit Fridays).
4. Choose who will participate in your walk. Would you like the whole school involved or one division?
5. Promote your walking club. Make sure students know when the club is meeting. You can use posters or highlight the club in the morning announcements.
6. Track your walking. Create a log sheet or book to record the distances participants walk.
7. Don't forget safety. The walking club is a great time to educate students on pedestrian safety. Remember to discuss proper footwear and how to dress appropriately for the weather.
8. Celebrate! It is important to acknowledge the efforts of your volunteers and club members. Why not recognize the top walkers at your monthly assembly?
9. Have fun!

Walking Ideas

Greening Tree

Greening a tree is a fun, easy way to encourage a class or a school to get walking. The program uses different coloured leaves for each method of getting to school (buff-coloured leaves for driving in a private vehicle, light green leaves for taking the school bus or transit, and dark green leaves for using active modes of transportation). When asked how they travelled to school on a particular day, each student is given a paper leaf whose colour corresponds to that method of travel. The leaves are then attached to the paper trunk which is displayed prominently in the school (the entry hall for example), and the greener the tree, the more active the school population is in terms of their transportation choices.



Intramural Walking Club

Offering an intramural walking club is a great way to get students who don't enjoy playing competitive sports involved in physical activity. Choose one day a week (e.g. Walking Wednesdays) and have student leaders track the distance participants walk. After participants meet various goals (e.g. participate in 10 walks) they can receive an incentive or recognition at a school assembly. Host 'fun days' like crazy sneaker day or play music during the walk (e.g. Walking on Sunshine!). Visit www.saferoutestoschool.ca for more walking ideas.

P.A.L.S. Program Evaluation

An important part of any program is to review or evaluate how things are going. Evaluating programs helps to find out if the program is worthwhile and also if there are any ways to improve it.

Obtain feedback from your P.A.L.S. leaders to find out how the program is going - from their perspective.

P.A.L.S. Leaders Survey

	Yes	No	Not sure
	(circle a number)		
1. Do you think the students enjoy the activities?	1	2	3
2. Do the students play fair?	1	2	3
3. Is safety an issue with the activities?	1	2	3
4. Do you think the P.A.L.S. leaders are doing a good job?	1	2	3
5. Do you feel confident as a P.A.L.S. leader?	1	2	3
6. Which P.A.L.S. activities are the most popular? _____			

7. Which P.A.L.S. activities do the students like the least? _____			

8. Do you have any other ideas for the P.A.L.S. team? _____			

P.A.L.S. Program Evaluation

Obtain feedback from the staff involved with the P.A.L.S. program to find out how the program is going - from their perspective.

P.A.L.S. Lead Survey

1. Did the P.A.L.S. leaders receive a training session?

☐ Yes ☐ No

2. Who played the key role in organizing the initiative?

☐ Teacher
☐ School Administrator
☐ Other

3. Are the students enjoying the activities?

☐ Yes ☐ No

4. What skills are the P.A.L.S. leaders developing as part of the program? _____

5. How do you feel the program is impacting the school culture? _____

6. Describe any challenges encountered when implementing the program (i.e. conflict, respect, fair play. . .)

7. Is the P.A.L.S. program increasing activity levels at your school?

☐ Yes ☐ No

Comments: _____

Appendices



Appendix A - P.A.L.S. Team Application Form

The P.A.L.S. Team will be open to any student in grades_____.

All applicants must complete the application form and have a parent sign it.

Applications must be returned to your teacher by_____.

No late applications will be accepted.

Complete the following application (please print).

Name:_____ Grade:_____

Teacher's Name:_____

1. Why do you want to be a member of the P.A.L.S. team?_____

2. What type of experience do you have working with children? (e.g. reading buddies, camp, clubs, etc.)

3. What qualities do you have that you think would make you an active member of the P.A.L.S. team?

4. What do you think the P.A.L.S. team will do for your school?

Applicant's signature

Parent's signature

Appendix B - Physical Activity Leaders in Schools (P.A.L.S.)

Parent Permission Form

Date: _____

Dear Parent/Guardian:

Our school is starting a **Physical Activity Leaders in Schools Program (P.A.L.S.)**.

The goals of the P.A.L.S. Program are to:

- Assist with the delivery of physical activity programs in the school
- Develop leadership skills in older students
- Improve cooperation between peers
- Support a positive social environment in the school
- Decrease the incidence of bullying

Your child has expressed an interest in being a leader in the P.A.L.S. program. As part of the P.A.L.S. program, student leaders will participate in a training workshop. The workshop will teach the student leaders how to plan and lead physical activities for younger students.

If you have any questions, feel free to contact your school for more information.

Sincerely,

I give my permission for my child to be a part of P.A.L.S.

Student's Name: _____
(please print)

Parent's Signature: _____ **Date:** ____ / ____ / ____



Appendix C - P.A.L.S. Planner

What do we want to do?

What steps do we need to make our idea happen?	What things do we need for this step?	Who is responsible for this step?	When will this step be done?	Are we done this step?

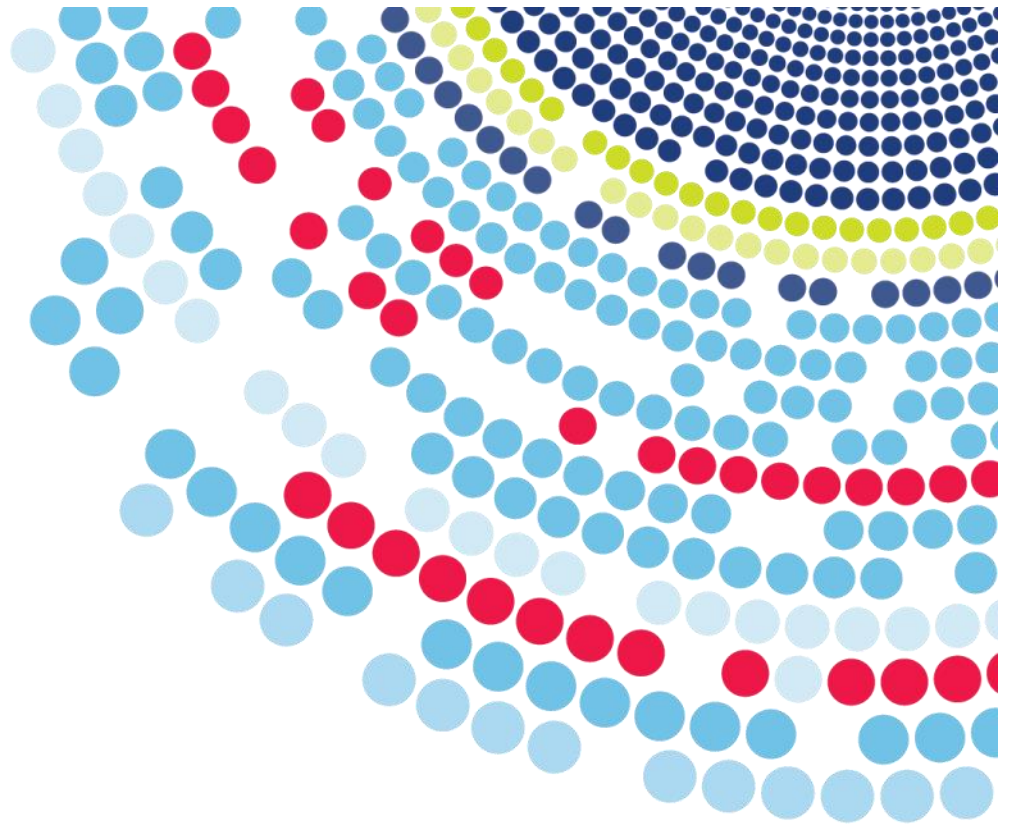
Appendix D - P.A.L.S. Weekly Schedule

Week of: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity (include a back-up activity)					
Location of activity					
Time of activity					
P.A.L.S. Leaders					
Equipment needed					
Other					

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9. School Health Guidance Document; Standards, Programs & Community Development Branch, Ministry of Health Promotion, May 2010.
10. Recess Revival: An Implementation Guide to an Active Recess, CIRA Ontario.
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