

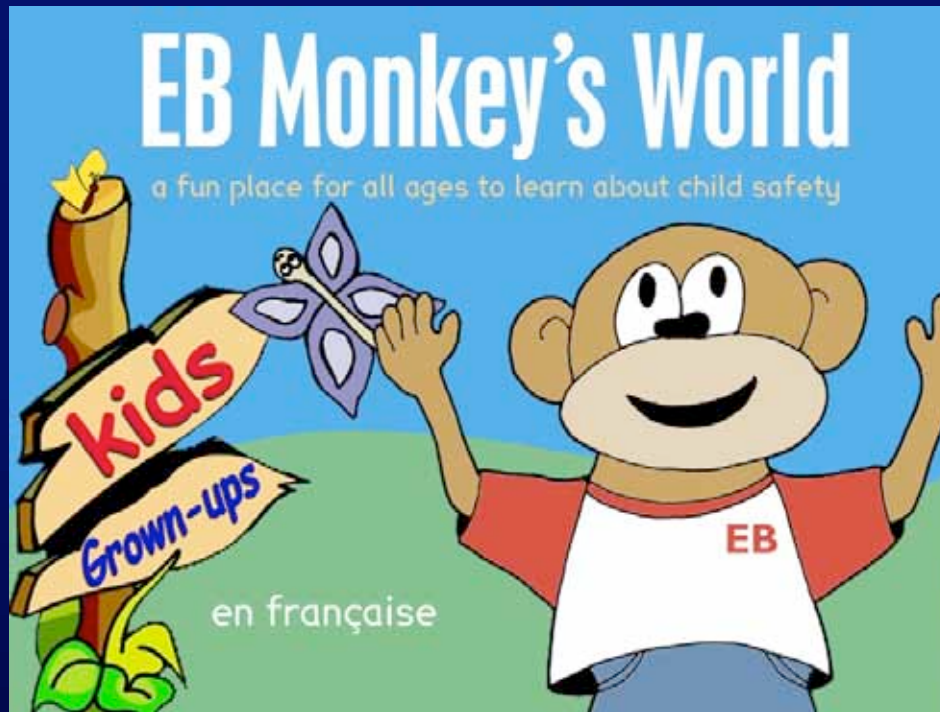
# Safe Physical Activity: Where we live, learn, and play

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# Outline

- Background
- Rationale for Integration
- Identifying Populations
- Enhanced Programs
- Pilot Program
- Cross-curricular messaging

# Background



[www.ebmonkey.ca](http://www.ebmonkey.ca)



# Public Health Agency of Canada: Canadian Diabetes Strategy

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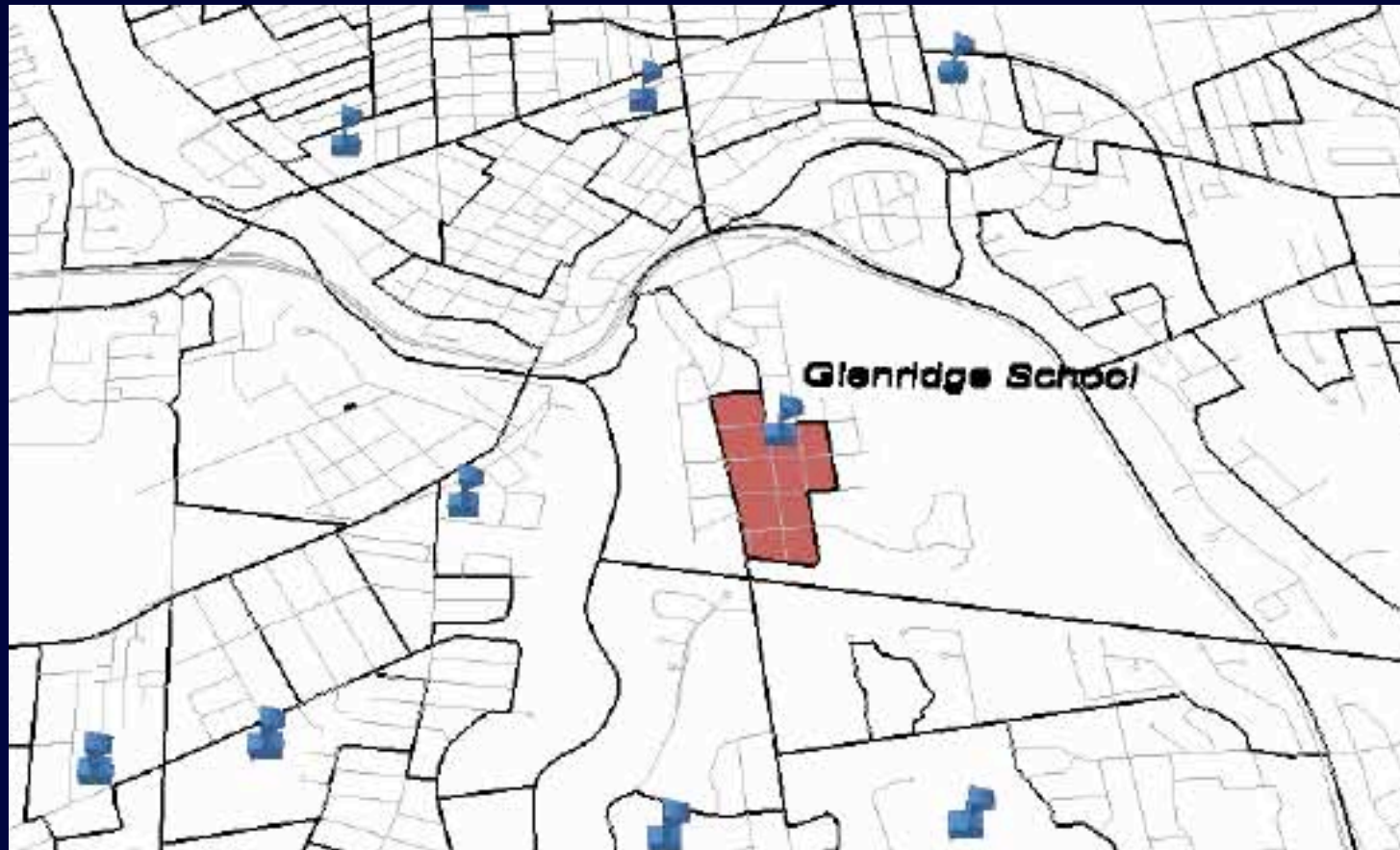
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# Rationale for Integration

- Hot topics – obesity vs. injury prevention
- Millions of marketed messages
- Consistency and repetition
- Barriers to play
- Childhood development and learning theory

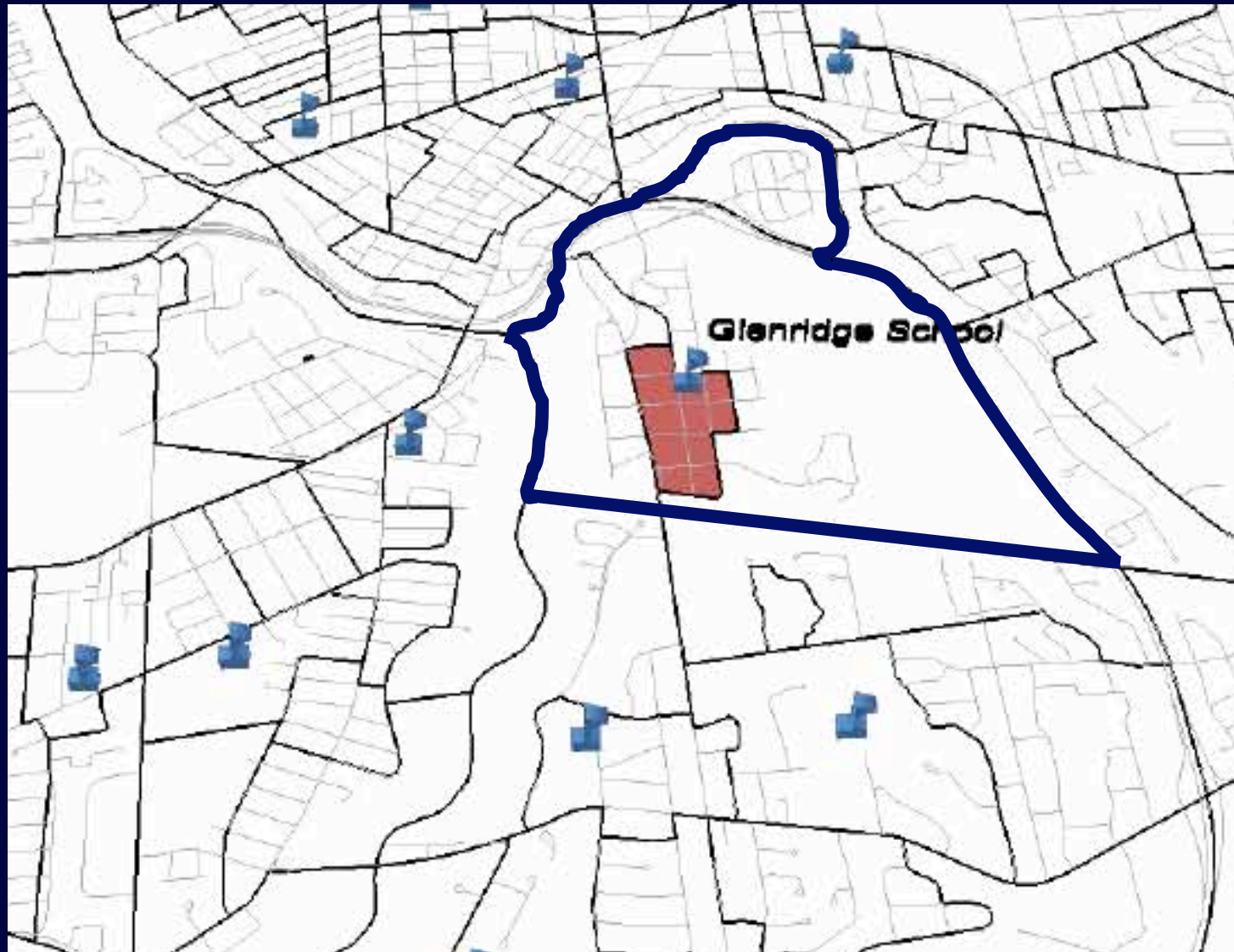
# Priority Populations

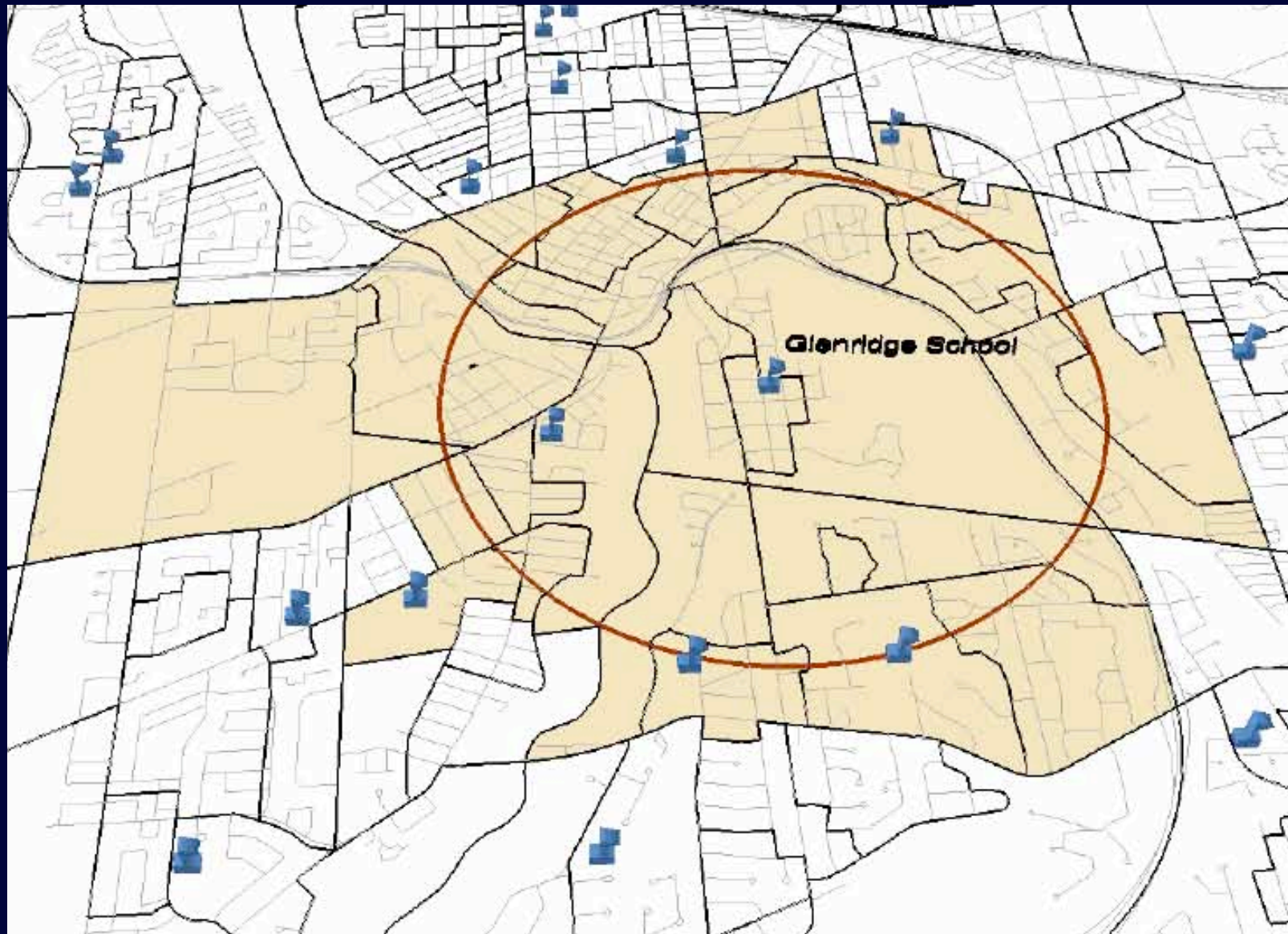
- GIS application – priority school index
- socio-economic variables
  1. % economic families below low income cut-off
  2. unemployment rate
  3. youth unemployment rate
  4. % population without completed high school education
  5. % male/female lone parent families
  6. % aboriginal population
  7. % population who are recent immigrants
  8. % of non-owned dwellings
  9. % households spending 30% or more of income on housing



## DA – Dissemination area

Small area composed of one or more neighboring blocks, with a population of 400-700 persons.





# School Validation

## Qualitative Reflection

- Project team discussion
- School Health – Public Health Nurses
- Community stakeholders

# Enhanced Programs

# Playground Activity Leaders (PALS)

- Leadership program
- Peer to peer
- School break participation
- Games oriented
- All inclusive (e.g., gender, ability)



# Playground Fun!

- Leadership program
- Events based
- Family play (jump rope, Chinese jump rope, hopscotch, four squares)
- Niagara Regional Housing sites and Elementary Schools
- Permanent Stencils
- Pre-post evaluation in progress



# Fit for the Future

- Event expo
- Interactive family play
- Transportation and child care reimbursements
- Keynote speakers



# Niagara Kids CAN Bike Pilot Project

- 20 youth scholarships
- 5 day summer camp
- Leadership and safe cycling
- Awarded free equipment at graduation
- Evaluation – pre/post, journals



# Safe Play Every Day

## Cross-Curricular Messaging:

- Language, mathematics, sciences, the arts, and physical & health education
- Education, skill building, problem solving
- Junior and Senior Kindergarten, Child Care Centers (including after school programs)

# Focus Tested/Evaluated Resources

- Lesson plans and evaluation tools
- Storybooks
- Shared reading posters
- Interactive web games
- Music CD (Smudge Fundaes)
- Activity Cards

# Safe Play Every Day

Themed Resources  
for Kindergarten Teachers

My name is \_\_\_\_\_

## I can play safe.

I can

### Language: Writing Center

<b>Materials</b>	"I can play safe." activity sheet for writing center.
<b>Context</b>	A writing and creative arts activity for children to retell their experiences of playing safe.
<b>Purpose</b>	To provide students with the opportunity to identify safe play activities while promoting writing and visual arts skills.
<b>Time Frame</b>	20 minutes
<b>Learning Expectations</b>	<ul style="list-style-type: none"> <li>begin to demonstrate an understanding of the effects of their active living;</li> <li>talk about safe and unsafe situations as they arise in the community and discuss ways to be safe;</li> <li>write simple messages using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words;</li> <li>communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in the writing;</li> <li>explore a variety of tools, materials, and processes of their own choice to create visual art forms in familiar and new ways; and</li> <li>communicate their understanding of something by representing their ideas and feelings through visual art.</li> </ul>
<b>Reflective Questions</b>	<p>What do you like to do when you play? How does playing keep you healthy? How do you keep safe when you play?</p>

### "I can play safe." writing activity

**Overall Expectations:**

- communicate in writing, using strategies that are appropriate for beginners
- communicate their ideas through various art forms
- demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being.

DATES/CONTEXT:

LEVEL OF DEVELOPMENT: Beginning (B); Progressing (Pg); Proficient (Pt)

	B	Pg	Pt

**Evidence of achieving expectations. Child:**

- writes a sentence with some support from teacher regarding spelling
- expresses their concept of safe play through visual drawing
- demonstrates an understanding of safe play

### I Like to Go to the Park

I like to go to the park.  
I like to go with my dad.  
I like to go and be safe.

# HEAD TO TOE

# SAFE TO GO

Smudge Fundles

## EB Monkey

### We Walk

### My Bike

I like to  
I like to  
I like to

Do you see my bike?  
My bike is red.  
I like my bike.  
My bike is fun.

I like to  
I like to  
I like to

Do you see my helmet?  
My helmet is blue.  
I like my helmet.  
My helmet keeps my head safe.

I like to  
I like to  
I like to

Do you see me on my bike?  
My bike is fun to ride.  
I like my bike and helmet.  
My bike and helmet keep me fit.

2 fingers from helmet to brow  
V shape straps under both ears  
1 finger under the chin

## EB Monkey

### Walks to School

Miss a turn.

9

1 STOP



# Lessons Learned

- Integration is achievable
- Explore community capacity and sustainability in partnership with stakeholders
- Adaptability (programming, evaluation)

# Questions?

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