

Physical Activity & Nutrition Outside School Hours

Physical Activity Section 1

Physical Activity for Children in OSHC

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Physical Activity for Children in OSHC

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Why we need policies

Policies are essential in ensuring consistency of care and practices within school age care settings. They help to guide the actions of everyone involved in the service and also provide a record of accountability. This helps to protect families, children, educators and management as well as allowing for clear communication about what is expected.

Policies also provide stakeholders with clear information and guidelines about what to expect from their service. Clearly written and up-to-date policies also help educators in understanding their role, daily practices within the service and the reasoning behind these practices.

Developing and reviewing policies

Developing a physical activity policy is about creating an environment that encourages children to participate in enjoyable physical activity as well as seeking additional and creative ways for children to be physically active.

Each service needs their own policy and procedures, developed in consultation with families, educators and children. A good policy will be:

- Consistent with the Education and Care Services National Law 2010, Regulations 2011 and the National Quality Standards;
- Based on information from recognised authorities;
- Developed and reviewed regularly in consultation with others (e.g. families, children, management committee, educators);
- Specific to each service, ensuring quality and consistency in educator practices;
- Promoted through inclusion in the Family Handbook and other service information;

OSHC services provide a unique opportunity for encouraging and reinforcing physical activity, in a pleasant and relaxed environment, while allowing children to participate at their own level and capacity.

What to include in a physical activity policy

The content of a Physical Activity Policy needs to address the National Quality Standards, align with the philosophy and goals of the service and include implementation practices and procedures. Content can be considered under headings such as:

- Participation
- Amount and types of physical activity
- Safe and supportive environments; and
- Equipment and facilities

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p><u>National Quality Standards</u></p> <p>QA 1 – Educational program and practice</p> <p>Standard 1.1 – An approved learning framework informs the development of a curriculum that enhances each child's learning and development.</p> <p>Element 1.1.1 – Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.</p> <p>Element 1.1.2 – Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.</p> <p>Element 1.1.5 – Every child is supported to participate in the program</p> <p>Element 1.1.6 – Each child's agency is promoted, enabling them to make choices and decisions and influence events in their world.</p> <p>Standard 1.2 – Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.</p> <p>Element 1.2.2 – Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.</p> <p>Element 1.2.3 – Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program</p>	<p><u>Participation</u></p> <p>What issues need to be considered when encouraging participation in physical activity?</p> <p>The Australian Government Department of Health and Ageing have developed recommended guidelines for physical activity for Australians and specifically for children 5-12 years old.</p> <p>Children need opportunities to participate in a variety of activities that are fun and suit their interests, skills and abilities. A combination of moderate and vigorous activities is recommended with children encouraged to participate at a level they are comfortable with.</p> <p>Non-active children should be encouraged to participate in physical activity by talking with them and finding out what they may be interested in or allowing them to help with the set up and running of games.</p> <p>Facilities and equipment provided need to be adequate and appropriate to the children's age, skill and capacity.</p>	<ul style="list-style-type: none"> • Have physical activities available every day, either inside, outside or both. • Encourage children to use their imagination and make up fun and interesting games to play. • Physical activity is encouraged through guidelines around the use of electronic equipment. Have 'technology time' so that only during this time are any electronic devices available for use. During other times of the day, children are encouraged to try other indoor and outdoor activities. • Sports, games, dance and movement activities can be modified to enable participation by all children. • Educators encourage each child's level of participation in physical activities according to the child's abilities and their level of comfort with the activities.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS

QA 2 – Children’s Health and Safety

Standard 2.2 – *Healthy eating and physical activity are embedded in the program for children.*

Element 2.2.2 – Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.

Standard 2.3 – *Each child is protected.*

Element 2.3.1 – Children are adequately supervised at all times.

Element 2.3.2 – Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

QA 3 – Physical Environment

Standard 3.1 – *The design and location of the premises is appropriate for the operation of a service.*

Standard 3.2 – *The environment is inclusive, promotes competence, independent exploration and learning through play.*

CONSIDERATIONS

Children need to have the correct clothing and footwear for outdoor play. Sun safe clothing and a broad brimmed hat should be a bare minimum however, particularly during vacation care, footwear should be closely monitored. Sandshoes or covered footwear should be encouraged as thongs and strappy sandals could be a safety hazard.

Access to local community facilities to enable opportunities for the program to extend on children’s physical activity interests.

Physical activities planned are responsive to children’s knowledge, ideas, culture, abilities and interests.

Flexibility of the program to adapt to suit the needs and interests of the children.

Skill and ability of educators to plan and implement physical activity experiences.

Opportunities for children with special/additional needs to participate with others are facilitated.

The educator/child ratio is adequate for the proposed activity through completion of a risk assessment.

The space proposed to conduct the physical activity is adequate for the numbers of children participating.

PRACTICES & PROCEDURES

- The supervision of games and activities are planned to ensure; they are within the regulated educator/child ratios, have risk management procedures if needed and adequate first aid requirements.
- Inclusion support funding is sought to assist with participation for all children.
- Families are encouraged to provide their child/ren with a broad brimmed sun smart hat and long sleeved clothing for outdoor play.
- Families are encouraged to ensure their child wears appropriate footwear, particularly during vacation care.
- Educators working with children are provided with opportunities for increasing their skills and knowledge in the planning and facilitation of games and physical activity.
- Physical activities and games planned as part of the program are based on children’s needs and interests.
- Children are encouraged to assist with the set-up and pack away of the physical environment and/or activities.
- The parent area contains information relating to health and wellbeing issues including physical activity requirements.
- A first aid kit is accessible to educators.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>QA 4 – Staffing arrangements</p> <p>Standard 4.1 – Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing</p> <p>Standard 4.2 – Educators, co-ordinators and staff members are respectful and ethical.</p> <p>Element 4.2.1 – Professional standards guide practice, interactions and relationships.</p> <p>QA 5 – Relationships with children</p> <p>Standard 5.1 – Respectful and equitable relationships are developed and maintained with each child.</p> <p>Standard 5.2 – Each child is supported to build and maintain sensitive and responsive relationships with other children and adults</p> <p>QA 6 – Collaborative partnerships with families and communities</p> <p>Standard 6.1 – Respectful supportive relationships with families are developed and maintained</p> <p>Standard 6.2 – Families are supported in their parenting role and their values and beliefs about child rearing are respected.</p> <p>Standard 6.3 – The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing.</p>	<p>What social and/or cultural issues concerning physical activity will you need to consider?</p> <p>Children are encouraged to have a sense of fair play and courtesy towards others to ensure a friendly playing environment.</p> <p>Many of the games children play in the playground are recognisable the world over however they may play different versions of the same traditional games.</p> <p>Facilitation of multi-age groups of children so that the movement experience is meaningful for all.</p>	<ul style="list-style-type: none"> • An Educator with first aid, CPR, anaphylaxis management and emergency asthma management training is available at all times the service is in operation and immediately available in an emergency. • A risk assessment is conducted prior to activities and/or excursions with all educators reading and signing off on them. • Educators will act as good role models by becoming involved in and enjoying children’s physical activities. • Educators encourage and provide appropriate support to children to participate in new or unfamiliar physical experiences. • Educators are aware of service behaviour expectations which are regularly discussed with children • Information gained through the family enrolment process relating to the physical, cultural, religious or emotional needs of the child is shared with relevant educators. • Educators talk with children, families and community members to gather ideas of games to include and where they come from.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS

Element 6.3.1 – Links with relevant community and support agencies are established and maintained.
Element 6.3.3 – Access to inclusion and support assistance is facilitated.
Element 6.3.4 – the service builds relationships and engages with their local community.

QA 7 – Leadership and Service Management

Standard 7.1 – Effective leadership promotes a positive organisational culture and builds a professional learning community.

Element 7.1.2 – the induction of educators, co-ordinators and staff members, including relief educators, is comprehensive.

Element 7.1.4 – provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.

Standard 7.3 – Administrative systems enable the effective management of a quality service.

Element 7.3.5 – service practices are based on effectively documented policies and procedures that are available at the services and reviewed regularly

CONSIDERATIONS

Children’s cultural, spiritual and emotional backgrounds need to be considered when planning physical activity experiences.

Access to local community groups which allows opportunities for cultural experiences to be included as part of the program.

Including children with special/additional needs in physical activities.

PRACTICES & PROCEDURES

- Educators are provided with professional development opportunities to increase their skill and knowledge in the planning and implementation of games and physical activity.
- Resources and equipment provided are sufficient and accessible, allowing participation for all children.
- Risk assessments are conducted to determine the educator/child ratios for activities.
- Inclusion support assistance is facilitated to allow participation for children with special/additional needs.
- Relationships with local community groups are developed and encouraged to become part of the service program.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p><u>Education and Care Services National Regulation (2011)</u></p> <p>Part 4.3 Physical Environment</p> <p>105 Furniture, materials and equipment The approved provider of an education and care service must ensure that each child being educated and cared for by the education and care service has access to sufficient furniture, materials and developmentally appropriate equipment suitable for the education and care of that child.</p> <p><u>National Quality Standards</u></p> <p>QA 1 – Educational program and practice</p> <p>Standard 1.1 – An approved learning framework informs the development of a curriculum that enhances each child’s learning and development. Element 1.1.1 – Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. Element 1.1.2 – Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program. Element 1.1.3 – the program, including</p>	<p><u>Amount and types of physical activity</u></p> <p>As set out in the recommended guidelines for physical activity for children 5-12 years olds:</p> <ul style="list-style-type: none"> • children need to have at least 60 minutes (and up to several hours) of moderate to vigorous intensity physical activity every day <p>Ensure inclusion of moderate and vigorous intensity physical activity as part of the program, on a daily basis.</p> <p>A variety of physical activities offered with endurance, flexibility and strength-building activities incorporated into the program.</p> <p>The weather (including the UV index, temperature, wind and likelihood of rain) the day is reviewed when planning outdoor experiences.</p> <p>Ensure participation by all children, particularly children with special/additional needs.</p> <p>Children’s needs and interests relating to types of physical activities and experiences are incorporated in the program.</p> <p>Investigate in-house sporting programs such as the Active After School Communities program.</p>	<ul style="list-style-type: none"> • The supervision of games and activities are planned to ensure; they are within the regulated educator/child ratios, have risk management procedures if needed and adequate first aid resources. • Inclusion support funding is sought to assist with participation for children with special/additional needs. • Families are encouraged to provide their child/ren with a broad brimmed sun smart hat and sun safe clothing for outdoor play. • Families are encouraged to ensure their child wears appropriate footwear, particularly during vacation care. • Outdoor activities are planned according to the UV index for the day and sun protection measures are taken when the UV index is 3 or more. • Educators working with children are provided with opportunities for increasing their skills and knowledge in the planning and facilitation of games and physical activity. • The service will vary activity sessions to provide opportunities for children to participate in a variety of activities that are fun, suit their interests, skills and abilities and help to build their confidence.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS

routines, is organised in ways that maximise opportunities for each child's learning.

Element 1.1.5 – Every child is supported to participate in the program

Element 1.1.6 – Each child's agency is promoted, enabling them to make choices and decisions and influence events in their world.

Standard 1.2 – *Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.*

QA 2 – Children's Health and Safety

Standard 2.2 – *Healthy eating and physical activity are embedded in the program for children.*

Element 2.2.2 – Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.

Standard 2.3 – *Each child is protected.*

Element 2.3.1 – Children are adequately supervised at all times.

Element 2.3.2 – Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

QA 3 – Physical Environment

Standard 3.1 – *The design and location of the premises is appropriate for the operation of a service.*

CONSIDERATIONS

Amount and type of equipment provided for physical activities are developmentally appropriate for the children participating.

Opportunities for children to engage in creative play, dance, creative movement and drama and to respond to traditional and contemporary music are provided as part of the program.

PRACTICES & PROCEDURES

- A variety of indoor and outdoor activities are offered daily.
- Equipment provided is suitable for its intended purpose.
- An Educator with first aid, CPR, anaphylaxis management and emergency asthma management training is available at all times the service is in operation and immediately available in an emergency.
- A risk assessment is conducted prior to activities and/or excursions with all educators reading and signing off on them.
- Educators actively encourage children to participate in a combination of moderate and vigorous physical activities every day, as part of play and games.
- To encourage children to play outdoors, television, computer and/or game consoles will be restricted to certain times of the day.
- Educators may incorporate water-based play activities into the outdoor environment ensuring risk assessments have been conducted prior to implementation.
- A cd player is available for children to engage in dance, creative movement, drama and to respond to traditional and contemporary music as part of the program.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>Standard 3.2 – The environment is inclusive, promotes competence, independent exploration and learning through play.</p> <p>QA 4 – Staffing arrangements</p> <p>Standard 4.1 – Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing</p> <p>QA 5 – Relationships with children</p> <p>Standard 5.1 – Respectful and equitable relationships are developed and maintained with each child.</p> <p>Standard 5.2 – Each child is supported to build and maintain sensitive and responsive relationships with other children and adults</p> <p>QA 6 – Collaborative partnerships with families and communities</p> <p>Standard 6.2 – Families are supported in their parenting role and their values and beliefs about child rearing are respected.</p> <p>Element 6.2.1 – The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing.</p> <p>Standard 6.3 – The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing.</p>	<p>The National Quality Standards and Regulatory requirements are largely self explanatory therefore the Considerations, Practices & Procedures as identified previously within this section, still apply.</p>	

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>Element 6.3.1 – links with relevant community and support agencies are established and maintained.</p> <p>Element 6.3.3 – Access to inclusion and support assistance is facilitated.</p> <p>Element 6.3.4 – the service builds relationships and engages with their local community.</p> <p>QA 7 – Leadership and service management</p> <p>Standard 7.1 – <i>Effective leadership promotes a positive organisational culture and builds a professional learning community.</i></p> <p>Element 7.1.4 – Provision is made to ensure a suitable qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.</p> <p>Standard 7.3 – <i>Administrative systems enable the effective management of a quality service.</i></p> <p>Element 7.3.5 – Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.</p>	<p>The National Quality Standards and Regulatory requirements are largely self explanatory therefore the Considerations, Practices & Procedures as identified previously within this section, still apply.</p>	

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p><u>Education and Care Services National Regulation (2011)</u></p> <p>Part 4.2 Children's health and safety</p> <p>85 Incident, injury, trauma and illness policies and procedures The incident, injury, trauma and illness policies and procedures of an education and care services required under regulation 168 must include procedures to be followed by nominated supervisors and staff members of, an volunteers at, the service in the event that a child-</p> <ul style="list-style-type: none"> (a) is injured; or (b) becomes ill; or (c) suffers a trauma. <p>87 Incident, injury, trauma and illness record (1) The provider of an education and care service must ensure that an incident, injury, trauma and illness record is kept in accordance with this regulation.</p> <p>89 First aid kits (1) The approved provider of an education and care service must ensure that first aid kits are kept in accordance with this sub-regulation, wherever the service is providing education and care to children-</p> <ul style="list-style-type: none"> (a) an appropriate number of first aid kits must be kept having regard to the number of children being educated and cared for by the service; and 	<p><u>Safe and supportive environments</u></p> <p>Safety of children whilst participating in physical activity</p> <p>Encouraging children to have a sense of fair play and courtesy towards others.</p> <p>Playground area and equipment are routinely checked for safety using a comprehensive checklist.</p> <p>All sessions adequately supervised by educators.</p> <p>Educators to be aware of current and predicted weather conditions when planning outdoor play.</p> <p>Educators and children wearing a broad-brimmed hat, sun safe clothing and regularly applying sunscreen, when involved in outdoor activities.</p> <p>Educator's role modelling fair play, upholding behaviour expectations, sun safe behaviour and encouraging children to play in the shaded outdoor areas, particularly during summer.</p> <p>Regular drinks of cool drinking water are offered and encouraged before, during and after periods of physical activity.</p> <p>Ensure a well maintained first aid kit is on hand at each physical activity session as well as an educator with the current first aid, CPR, anaphylaxis and emergency asthma</p>	<ul style="list-style-type: none"> • Educators are aware of service behaviour expectations which are regularly discussed with children • Indoor and outdoor safety checklists are completed daily, prior to children having access to those areas. • Outdoor playground equipment is checked regularly using a maintenance checklist. • An Educator with first aid, CPR, anaphylaxis management and emergency asthma management training is available at all times the service is in operation and immediately available in an emergency. • A first aid kit is on hand at each physical activity session. • Educators are provided with regular training in service procedures relating to harassment and lockdown, emergency, accident, etc. • Risk assessments are completed for the physical environment and prior to activities and/or excursions, with all educators reading and signing off on them. • The supervision of games and activities are planned to ensure; they are within the regulated educator/child ratios, have risk management procedures if needed and adequate first aid requirements. • Families are encouraged to provide their child/ren with a broad brimmed sun safe hat for outdoor play.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS

- (b) the first aid kits must be suitably equipped; and
- (c) the first aid kits must be easily recognisable and readily accessible to adults, having regard to the design of the education and care service premises

Part 4.3 Physical Environment

103 Premises, furniture and equipment to be safe, clean and in good repair

- (2) The approved provider of an education and care service must ensure that the education and care service premises and all equipment and furniture used in providing the education and care service are safe, clean and in good repair.

114 Outdoor space - shade

The approved provider of a centre-based service must ensure that outdoor spaces provided at the education and care service premises include adequate shaded areas to protect children from overexposure to ultraviolet radiation from the sun.

115 Premises designed to facilitate supervision

The approved provider of a centre-based service must ensure that the education and care service premises (including toilets and nappy change facilities) are designed and

CONSIDERATIONS

management training (on hand or available immediately in an emergency).

Ensuring the space designated for physical activity is suitable (e.g. large enough to run around if playing soccer).

Ensuring environments are flexible and adaptable to allow participation by all children.

Ensuring educators and children are aware of using the equipment safely and for its intended purpose.

The space proposed to conduct the physical activity is adequate for the numbers of children participating.

Educators are aware of procedures in relation to harassment and lockdown, emergency, accident, etc.

PRACTICES & PROCEDURES

- Families are encouraged to ensure their child wears sun smart clothing, particularly during vacation care.
- Outdoor activities are planned according to the weather (including the UV index, temperature, wind and likelihood of rain). Sun protection measures are taken when the UV index is 3 or more.
- Educator's role model fair play and sun safe behaviour and encourage children to play in the shaded outdoor areas, particularly during summer.
- Regular drinks of cool drinking water are offered and encouraged throughout the day.
- Educators will encourage children to play safely while negotiating indoor and/or outdoor play spaces to ensure the safety and wellbeing of themselves and others.
- Educators will encourage and provide appropriate support to children to participate in new or unfamiliar physical experiences.
- In adverse weather conditions, outdoor playing time is substituted with equivalent indoor activities.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>maintained in a way that facilitates supervision of children at all times that they are being educated and cared for by the service, having regard to the need to maintain the rights and dignity of the children.</p> <p>Part 4.4 Staffing arrangements</p> <p>123 Educator to child ratios – centre based services</p> <ol style="list-style-type: none"> The minimum numbers of educators required to educate and care for children at a centre-based service is to be calculated and in accordance with the following ratios- <ol style="list-style-type: none"> For children over preschool age in a jurisdiction, the relevant ratio (if any) set out in Chapter 7 for that jurisdiction (refer Part 7.5, Division 2, regulation 298) <p>136 First aid qualifications</p> <ol style="list-style-type: none"> The approved provider of a centre-based service must ensure that the following persons are in attendance at any place where children are being educated and cared for by the service, and immediately available in an emergency, at all times that children are being educated and cared for by the service- <ol style="list-style-type: none"> At least one educator who holds a current approved first aid qualification; 	<p>The National Quality Standards and Regulatory requirements are largely self explanatory therefore the Considerations, Practices & Procedures as identified previously within this section, still apply.</p>	

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS

- (b) At least one educator who has undertaken current approved anaphylaxis management training;
- (c) At least one educator who has undertaken current approved emergency asthma management training.
- (4) The same person may hold one or more of the qualifications set out in sub-regulation (1).

National Quality Standards

QA 2 – Children’s Health and Safety

Standard 2.2 – Healthy eating and physical activity are embedded in the program for children.

Element 2.2.2 – Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.

Standard 2.3 – Each child is protected.

Element 2.3.1 – Children are adequately supervised at all times.

Element 2.3.2 – Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

Element 2.3.3 – Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

CONSIDERATIONS

The National Quality Standards and Regulatory requirements are largely self explanatory therefore the Considerations, Practices & Procedures as identified previously within this section, still apply.

PRACTICES & PROCEDURES

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>QA 3 – Physical Environment</p> <p>Standard 3.1 – <i>The design and location of the premises is appropriate for the operation of a service.</i></p> <p>Standard 3.2 – <i>The environment is inclusive, promotes competence, independent exploration and learning through play.</i></p> <p>QA 4 – Staffing arrangements</p> <p>Standard 4.1 – <i>Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing</i></p> <p>Standard 4.2 – <i>Educators, co-ordinators and staff members are respectful and ethical.</i></p> <p>Element 4.2.1 – Professional standards guide practice, interactions and relationships.</p> <p>QA 5 – Relationships with children</p> <p>Standard 5.1 – <i>Respectful and equitable relationships are developed and maintained with each child.</i></p> <p>Element 5.1.1 – Interactions with each child are warm, responsive and build trusting relationships.</p> <p>Element 5.1.3 – Each child is supported to feel secure, confident and included.</p>	<p>The National Quality Standards and Regulatory requirements are largely self explanatory therefore the Considerations, Practices & Procedures as identified previously within this section, still apply.</p>	

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS

Standard 5.2 – Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

Element 5.2.2 – Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Element 5.2.3 – The dignity and rights of every child are maintained at all times.

QA 6 – Collaborative partnerships with families and communities

Standard 6.1 – Respectful supportive relationships with families are developed and maintained.

Element 6.1.1 – There is an effective enrolment and orientation process for families.

Standard 6.2 – Families are supported in their parenting role and their values and beliefs about child rearing are respected.

Element 6.2.1 – The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.

Standard 6.3 – The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.

Element 6.3.3 – Access to inclusion and support assistance is facilitated.

CONSIDERATIONS

The National Quality Standards and Regulatory requirements are largely self explanatory therefore the Considerations, Practices & Procedures as identified previously within this section, still apply.

PRACTICES & PROCEDURES

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>QA 7 – Leadership and service management</p> <p>Standard 7.1 – Effective leadership promotes a positive organisational culture and builds a professional learning community.</p> <p>Element 7.1.2 – The induction of educators, co-ordinators and staff members is comprehensive.</p> <p>Element 7.1.5 – Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.</p> <p>Standard 7.2 – There is a commitment to continuous improvement.</p> <p>Element 7.2.3 – An effective self-assessment and quality improvement process is in place.</p> <p>Standard 7.3 – Administrative systems enable the effective management of a quality service.</p> <p>Element 7.3.5 – Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.</p>	<p>The National Quality Standards and Regulatory requirements are largely self explanatory therefore the Considerations, Practices & Procedures as identified previously within this section, still apply.</p>	

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS

Education and Care Services National Regulation (2011)

Part 4.3 Physical Environment

113 Outdoor space – natural environment

The approved provider of a centre-based service must ensure that the outdoor spaces provided at the education and care service premises allow children to explore and experience the natural environment.

National Quality Standards

QA 1 – Educational program and practice

Standard 1.1 – *An approved learning framework informs the development of a curriculum that enhances each child's learning and development.*

Element 1.1.3 – The program, including routines, is organised in ways that maximise opportunities for each child's learning

Element 1.1.5 – Every child is supported to participate in the program

Element 1.1.6 – Each child's agency is promoted, enabling them to make choices and decisions and influence events in their world.

Standard 1.2 – *Educators and co-ordinators are focused and reflective in designing and delivering the program for each child.*

CONSIDERATIONS

Environment and Resources

Environments are designed or adapted to ensure participation by every child in the service, including adaptive equipment to support the inclusion of children with special/additional needs.

Playground area and equipment are routinely checked for safety.

Educators and children are instructed how to use equipment safely and what its intended purpose is.

Equipment is well maintained and cleaned regularly.

Outdoor areas provide adequate shade during outdoor play.

Areas used by children are easily supervised by Educators.

Hazardous areas are safely fenced and inaccessible to children.

Activity planning takes into consideration the safety of the area designated for the activity, including the number of children participating.

An environment that ensures there are adequate spaces for children to work, learn, play and talk together in small groups.

PRACTICES & PROCEDURES

- Educators will encourage children to play safely while negotiating indoor and/or outdoor play spaces to ensure the safety and wellbeing of themselves and others.
- Indoor and outdoor safety checklists are completed daily, prior to children having access to those areas.
- Outdoor playground equipment is checked regularly using a maintenance checklist.
- Risk assessments are completed for the physical environment and prior to activities and/or excursions, with all educators reading and signing off on them.
- Outdoor activities are planned according to the weather (including the UV index, temperature, wind and likelihood of rain). Sun protection measures are taken when the UV index is 3 or more.
- Educator's role model sun safe behaviour and encourage children to play in the shaded outdoor areas, particularly during summer.
- Educators may incorporate water-based play activities into the outdoor environment ensuring risk assessments have been conducted prior to implementation.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>Element 1.2.2 – educators respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning.</p> <p>QA 2 – Children’s Health and Safety</p> <p>Standard 2.2 – <i>Healthy eating and physical activity are embedded in the program for children.</i></p> <p>Element 2.2.2 – Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.</p> <p>Standard 2.3 – <i>Each child is protected.</i></p> <p>Element 2.3.1 – Children are adequately supervised at all times.</p> <p>Element 2.3.2 – Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.</p> <p>QA 3 – Physical Environment</p> <p>Standard 3.1 – <i>The design and location of the premises is appropriate for the operation of a service.</i></p> <p>Standard 3.2 – <i>The environment is inclusive, promotes competence, independent exploration and learning through play.</i></p> <p>Standard 3.3 – <i>the service takes an active role in caring for its environment and contributes to a sustainable future.</i></p> <p>Element 3.3.2 – Children are supported to become environmentally responsible and show respect for the environment.</p>	<p>Risk assessments conducted to ensure outdoor play spaces are safe and allow for appropriate risk taking.</p> <p>An outdoor space that includes plants, trees, edible gardens, rocks, mud, water and other elements from nature.</p> <p>Children being able to initiate their own experiences by using equipment and resources that they can access independently.</p> <p>Educators support children to manipulate equipment and manage tools to increase their competence and skill.</p> <p>Learning environments are planned to include appropriate levels of challenge where children are encouraged to explore, experiment and take appropriate risks.</p> <p>Resources and materials offered reflect the diversity of families and the broader community.</p> <p>A range of equipment and resources that engage children in energetic experiences that help them to develop movement, coordination, balance, flexibility and strength are provided.</p> <p>Equipment provided is flexible enough to allow children to move resources and equipment inside and/or outside to extend their learning opportunities.</p>	<ul style="list-style-type: none"> • Children are encouraged to assist with the set-up and pack away of the physical environment and/or activities. • Resources and equipment provided are sufficient and accessible, allowing participation for all children. • Equipment provided is suitable for its intended purpose. • A first aid kit is on hand at each physical activity session. • In adverse weather conditions, outdoor playing time is substituted with equivalent indoor activities. • Provision of shelving and storage that allows children to access resources independently. • A wide range of real, commercial, natural, recycled and homemade materials are provided to support the children’s learning in a variety of ways. • A wide range of safe, adequate and appropriate equipment for physical activity is available for children and, there are a variety of facilities available for children to use.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>QA 6 – Collaborative partnerships with families and communities</p> <p><i>Standard 6.3 – The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing.</i></p> <p>Element 6.3.3 – Access to inclusion and support assistance is facilitated.</p> <p>QA 7 – Leadership and service management</p> <p><i>Standard 7.1 – Effective leadership promotes a positive organisational culture and builds a professional learning community.</i></p> <p>Element 7.1.2 – The induction of educators, co-ordinators and staff members is comprehensive.</p> <p><i>Standard 7.2 – There is a commitment to continuous improvement.</i></p> <p>Element 7.2.3 – An effective self-assessment and quality improvement process is in place.</p> <p><i>Standard 7.3 – Administrative systems enable the effective management of a quality service.</i></p> <p>Element 7.3.5 – Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.</p>		

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p><u>National Quality Standards</u></p> <p>QA 1 – Educational program and practice</p> <p>Standard 1.1 – An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.</p> <p>Element 1.1.1 – Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effective communicators.</p> <p>Element 1.1.2 – each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program.</p> <p>Element 1.1.3 – The program, including routines, is organised in ways that maximise opportunities for each child’s learning</p> <p>Element 1.1.5 – Every child is supported to participate in the program</p> <p>Element 1.1.6 – Each child’s agency is promoted, enabling them to make choices and decisions and influence events in their world.</p> <p>QA 2 – Children’s Health and Safety</p> <p>Standard 2.2 – Healthy eating and physical activity are embedded in the program for children.</p> <p>Element 2.2.2 – Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.</p>	<p><u>Learning about physical activity</u></p> <p>What considerations guide educators when encouraging the importance of physical activity to children?</p> <p>Collaboration with children to ensure the physical games and activities offered suit the needs and interests of the children.</p> <p>Children being encouraged to have a sense of fair play and courtesy towards others to ensure a friendly playing environment.</p> <p>Educators providing an inclusive environment to support participation by all children.</p> <p>Educators being involved and showing enjoyment when participating in children’s physical activity experiences.</p> <p>Educator’s knowledge and understanding of the importance of physical activity to health and wellbeing.</p> <p>Children being offered leadership opportunities allowing them to make choices and decisions.</p> <p>Collaboration with community groups through inclusion of the Active After-school Communities Program (AASC).</p> <p>Environments are planned to include appropriate levels of challenge where children are encouraged to explore, experiment and take appropriate risks.</p>	<ul style="list-style-type: none"> • Educators are aware of service behaviour expectations which are regularly discussed with children. • Encourage children to use their imagination and make up fun and interesting games to play independently and with others. • Games are modified to enable participation by all children. • Educators act as good role models through involvement in and enjoyment of children’s physical activities. • Children learn how physical activity contributes to health and wellbeing through conversations with educators and involvement in games and activities both planned and spontaneous. • Inclusion support funding is sought to assist with participation for children with special/additional needs.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>Standard 2.3 – <i>Each child is protected.</i> Element 2.3.1 – Children are adequately supervised at all times. Element 2.3.2 – Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.</p> <p>QA 3 – Physical Environment</p> <p>Standard 3.1 – <i>The design and location of the premises is appropriate for the operation of a service.</i> Element 3.1.1 – Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose. Element 3.1.3 – Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.</p> <p>Standard 3.2 – <i>The environment is inclusive promotes competence, independent exploration and learning through play.</i></p> <p>Standard 3.3 – <i>the service takes an active role in caring for its environment and contributes to a sustainable future.</i> Element 3.3.2 – Children are supported to become environmentally responsible and show respect for the environment.</p>	<p>Families are encouraged to talk with educators regarding their expectations for physical activity in relation to their child.</p> <p>What strategies are in place for educators to access professional development relating to physical activity?</p> <p>Appropriate physical activity manuals and other resources are available at the service.</p> <p>Resources that describe games and activities suitable for children are collected, collated and accessible as resources for educators.</p> <p>Educators are offered professional development opportunities relating to physical activity.</p> <p>The service budget makes provision for physical activity professional development.</p>	<ul style="list-style-type: none"> Physical activity professional development is identified and provided for in the service budget. Physical activity resources are accessible to educators to assist with program planning and scaffolding children’s play. Physical activity planning is a regular issue on the team meeting agenda.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>QA 4 – Staffing arrangements</p> <p><i>Standard 4.2 – Educators, co-ordinators and staff members are respectful and ethical.</i></p> <p>Element 4.2.1 – professional standards guide practice, interactions and relationships.</p> <p>QA 5 – Relationships with children</p> <p><i>Standard 5.1 – Respectful and equitable relationships are developed and maintained with each child.</i></p> <p><i>Standard 5.2 – Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.</i></p> <p>QA 6 – Collaborative partnerships with families and communities</p> <p><i>Standard 6.1 – respectful and supportive relationships with families are developed and maintained.</i></p> <p>Element 6.1.1 – there is an effective enrolment and orientation process for families.</p> <p>Element 6.1.3 – current information about the service is available to families</p> <p><i>Standard 6.2 – Families are supported in their parenting role and their values and beliefs about childrearing are respected.</i></p>	<p>What strategies are in place to provide families with information about physical activity?</p> <p>The family handbook is provided to families upon enrolment with relevant information relating to physical activities as part of the service program.</p> <p>Physical activity information brochures and guidelines are accessible for families at the sign-in area.</p> <p>Local sporting and community group information is accessible to families.</p> <p>Service newsletters and face to face conversations with educators about their child's time at the service</p> <p>See <i>PANOSH Communicating with Families</i> for further ideas.</p>	<ul style="list-style-type: none"> • A family orientation process is followed on enrolment which includes a tour of the service environment and information about the service program and activities provided. • 'Australia's Physical Activity Recommendations for 5-12 year olds' is available at the parent sign-in area.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>Element 6.2.1 – the expertise of families is recognised and they share in decision making about their child's learning and wellbeing.</p> <p>Standard 6.3 – <i>The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.</i></p> <p>Element 6.3.1 – links with relevant community and support agencies are established and maintained.</p> <p>Element 6.3.3 – Access to inclusion and support assistance is facilitated.</p> <p>QA 7 – Leadership and service management</p> <p>Standard 7.1 – <i>Effective leadership promotes a positive organisational culture and builds a professional learning community.</i></p> <p>Element 7.1.2 – The induction of educators, co-ordinators and staff members is comprehensive.</p> <p>Element 7.1.4 – provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear expectations for teaching and learning.</p> <p>Standard 7.2 – <i>There is a commitment to continuous improvement.</i></p> <p>Element 7.2.3 – An effective self-assessment and quality improvement process is in place.</p>		

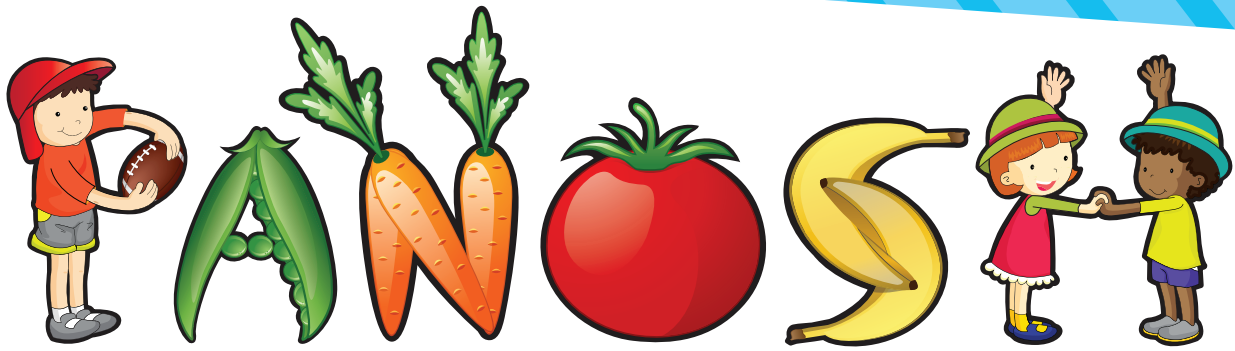
NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>Standard 7.3 – <i>Administrative systems enable the effective management of a quality service.</i></p> <p>Element 7.3.4 – processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.</p> <p>Element 7.3.5 – Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.</p>		
	<p><u>Other issues</u></p> <p>Other issues important for your service and your own particular situation.</p> <p>A section of the playground out of bounds due to safety issues.</p> <p>Construction work within your outdoor space.</p> <p>Sharing indoor space limits the amount and type of indoor physical activities offered.</p>	<ul style="list-style-type: none"> • Risk assessments are completed for the physical environment and prior to activities, with all educators reading and signing off on them. • Educators encourage children to play safely while negotiating indoor play spaces to ensure the safety and wellbeing of themselves and others.

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Physical Activity & Nutrition Outside School Hours

Physical Activity Section 2

Supporting Physical Activity In OSHC

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Supporting Physical Activity in OSHC

- Pg 2** **Embedding Physical Activity**
- Pg 2** **Equipment and Resources**
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 - Hearing impairment
 - Learning disability
- Pg 5** **Children with Medical Conditions**
- Pg 6** **Physical Activity Plan template**

Supporting Physical Activity in OSHC

Physical wellbeing contributes to children's ability to socialise, concentrate, co-operate, learn and move effectively. Physical activity and attention to fine and gross motor skills provide children with the foundations for their growing independence and satisfaction in being able to do things for themselves.

'Australian's Physical Activity Recommendations for 5-12 year olds' states that "Children should be involved in a combination of moderate and vigorous intensity physical activities every day for at least 60 minutes (and up to several hours). Children will typically accumulate activity in intermittent bursts ranging from a few seconds to several minutes, so any sort of active play will usually include some vigorous activity."

- Moderate physical activity should be equal in intensity to a brisk walk and could include a whole range of activities or any sort of active play
- Vigorous activities should make kids 'huff and puff' and may include organised sports such as football, netball, running and swimming

Embedding physical activities

Physical activity is important for healthy growth and development. School age care services offer a diverse range of opportunities for physical activity which enhance children's learning outcomes, support their personal growth and promote lifelong active lifestyles.

By collaborating with children, educators can plan opportunities for energetic physical activities including dance, energetic drama, movement, sports and games as well as encourage a balance between passive and active experiences. Through both planned and spontaneous activities, educators provide encouragement and support for children to participate in experiences that combine gross and fine motor skills and balance as well as increase children's spatial awareness and problem-solving skills. Educators plan physical activity based on the children's current knowledge, ideas, culture, abilities and interests as well as demonstrating flexibility in program delivery to ensure that the experiences are relevant and engaging. The availability of sufficient, age appropriate resources, materials and equipment allows children to extend their learning, stimulate their curiosity and challenge them to take appropriate risks in their play.

Physical activity of moderate and vigorous intensity should be part of the everyday routine. Educators encourage children to lead a healthy and active lifestyle by designing the environment to ensure children have access to available equipment as well as flexibility for both indoor and outdoor play.

A physical activity plan template is included at the end of this section.

Equipment and resources

School age care services need to ensure that resources, materials and equipment are sufficient in variety and number to:

- Meet the range of interests, ages and abilities of children
- Avoid overcrowding and ensure that children do not have to wait for long periods to participate or access resources or facilities
- Minimise disputes over their use
- Use in a range of ways

Equipment and resources that are inclusive as well as age and capability appropriate should be organised for children to access independently to encourage them to initiate their own play and learning experiences.

Indoor spaces may have open bookshelves for games and puzzles, a craft trolley with a variety of collage materials, scissors, sticky tape, etc. (placed next to the recyclables box), a stereo for spontaneous dance routines and a well-stocked home corner. Open access to these resources helps to create opportunities for children to direct their own learning and apply skills and knowledge in other contexts.

Equipment and resources that children can use for outside activities should also be easily accessible. Selections of hula hoops, bean bags, balls and cars and trucks can all be offered to extend on children's outside interests and to encourage spontaneous game development. Outdoor environments offering both natural features such as shaded grass areas, edible gardens, plants and trees as well as structures such as playgrounds and undercover areas can allow opportunities for children to engage in physical activity as well as encouraging exploration, problem solving and creative expression.

Engaging non-active children

Sedentary behaviour, or inactivity, can be described as time spent in tasks requiring minimal energy expenditure. Many different types of sedentary behaviour exist. For example, in older children, sedentary behaviour can be productive (e.g. homework) and non-productive (e.g. electronic games). Electronic media are the most scrutinised forms of sedentary behaviour and can include, but are not limited to, television, DVD's, console games, computers and hand-held electronic games. Children shouldn't spend more than 2 hours a day doing these things, particularly at times when they could be enjoying more active pursuits.

Physical activity is well recognised as being beneficial for children's health. School age care services implement a number of strategies to engage non-active children including involvement in the Active After-school Communities program. Involvement provides children with an opportunity to participate in new activities and enables them to build on their motor skills and sporting abilities as well as improving confidence, self esteem and generating a more positive outlook on life.

Strategies that OSHC services may develop include (but are not limited to):

- Participation in the AASC program
- Limiting screen time activities during OSHC
- Supporting non-active educators to facilitate physical activity sessions
- Organising the environment to enable free choice of equipment
- Planning and implementing non-sporting physical activities such as nature walks or bike riding
- Implementing indoor physical activities such as musical chairs or dancing

It is important for parents and educators to be good role models by leading a healthy lifestyle and sharing the responsibility of encouraging children to be physically active and to engage in active play every day.

Facilitating groups of varying ages and/or abilities

The grouping of children when participating in physical activity that require teams or groups of participants may depend on several factors including age, size, gender, strength, skill, experience as well as emotional and social maturity. When facilitating group activities, educators need to ensure they:

- Create a team atmosphere by listening, encouraging and involving children in decision-making about the activity
- Give clear expectations for participation and behaviours. Collaborate with the children to create rules and consequences

- Make allowances for the slowest, the youngest and the smallest to encourage skill development and fun
- Challenge the more skilful children to take on leadership responsibilities
- Encourage each child's participation according to their ability and level of comfort with the activity

Physical activities, both planned and spontaneous, may be required to accommodate a range of abilities with educators needing to be skilful in modifying and adapting games to suit the group of children participating. There are several factors for 'how and why' a game might be modified including:

- Safety – ensuring the environment is safe for all participants
- Skill development – changing the activity to progressively develop skills (e.g. easier – harder)
- Variety - to maintain children's interest and experience different equipment
- Inclusion – providing challenges that match ability levels and foster teamwork

Children with additional needs

Through working in partnership with children, families and other agencies, school age care services must continually strive to find ways to ensure that all children have opportunities to experience a sense of personal worth and achieve identified learning outcomes.

The school age care environment should be designed or adapted to ensure participation by every child in the service, including adaptive equipment to support the inclusion of children with additional needs. For example, visually impaired children may fully engage in physical activities if provided with beeper balls, beeper targets or other textured items. Offering a wide range of resources, materials and equipment assists children to feel secure, confident and included and actively promotes children's learning through worthwhile and challenging experiences. Co-operative rather than competitive experiences should be considered when planning games and activities as success is experienced through working together to achieve common goals, accepting everyone's efforts and positively engaging all participants.

Communication is an important consideration when working with children with additional needs. It is important for educators to have the ability to listen to the child's needs and not prejudge their capabilities. Generally, if you want to know what help or assistance the child needs, ask them as they will soon let you know if they can manage by themselves! Some children with additional needs may not be able to communicate using speech and may use assistance aids such as communication boards or sign language. It is important to communicate with these children using all of your visual and verbal communication skills, backing these up with positive body language and facial expressions. Educators need to use a variety of strategies when communicating with children with additional needs and should tailor their interaction to suit the child's particular need, for example:

Children in wheelchairs

- Try to be at eye level with them by sitting in a chair or squatting or kneeling beside them
- Be aware that their wheelchair is considered to be part of their personal space therefore touching, or leaning on their chair should be done in a respectful manner

Children with vision impairment

- Address children by name and always give your name

- Be aware of how much the child can see, as many people with vision impairment have some degree of vision therefore standing in a particular position (e.g. directly in front of them or to one side) may suit their visual range
- When giving instructions/directions, visual instructions supported by clear verbal information may be useful. Don't talk about 'here' or 'there'
- If a child requests manual guidance, wait for them to take your arm or elbow and walk beside them but slightly in front, so they can sense any changes of direction. As you move, give verbal information about the surface you are walking on (e.g. steps or sloped, gaps or doors)

Children with a hearing impairment

- Ensure you are standing in front of the child where they can clearly see your face. Avoid standing with the sun or bright light behind you as it may put your face into shadow
- Use visual aids, instruction books and/or diagrams to assist with communication
- Speak clearly without shouting and in normal tone
- Attract their attention before speaking to them with a tap on the shoulder from the front or a wave in their peripheral vision
- Be prepared to move to a quieter area if the child has trouble hearing or understanding you

Children with a learning disability

- Keep your explanations brief and clear and check that they have understood what you have told them as each child's degree of understanding will vary greatly. Use short and simple sentences
- Give them the opportunity to explain what information or assistance they need, keeping in mind that some may need more time to express themselves than others
- Ask them to repeat themselves if you don't understand. Don't try and guess as it may be more embarrassing if you get it wrong
- Use visual aids, instruction books and/or diagrams to assist with communication

Facilitating learning for children with additional needs extends beyond playing. Learning experiences should include routine and life skill activities that support children's efforts to fully participate. School age care services work collaboratively with the child's family, school and/or support agencies to ensure that both planned and spontaneous experiences support children to develop and practise the skills required to maintain positive relationships and manage their own behaviours.

Children with medical conditions

Whilst a number of medical conditions including asthma, diabetes and epilepsy do not exclude a child from participating in physical activity, it may limit their participation and involvement. Information relating to the child's health and/or medical needs should be obtained from the parent through the service enrolment process with health care plans developed according to specific need.

While these conditions can be controlled through proper management and medication there are times when the child's participation may be limited by unforeseen changes in their condition. Educators need to be aware of the child's medical condition and the effect it may have on them if participating. The child's capacity to participate may also vary depending on whether the sport or activity is classified as contact or collision, limited contact or non-contact.

Physical Activity Plan template

Session: Before School Care/After School Care/Vacational Care

Date from: / / Date to: / /

Theme:

<u>Standard activities available everyday</u>	Location e.g. oval, under cover area

Activities available for the day

	Monday	Tuesday	Wednesday	Thursday	Friday
Focus					
Activity planned					
Location					
Focus					
Activity planned					
Location					
Focus					
Activity planned					
Location					
Focus					
Activity planned					
Location					

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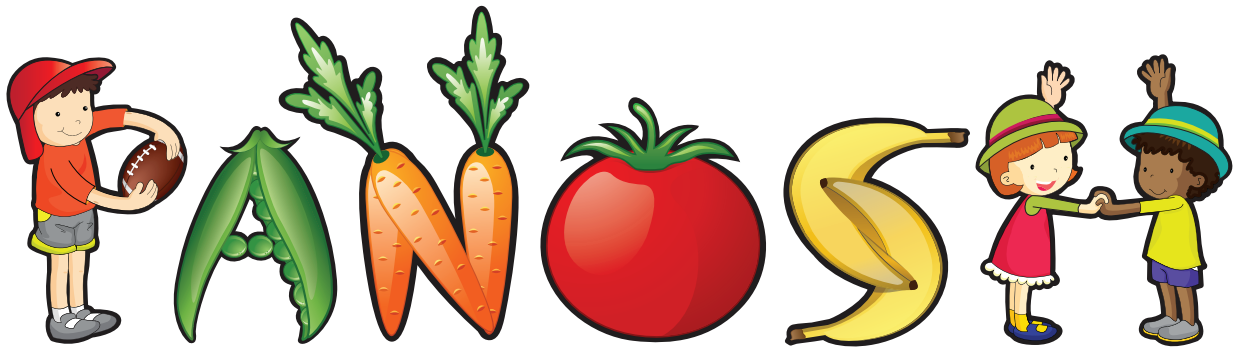
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Physical Activity & Nutrition Outside School Hours

Physical Activity Section 3

Promoting Safe Play

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Promoting Safe Play

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Environment

- Outdoors

Pg 2

Equipment and maintenance

- Daily safety checklists
- Playground equipment
- Risk assessments
- Cleaning
- Purchasing
- Use

Pg 3

Sun Safety

- Implementing sun safe practices
- Involving families

Pg 4

Water activities

- Swimming

Pg 5

Supervision

- Supervision skills
- Supervision systems
- Ensuring constant supervision

Pg 9

Example Documentation

- Daily risk management checklist – outdoor areas
- Playground maintenance checklist
- Risk assessment template
- Sample risk assessment
- Daily cleaning schedule template

The physical environment plays a critical role in keeping children safe; reducing the risk of unintentional injuries; contributing to their wellbeing, happiness, creativity and developing independence; and determining the quality of children's learning and experiences. The way in which the environment is designed, equipped and organised determines the way that space and resources are used by children. An adequate number of carefully chosen resources, materials and equipment contribute to each child's sense of belonging and challenges them to explore new possibilities.

Many OSHC services have real challenges when it comes to the space they have to operate from. Quite often the indoor space is shared with a school class or other community group. This may require resources and equipment to be packed away and secured at the end of each session and portable arrangements will need to be considered. Outdoor space often includes large grassed areas as well as undercover areas and playground structures. However there may be restrictions relating to how the service uses the space and what equipment can be put there. Whatever space services have available to them, the arrangement needs to be flexible enough to allow provision of the range of activities necessary to support each child's participation and opportunities to achieve learning outcomes.

Outdoors

As per the Education and Care Services National Regulation 2011 services must ensure that 'outside spaces provided at the education and care service premises include adequate shaded areas to protect children from overexposure to ultraviolet radiation from the sun'.

Natural shade, in the form of well planted trees and shrubs, can provide shade and help to improve the natural environment at the same time. Shade sails and fixed structures can be built throughout the environment to create undercover areas that can be used in all weather conditions.

Outside conditions also need to be considered when planning outdoor play as the weather (heat, humidity, cold, wind and rain) can affect children's safe participation in physical activity. Children are highly susceptible to extremes in temperature therefore it is important to ensure children:

- Are well hydrated before, during and after participating, particularly during periods of hot weather
- Have sufficient and appropriate clothing to suit the outdoor conditions (e.g. track pants, jumpers, hats, etc)

Equipment and Maintenance

Implementing safety routines and procedures related to maintenance and hazard reporting contribute to ensuring that every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury. Services may have several strategies in place to ensure the safety of the environment, equipment and resources, including:

- Daily safety checks - conducting daily safety checks of both the indoor and outdoor environment can assist with monitoring the maintenance of buildings and equipment
- Playground equipment – playground structures need to be checked regularly to ensure they are continually safe for children to use
- Risk Assessments – to ensure best practice, risk assessments and management plans should be developed for any indoor and outdoor areas the children have access to, and any activities they

may be involved in that may pose risk of injury or harm. For example, helmets may be a requirement for children to wear when participating in bike riding activities. All team members should be aware of the risk assessments and management controls used for the areas/activity they are supervising. It is a regulatory requirement for risk assessments to be developed for all excursions and regular outings

- Cleaning – services may develop a cleaning checklist to ensure all equipment and resources are kept clean and in good repair
- Purchasing – services should ensure that equipment and resources purchased comply with the relevant Australian Safety Standards
- Use – educators need to ensure that the equipment and resources are suitable for their purpose and may require training and guidance to ensure the equipment is used according to its purpose

Please refer to the sample template documents at the end of this section for use when reflecting on practice in your own service.

Sun Safety

We all need some sun exposure; it's our primary source of vitamin D, which helps us absorb calcium for stronger, healthier bones. But it doesn't take much time in the sun for most people to get the vitamin D they need, and repeated unprotected exposure to the sun's ultraviolet radiation can cause skin damage, eye damage and skin cancer. Most children have a lot of sun exposure before age 18, so it's important to teach children how to enjoy fun in the sun safely.

Sunlight contains three types of ultraviolet radiation: UVA, UVB and UVC

- **UVA** causes skin ageing and wrinkling and contributes to skin cancer, such as melanoma. Because UVA passes effortlessly through the ozone layer, it makes up the majority of our sun exposure.
- **UVB** is also dangerous, causing sunburn and cataracts of the eyes. It can also contribute to skin cancer. Melanoma, the most dangerous form of skin cancer, is thought to be associated with severe UVB sunburns that occur before the age of 20. Most UVB radiation is absorbed by the ozone layer, but enough passes through to cause serious skin damage.
- **UVC** is the most dangerous, but fortunately, it is blocked by the ozone layer and doesn't reach the earth.

It is important to be protected from exposure to UVA and UVB radiation. School age care services need to practice sun safety throughout the whole year.

Implementing sun safe practices

OSHC services must ensure they have effective policies and procedures in place as well as consistently implementing sun safe practices such as:

- Ensuring all children playing outside during the day:
 - o Have adequate sun protection or use shaded/covered areas
 - o Wear broad-brimmed hats that protect their face, neck and ears

- o Wear appropriate sun safe clothing such as shirts with sleeves and high collars
- o Have applied an allergy safe, water resistant, broad spectrum sunscreen, with parent permission
- Planning physical activity sessions early in the morning and late in the afternoon, outside the peak UV times of the day
- Educators' role modelling sun safe practices such as applying sun screen, wearing a broad-brimmed hat and appropriate sun safe clothing

Involving families

The children's enrolment process should include information for families relating to the service's sun safe policy and practices with additional information about sun safety being accessible at the parent sign-in area.

Services will encourage families to provide:

- A broad-brimmed legionnaire or bucket-style hat for outdoor play. Caps and visors do not provide adequate protection from the sun
- Clothing for outdoor play that covers as much skin as possible. Strappy tops and singlets should be discouraged
- Broad spectrum and water resistant sun screen. The service may have sun screen readily available for all children to use however children with sensitive skin or allergies are encouraged to supply their own
- Ongoing feedback and support for the service Sun Safe Policy

Water Activities

Water activities are popular with school age children. To enable them to gain water confidence and an understanding of water safety, children need to be exposed to water-play experiences. For many children attending OSHC the opportunity to participate in water and swimming activities will occur during the vacation care periods.

Water activities can also be planned during after school care sessions, particularly during summer. Water troughs, water wheels, water pumps and boats can all be used to extend on the children's interests.

Swimming

Assessing the risk and planning accordingly is vital to ensure safe swimming experiences for all children. Additionally, if the swimming experience occurs as part of an excursion or outing, a risk assessment must be completed. Supervision of children is critical to maintain the safety of the children. Planning and preparation of the activity should include:

- Choosing a suitable venue. Natural swimming areas are great to use however there may be other issues to consider such as water clarity, how fast the water is moving and available life saving facilities. When using a purpose built swimming facility, the numbers of other people using the pool at the same time also needs to be considered
- Determine the appropriate ratio of educators to children attending the activity based on the completed risk assessment. Risk assessments must identify control measures taken including documentation collected about swimming abilities

- Ensuring all educators are aware of each child's swimming ability. Do not assume older children are competent swimmers as age has nothing to do with swimming skill. Parents should complete appropriate paperwork prior to their child attending any swimming activity
- Explaining the rules prior to children entering the water and ensuring all children and educators understand the expectations regarding appropriate behaviour in and around the pool
- Locating educators throughout the swimming area, positioning them to maximise their view of the swimming area. Educators should scan the area frequently, monitoring children's behaviour and counting the number of children within the group repeatedly
- Ensuring all children are wearing sun protective swim shirts and SPF 30+ sunscreen

Clear policies, procedures and risk management processes relating to water activities is a regulatory requirement therefore services need to ensure these are up to date and circulated to all educators.

Supervision

Supervision is a key aspect of ensuring children's safety and protection in the service environment. Educators need to be alert and aware of risks and hazards and the potential for accidents and injury throughout the service, not just within their immediate area.

Supervision is part of the duty of care that requires educators to attend to children at all times. Educators need to actively supervise children to identify risks and therefore minimise injury. Children often challenge their own abilities but are not always able to recognise the potential risks involved; therefore active supervision ensures that children's play is enjoyable and their learning experiences are maximised. By watching children closely, educators are able to identify opportunities for supporting and scaffolding children's play experiences.

In school age care a wide range of ages are catered for so it is important for educators to assess each situation and supervise accordingly. For example, young children will require close monitoring at all times. However, for older children it is important to balance the need for close supervision with the respect for their age and increasing independence. A well defined private space that is monitored at regular intervals can provide older children with opportunities to assume greater responsibility and self-management.

OSHC services may implement a variety of supervision strategies including various styles and systems of supervision. Supervision may be direct and constant, intermittent, focused on an area of play space or related to a specific group of children. In general, the system of supervision will vary according to:

- The type of activity
- The location of the activity
- The age, skill and capability of the children involved in the activity
- The age and skill of educators supervising children

Any system of supervision requires educators to:

- Use their senses to gather information
- Regularly scan the area and note the movement of children
- Position their body to face the children they are supervising
- Be 'one step ahead' of the action by:

- o Looking for patterns of behaviour
- o Anticipating behaviours before they occur
- o Being aware of each child's needs
- Be 'with-it' at all times by knowing:
 - o What has happened
 - o What is happening
 - o What is likely to happen next

Supervision Skills

Being totally aware of what is happening around and beyond a specific activity requires the development of specific supervision skills. These skills include:

Scanning

Scanning involves regularly looking around the whole area to observe all the children in the vicinity. This is useful when educators are directly involved in an activity with an individual child or group of children but also need to supervise surrounding areas.

By continually scanning the area you will be able to quickly intervene in a dispute or situation where children could be placed at risk. As you scan the area, note the number of children present, what they are doing and the movement of children within the area. Sudden movement of a group of children that is not connected to a game, could indicate something has happened or is about to happen.

Positioning

The physical position you take will determine how well you are able to supervise the children within your area. When choosing a position, consider any obstacles to seeing or hearing the children and always position yourself to be able to observe the maximum area possible. Never sit or stand with your back to the children.

Organise furniture and equipment, both indoors and out, to allow for maximum vision. Observe the movement of children to determine favourite and popular play areas and position yourself so you can monitor those areas closely.

Listening

Listening closely to children will help supervise areas that may not be in a direct line of sight. This is particularly useful when supervising areas where children may be playing in corners, behind trees or play equipment. Anticipating children's play will allow educators to assist children as difficulties arise or to intervene where there is the potential for danger.

Being 'with-it'

Educators need to be aware of what is known about each child and the level of supervision they may need. This includes knowing the child's range of skills, interests and capabilities when interacting with others. With this knowledge you can assess the situation at any time and determine whether intervention is or will be required. By being alert you will also be able to capture some of the magical moments of a child's day. You will notice children engaged in co-operation, kindness, sharing, leadership, perseverance and caring. Acknowledging these qualities and skills will further enhance behaviours that assist in maintaining a safe and secure environment.

Supervision systems

Each situation needs to be assessed to determine the most appropriate system of supervision. Educators need to be particularly diligent in attending to areas that pose a high risk to children. Effective supervision systems will reduce children's injuries and allow educators to meaningfully interact with and respond to the children. All of the following supervision systems may be used in the program to cater for the various situations.

Direct and constant supervision

Some activities require direct and constant supervision from educators to ensure children's safety. To determine if this style of supervision is required, an assessment must be made on the level of risk involved in the activity against the skill and developmental stages of the children participating. An older child who is experienced in riding a bike or using the monkey bars at the playground may not require direct supervision however, a younger child who is just learning to climb, would need closer and more constant supervision.

Intermittent supervision

It is important that the supervision systems reflect the growing independence and increased skill of older children therefore intermittent supervision may be appropriate for older children participating in low risk activities. Through this form of supervision, children have opportunity to take greater responsibility for themselves and their actions.

Intermittent supervision must be well planned. The expectations of the children should be clearly stated, the level of responsibility, maturity and self control of the children known and the play areas defined. Educators must check on the children within this area regularly and not get too involved in other activities.

Area supervision

This requires an educator to take responsibility for a particular area such as the oval, craft room, kitchen or outdoor area and be accountable for the children within that designated area. Area supervision can allow children to move freely between play areas and is easy to plan and manage. A communication system for educators may need to be implemented to ensure this system of supervision is managed effectively.

Group supervision

This relates to a group of children regardless of the play area they are in. An educator may directly supervise the children by interacting and participating in the activities together or alternatively, children may be scattered throughout the play area with one specific educator having responsibility for them. Group supervision is useful for excursions to venues where it is more difficult to supervise a large group of children and may allow children to be grouped according to age, interests or skill level.

Floater supervision

This refers to a system where an educator moves among the play areas supporting and encouraging other educators and children. The 'floater' keeps track of the 'big picture' and doesn't monitor a specific activity or area. This educator is aware of the children's movements and is available to assist when required. Floater supervision works well in larger services where it may be possible to dedicate an educator to this role.

Ensuring constant supervision

Educators will often need to respond flexibly to children's and family needs while maintaining supervision standards. Policies and procedures that address supervision can promote consistency in educator practice and should be reviewed regularly by all stakeholders. This will assist in developing a common understanding and agreement about supervision standards within the service. Services may choose to address supervision through a range of policies or one over-arching policy that encompasses all aspects of supervision.

Educator schedules and service routines should be developed and implemented to maximise the consistency of supervision of children by ensuring that:

- Educator to child ratios, as per the Education and Care Services National Regulations 2011, are maintained at all times
- Educators are available to greet and farewell children and families
- Supervision standards are maintained during educator breaks
- Children are well supervised during times of escorting, travel and/or excursions
- Children are monitored when using the toilets

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Daily Risk Management Checklist - Outdoor Areas

Checklist must be completed before children have access to these areas

Report any hazards to the Co-ordinator and complete the relevant hazard reports

DATE:	From Monday / / to Friday / /															
	Monday	Tuesday	Wednesday	Thursday	Friday	Comment										
STAFF NAME:																
<u>TOILETS</u>																
Ramp/stairs free of obstructions																
Hand railings safe and secure																
Toilet doors secure																
Toilet floors clean and dry																
Hand soap available and taps working																
Hand blowers working/paper towels available																
<u>PATIO/VERANDAH AREA</u>																
Windows and glass doors intact																
Cement area clear of rubbish and/or hazards																
Seating safe and secure																
Area checked for spiders/birds etc																
Bag rack secure																
<u>UNDERCOVER AREA</u>																
Cement area clear of rubbish and/or hazards																
Seating safe and secure																
Fences secure and in good repair																
Pathways clear																
Graffiti or vandalism																
Rubbish bins not overflowing and secure																
<u>PLAYGROUND AREA</u>																
Playground equipment checked for:																
▶ Nails and other sharp objects/protrusions																
▶ Cleanliness																
▶ Insects/spiders																
Softfall checked for:																
▶ Sharps																
▶ Foreign objects																
▶ Animal droppings																
▶ Level and even spread																
▶ Snakes and other animals																
▶ Biological hazards																

<u>SANDPIT</u>											
Sandpit raked											
Sandpit checked for:											
▶ Sharps											
▶ Foreign objects											
▶ Animal droppings											
▶ Snakes and other animals											
▶ Biological hazards											
<u>OVAL/COURTS AREA</u>											
Undercover shade areas are clear of rubbish and/or hazards											
Grass is a suitable length											
Fences secure											
Pathways clear											
Goalposts secure											
Courts area is clear of rubbish/hazards											
Water bubbler working											

Playground Maintenance Checklist

Checklist must be completed once a term with identified hazards reported to the Co-ordinator

STAFF NAME	Day of week:			Week ending:		
	PLAYGROUND AREA 1			PLAYGROUND AREA 2		
SITE	Y/N	WHAT ACTION REQ	PRIORITY high/low	Y/N	WHAT ACTION REQ	PRIORITY High/low
Is the site well drained?						
Is the site free from debris and foreign objects?						
Is there any vandalism?						
Is the area free from trip hazards?						
Is the area free from stinging/biting insects?						
Is shade structure intact and in good repair?						
SURFACE						
Is there sufficient softfall to meet specifications (300mm depth)						
Is the softfall spread evenly?						
Is the softfall free from foreign objects?						
EQUIPMENT						
Is there any vandalism?						
Is the equipment firmly anchored in the ground and all bolts and joints secure?						
Are all concrete footings underground?						
Are there any broken, worn or missing parts?						
Are drainage holes clear?						
Are there any protruding bolts, nuts or screws?						
Are there any sharp edges, splinters or splits?						
Plastic parts are free of cracks?						
Are all seat and slide beds undamaged?						
MOVING PARTS						
Do all moving parts move freely and smoothly?						
Are all parts free from rust?						
Are springs firm and free from cracks?						
ROPES, CHAINS & SWINGS						
Are All S hooks closed?						
Are all swings secure, free from pests and well drained?						
Are all ropes, chains and chain covers secure and in good repair?						

Were any hazards identified? YES NO
Hazard report completed? YES NO
(copy attached)

Copy forwarded to: Health & Safety Officer
(please indicate) School Principal
Approved Provider

Risk controls in place? YES NO
Please detail

.....
.....
.....

Co-ordinator signature: Date:

Risk Assessment Template

Activity/Area: _____

Date: _____

Conducted By: _____

Expected benefits: _____

HAZARD	HOW SEVERE	HOW LIKELY	CONTROL MEASURES	ACTION AND IMPLEMENTATION
	Extreme Moderate Low	Unlikely/ Likely		
	Extreme Moderate Low	Unlikely/ Likely		
	Extreme Moderate Low	Unlikely/ Likely		
	Extreme Moderate Low	Unlikely/ Likely		
	Extreme Moderate Low	Unlikely/ Likely		

Long Term Controls:

1. Revise and review policies relating to excursions at least every 12 months or if there is a significant change in circumstances/surroundings.
2. Review and revise risk assessments for each area on a regular basis.
3. Regular updates of training in CPR and Emergency First Aid
4. Communication with appropriate stakeholders

Sample Excursion Risk Assessment

FOR EXCURSION INVOLVING SWIMMING OR WATER BASED ACTIVITIES.

Activity: _____

Expected Benefits: _____

Date: _____

Conducted By: _____

HAZARD	HOW SEVERE	HOW LIKELY	CONTROL MEASURES	ACTION AND IMPLEMENTATION
Drowning	Death or permanent disability	Unlikely/ Likely	All supervising staff to have current CPR qualification. Appropriate educator to child ratios. Mobile phone and emergency numbers available. Swimming competency form.	Call Ambulance Contact Parents Contact Management Remove children from scene and ensure adequate supervision
Running or Slipping Injury	Serious injury requiring medical attention First Aid needed	Unlikely/ Likely	Establish rules and educate children on acceptable and safe behaviour. First Aid Kit available. Mobile phone and emergency numbers available. All supervising staff to have First Aid Qualification.	Apply First Aid. Contact ambulance if necessary. Contact Parents. Contact Management.
Child Protection	Long term distress and emotional/physical injury	Unlikely/ Likely	Ensure male and female staff available to supervise toilets/change rooms Use accessibility toilets if necessary Provide students with clear instructions of what to do if	Isolate child with support person or staff Call police Contact Parents Contact Management Contact OECEC

			approached by a person not from the service. Mobile phone and police contact number.	
Children with Special Needs eg epilepsy	First aid needed Require medical attention.	Unlikely/Likely	Ensure that staff are aware of any medical conditions Ensure that a management plan has been developed Mobile phone and contact numbers available	Provide Immediate first aid Contact ambulance if necessary Contact Parents Contact Management Remove children from scene and ensure adequate supervision.
Severe Weather Conditions eg electrical storm	Serious injury Medical attention required First Aid	Unlikely/Likely	Check weather forecast. Instruct educators and children on the dangers of storms whilst swimming.	Relocate children to a safe location.

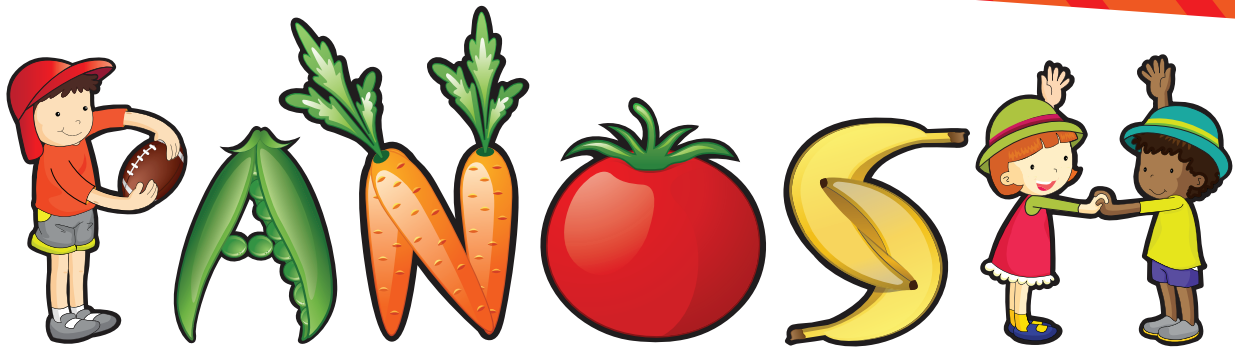
Long Term Controls:

1. Revise and review policies relating to excursions at least every 12 months or if there is a significant change in circumstances/surroundings.
2. Regular updates of training in CPR and Emergency First Aid.
3. Communication with appropriate stakeholders.
4. Evaluation of excursion to be retained for future excursions, including benefits as measured against the Outcomes of "My Time Our Place".

Daily Cleaning Schedule

Month /Year _____

Daily Cleaning Activities	Clean cloth, hot water and detergent to be used unless otherwise noted. Sanitiser used is bleach mix	Please initial as each task completed																																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
Wipe out microwave oven																																		
Wipe down all bench surfaces	Spray & wipe/sanitiser																																	
Wipe down all tables	Spray & wipe/sanitiser																																	
Wipe over hand basin	Spray & wipe/sanitiser																																	
Wipe over stove hotplate																																		
Empty rubbish, clean bin, insert new bag	Spray & wipe/sanitiser																																	
Wipe over fridges/freezer	Spray & Wipe / Paper towels																																	
Chairs (after afternoon tea)	Spray & wipe/sanitiser																																	
Cutting Boards	Spray with sanitiser leave for 10 min & rinse																																	
Toilets																																		
Sweep floor	Broom																																	
Vacuum carpet	junior																																	
Mop Floors	Mop & Bucket/ soaked in sanitiser solution for 1/2 hour																																	
dish cloths																																		
wipe/wash & put away dishes																																		
tidy & sort carpet area																																		



Physical Activity & Nutrition Outside School Hours

Physical Activity Section 4

Creating a Positive Environment for Physical Activity

CONTENTS

Creating a Positive Environment for Physical Activity

- Pg 2** **Intentional Educators**
- Pg 2** **Engaging Children**
- Pg 2** **Resources, Equipment and Materials**
- Pg 4** **Appropriate Space**

Intentional Educators

Educators play an important role in the lives of children in OSHC and actively design and deliver the program. Positive environments for physical activity can be created through:

- Motivating and encouraging children to participate
- Being enthusiastic and valuing learning through play
- Building on children's ideas and interests
- Modelling through participation and demonstrating a positive attitude to physical activity
- Interacting positively with appropriate support strategies

Educators are able to promote the positive aspects of physical activity with the emphasis being on fun, individual improvement, healthy competition and children participating at their own level.

Educators need to be conscious of making the most of opportunities to follow up on children's ideas and interests. Through making use of 'teachable moments' as opportunities to scaffold children's learning and development, educators can allow time and space for children to challenge and practice their physical skill.

Engaging Children

School age care settings provide a myriad of leisure and play experiences enabling children to engage in hours of uninterrupted play, based around their strengths, needs and interests. The environment should provide choice and flexibility as well as a variety of experiences to meet the diverse needs of each child. There should be opportunities for creativity, experimentation and play as well as areas for group and individual play. It is important to include materials which are inviting and can be used in a variety of ways.

Educators engage with children to construct their own play settings and environments that stimulate and reflect their curiosity. Continuously re-creating and adapting the environment enables educators to:

- Meet the needs and interests of all children both as individuals and in groups
- Facilitate the inclusion of children with additional needs
- Build on the abilities and interests of all children
- Ensure all children have positive experiences when children of different ages are educated and cared for together
- Promote small and large group interactions and meaningful play and leisure experiences

As children participate in everyday life, they develop interests and construct their own identities and understanding of the world. Children learn best when the experiences they have are meaningful to them and are focused on the here and now. As children are constantly learning new skills, educators need to continually plan new and follow-up experiences that extend, and are relevant, to each child.

Resources, Equipment and Materials

Resources, equipment and materials that can be used in multiple ways should be organised for children to access independently, encouraging them to initiate their own play and learning experiences. Hula hoops, beanbags, a variety of balls and a stereo are just a few examples of equipment that children can use freely in their play.

Children should also have access to a variety of outdoor equipment. Fixed playground structures can be great play spaces for imaginative games or used as part of a planned activity. Having a range of equipment that can be used both inside and out is a bonus. Troughs can be filled with water in summer for outdoor play and replaced with sand in winter for some indoor creative play.

There are lots of games that children can play outside that requires little or no equipment at all. Get talking to the children and find out what they like to play.

For more information on games to play with no equipment please refer to the games section at the end of the Physical Activity section of this resource.

Appropriate Space

Involving children in physical activity means more than having an oval to run around on. Many services have large undercover areas or small grassy outdoor spaces that are utilised for games and activities. At some services, the oval is predominantly used for the Active After-school Communities program and during vacation care days. Other games and dance can be incorporated into an indoor area, taking into consideration the numbers of children and the amount of unencumbered space. Risk assessments should be conducted for activities that may pose a danger to children, ensuring that all educators have read, understood and agreed to implement the control strategies.



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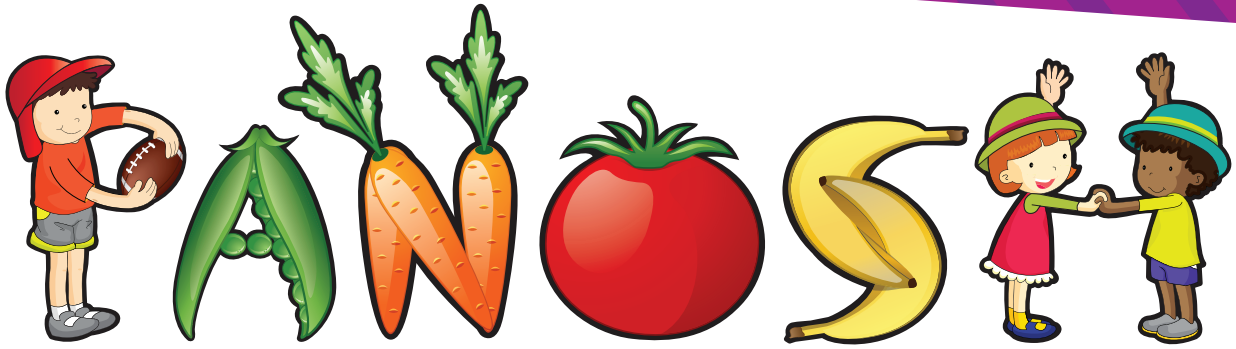
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Physical Activity & Nutrition Outside School Hours

Physical Activity Section 5

Embedding Physical Activity and Games

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Embedding Physical Activity and Games

Pg 2 **Physical Activity**

Pg 3 **The Components of Fitness**

- Cardiorespiratory endurance
- Muscular endurance
- Muscular strength
- Flexibility
- Body Image

Pg 3 **Why Fitness is Important**

Embedding Physical Activity and Games

More than ever before, we need to be providing greater opportunities for children in Australia to be physically active in fun, safe, inclusive and quality environments. Changes in society have had a significant impact on children's access to physical activity through organised sport, daily physical education, and to the once popular pastime of a game organised between friends in the backyard, the street or the local community park (Department of Local Government, Sport and Recreation, 2003).

Physical Activity

Daily physical activity is vital in developing the positive attitudes that make physical activity enjoyable and to sustaining an active and healthy lifestyle during childhood that will project good health and an active lifestyle into adulthood. There is overwhelming evidence of the physical, cognitive, social and emotional benefits for children that can be achieved by increasing their level of physical activity with active children being in a much better position to develop and learn new skills. Through embedding physical exercise as part of the program, OSHC services can contribute to developing children's fundamental movement skills and healthy practices with an emphasis on fun and enjoyment and making active living and learning a way of life.

Physical activity for children can be facilitated in OSHC by adopting the 'Playing for Life' approach which actively promotes life-long learning through maximising children's participation as well as motivating and engaging children with a wide range of abilities. The 'Playing for Life' philosophy is a key aim of the Australian Government's Active After-school Communities Program and is an essential component of the tools and resources developed for coaches and educators to facilitate enjoyable, multi-skill physical activities for children. Further information about participating in the Active After-school Communities Program can be found at <http://www.ausport.gov.au/participating/aasc>.

'Playing for Life' resources include activities that provide opportunities for educators to subtly include healthy life-style messages into their programs as well as promoting a sense of fair play and incorporating the principles of fairness, respect, responsibility and safety. The 'Playing for Life' approach helps children in building self-esteem, skills and confidence in managing their own movement as well as encouraging them to be inclusive of children with varying abilities.

Physical activity is just one aspect of health and wellbeing. The practice of 'Holistic Approaches' as articulated in the My Time, Our Place Framework for School Age Care states that educators focus attention on children's physical, personal, social, emotional and spiritual wellbeing.

Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity. World Health Organization (WHO):1948

Children's health and wellbeing is also related to fitness. Understanding fitness as the ability to meet the demands of a physical task is important to physical activity promotion.

The Components of Fitness

Fitness is classified in five main components:

Cardiorespiratory endurance

This is the body's ability, over continued periods of physical activity, to deliver oxygen and nutrients to other bodily systems. Try activities that keep the heart rate elevated at a safe level for a sustained length of time such as walking, dancing, or playing soccer. The activity chosen does not have to be strenuous. Start slowly and gradually work up to a more intense pace.

Muscular endurance

Muscular endurance is the ability of the muscle to continue to perform without fatigue. It is related to muscular strength and cardio-respiratory endurance. To improve muscle endurance, try cardiorespiratory activities which include walking, jogging, bicycling, or dancing

Muscular strength

Exercise strengthens muscles. The key to making muscles stronger is working them against resistance, whether that's from weights or gravity. To gain muscle strength, try exercises such as lifting weights or rapidly taking the stairs. Some other exercises and activities that will help build strong muscles include push-ups, tug-of-war, rowing, running, and bike riding.

Flexibility

Being flexible is having "full range of motion," which means moving your arms and legs freely without feeling tightness or pain. Good flexibility in the joints can help prevent injuries through all stages of life. To improve flexibility, try activities that lengthen the muscles such as swimming, tumbling and gymnastics, dancing (especially ballet), martial arts or simple stretches such as touching your toes.

Body composition

This Fitness Component is the ratio of lean body mass to fat. Lean body mass represents the weight of water, muscle, bone and internal organs. Body fat represents the remaining fat tissue and is expressed as a percentage of total body weight. Because muscle weighs more than fat, it is important to measure your body composition rather than your body weight when you evaluate your fitness level. Body composition is important to consider for health and managing your weight.

Why Fitness Is Important

Fitness is more than just exercising. It is a result of a combination of healthy lifestyle and nutrition habits which includes exercise and weight control. There are many benefits of fitness including (but not limited to):

- Making the heart pump strongly
- Strengthens the bones and muscles
- Gives you more energy to do school work, daily chores, and play
- Helps maintain a healthy weight

Physical activity, which contributes to the development of fitness is an essential component of a healthy lifestyle. In combination with healthy eating, it can help prevent a range of chronic diseases, including heart disease, cancer, and stroke, which are three leading causes of death. Physical activity helps control weight, builds lean muscle, reduces fat, promotes strong bone, muscle and joint development, and decreases the risk of obesity. Children need 60 minutes of play with moderate to vigorous intensity physical activity every day.

Embedding physical activity in the OSHC program contributes to the development of healthy lifestyle choices for children and embeds important values which may influence physical activity choices in the future.

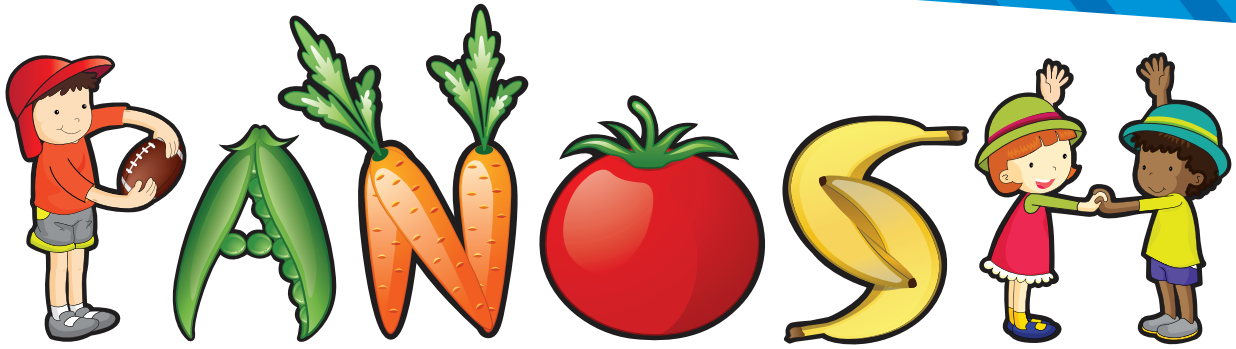
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Physical Activity & Nutrition Outside School Hours

Physical Activity Section 6

Communication with Families

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Communication with Families

- Pg 2** **Communicating with Families Regarding Physical Activity and Outdoor Play**
- Communication flowchart
- Pg 4** **Involving Families in Sun Safety**
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Communication with Families

Physical wellbeing contributes to children's ability to socialise, concentrate, co-operate and learn. Physical activity and attention to fine and gross motor skills provide children with the foundations for their growing independence and satisfaction in being able to do things for themselves. In play and leisure programs physical activities are prioritised to provide children with these foundations.

Understanding the difference between physical education and physical activity is important to understanding why both contribute to the development of healthy, active children.

- Physical education offers the best opportunity to provide physical activity to all children and to teach them the skills and knowledge needed to establish and maintain an active lifestyle.
- Physical activity is bodily movement of any type and may include recreational games, fitness and sport activities such as jumping rope or playing soccer as well as everyday activities such as walking to the shops, taking the stairs or raking up leaves in the garden.

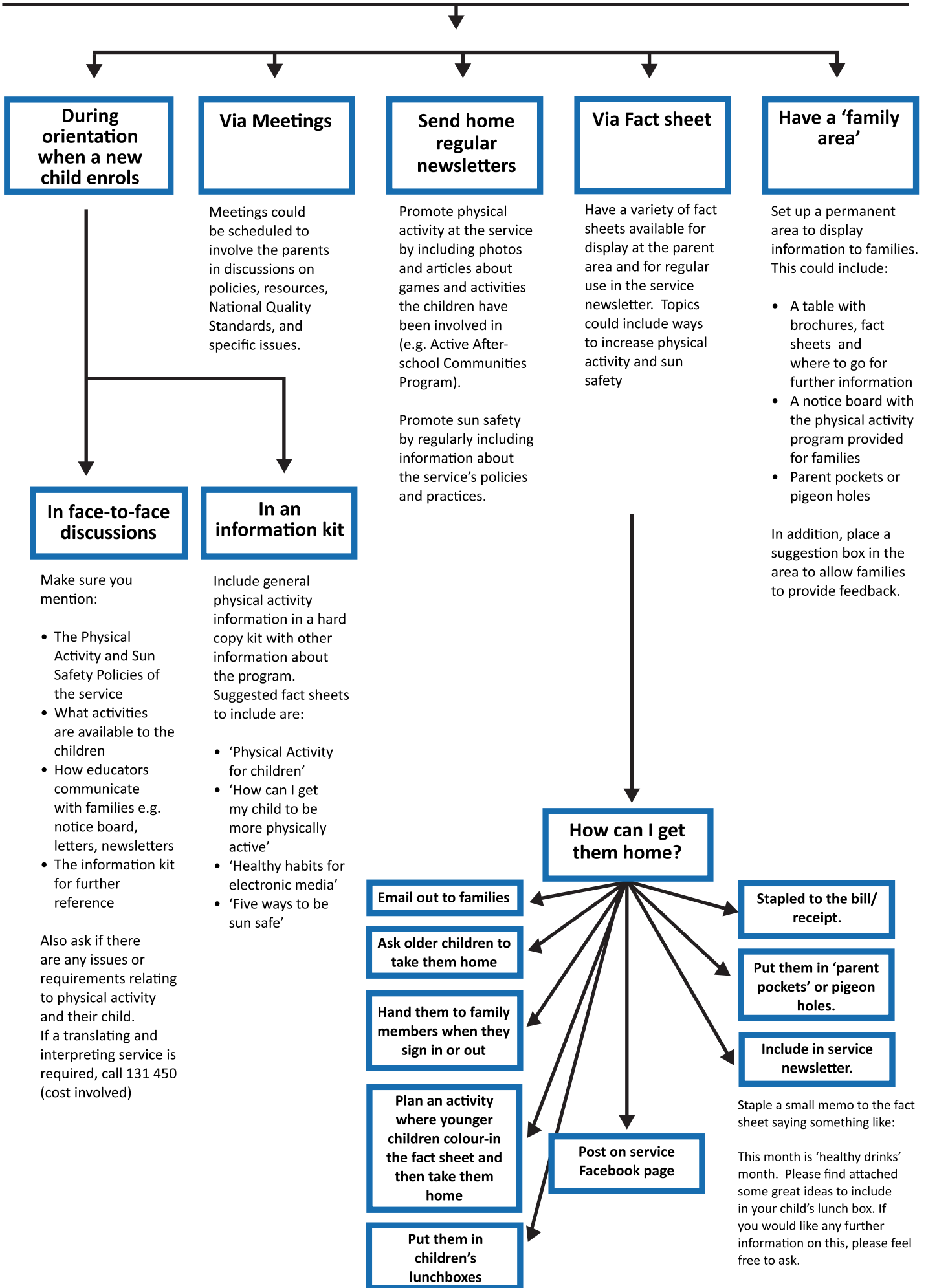
Communicating with Families Regarding Physical Activity and Outdoor Play

It is important to involve families in discussions and decisions around children's physical activity opportunities and experiences and to share information about the important connection between physical activity and children's health and development.

At the end of this section, a variety of newsletter article templates are provided on a range of topics related to physical activity and health. These templates have been designed for services to copy and distribute to families through a variety of methods.

Following are some suggestions and examples of how information can be shared with families:

Communicating with families regarding physical activity



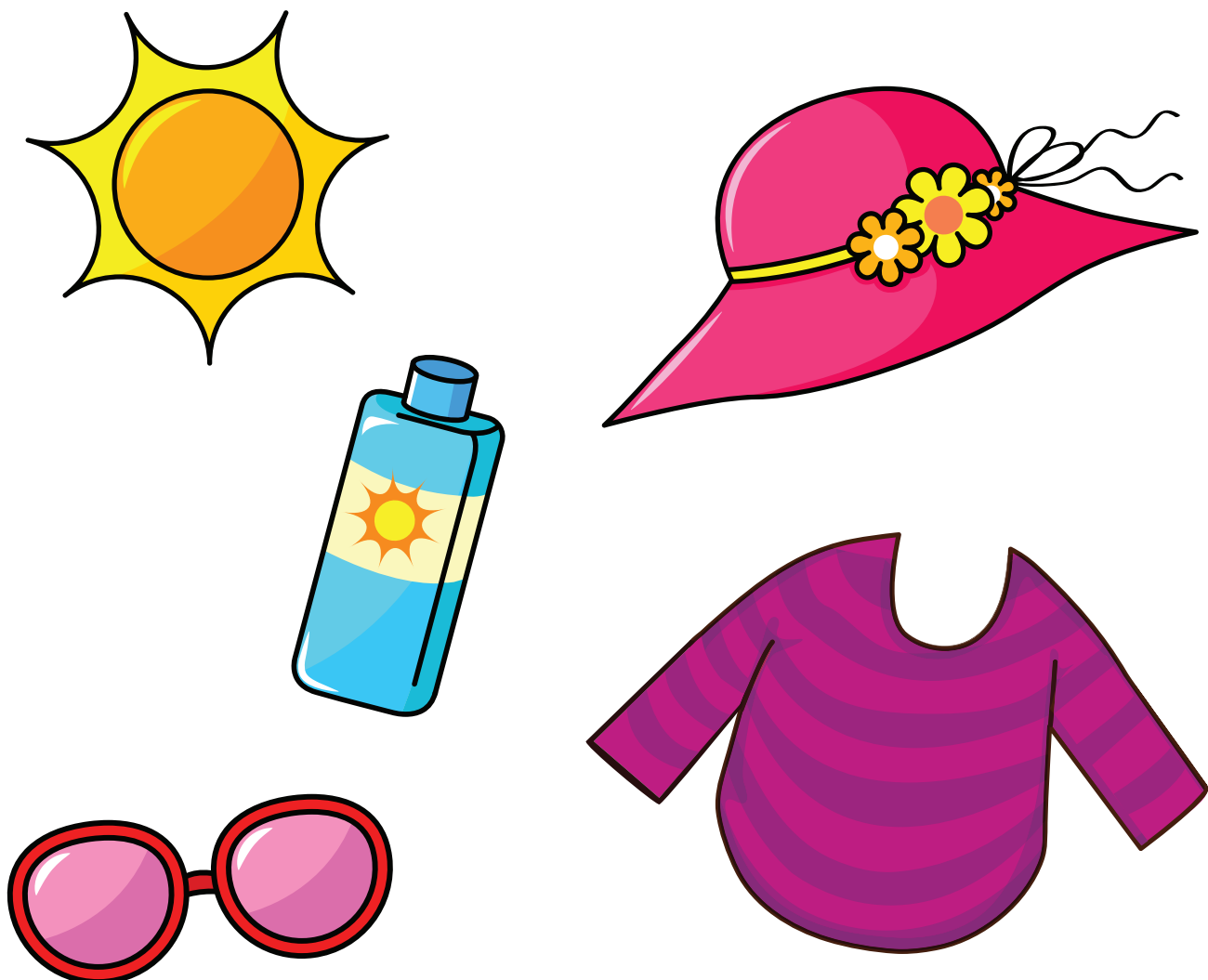
Involving Families in Sun Safety

School age care services may include a variety of strategies for communicating with families about the importance of sun safe practices. Regular articles and information in the service newsletter combined with educator role modeling, helps to reinforce sun safe practices at the service.

Families will be encouraged to provide:

- A broad-brimmed, legionnaire or bucket-style hat for outdoor play. Caps and visors do not provide adequate protection from the sun
- Clothing for outdoor play that covers as much skin as possible. Sleeveless tops and singlets should be discouraged
- Broad spectrum and water resistant 30+ sun screen. The service may have sun screen available for all children to use however children with sensitive skin or allergies may supply their own
- Ongoing feedback and support for the service Sun Safe Policy

Convey messages in multiple media, such as letters, email, the service/school website and face-to-face meetings. Ensure that when parents are looking for details pertaining to the service's sun safety policy, such as what type of hat is allowed, it will be relatively easy to find. Include the service's Sun Safe Policy as part of the enrolment information.



Newsletter Article Templates

Safe under the sun!

Young children's skin is very sensitive to the sun. Any damage done at this age can be permanent. To keep kids safe under the sun and enjoy our great climate:

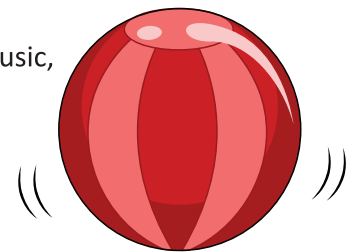
- Choose long sleeved shirts with collars, long shorts or skirt
- Use sunsuits or rash shirts for swimming
- Provide children with a broad brimmed, legionnaire's or bucket style hat
- Apply sunscreen that is broad spectrum and water resistant
- Be aware of sun safety



Physical activity & sedentary behaviour

Sedentary behaviour describes the amount of time spent doing physically inactive tasks that do not require a lot of energy. It is linked to children being overweight and obese. Physical activity should be encouraged from birth.

- Sedentary activities such as watching TV and playing computer games should be limited
- Children need at least 60 minutes (and up to several hours) of moderate to vigorous intensity physical activity every day
- Ideas for activity include: playing with soft balls, dancing to music, skipping, running and hopping



Keep it groovy!

Games that involve dance and music help children develop rhythm, timing, movement patterns, balance and cooperation. Try playing musical chairs (or cushions), chicken dance or just dancing around to the radio!

Hokey Pokey – children chant the rhymes while miming the actions.

*You put your right foot in, you put your right foot out
You put your right foot in, and you shake it all about
You do the Hokey Pokey, and you turn around
That's what it's all about!*

Then substitute another body part for the next verse.



Run around!

Games involving running help develop movement patterns, speed, agility and coordination. These games are part of children's play whether they are structured or not.

Try this for a fun running game!

Balloon Stomp!

Children blow up a balloon and tie it around their ankle. Children run around trying to stomp on other children's balloons. The aim is to pop everyone else's balloons before they pop yours!!



Social Skills

You are the first person your child learns to interact with. You can help children develop important social skills by:

- Playing games that encourage taking turns – shows them how to share
- Teach your children how to give and receive compliments
- Lead by example: apologising for your wrong doings will teach children to apologise
- Reinforce that winning is not everything. Children have to learn that participation is the most important thing

Why do children need to be physically active?

Physical activity is essential in maintaining good health as well as:

- Promote healthy growth and development
- Build strong bones and muscle
- Improve balance and develop skills
- Maintain and develop flexibility
- Help achieve and maintain a healthy weight
- Improve cardiovascular fitness
- Help relaxation
- Improve posture
- Provide opportunities to make friends
- Improve self esteem



Encouraging children to be physically active

Physical activity simply means moving the body and can include structured exercise such as sports or everyday play and walking. Here are some ideas to encourage children to be more physically active:

- Make time together on the weekends for physical activities e.g. bushwalking, flying a kite, throwing a Frisbee, kicking a ball, walking the dog, cycling or gardening
- Take a walk together after dinner
- Encourage children to be active at home e.g. dance to music, swim, skip, rollerblade, scooter or bike riding
- Join a sports team such as soccer or netball or another organized activity such as karate, gymnastics or dance
- Set time limits for watching television and playing computer and video games
- Encourage children to play outside, they will automatically be more active

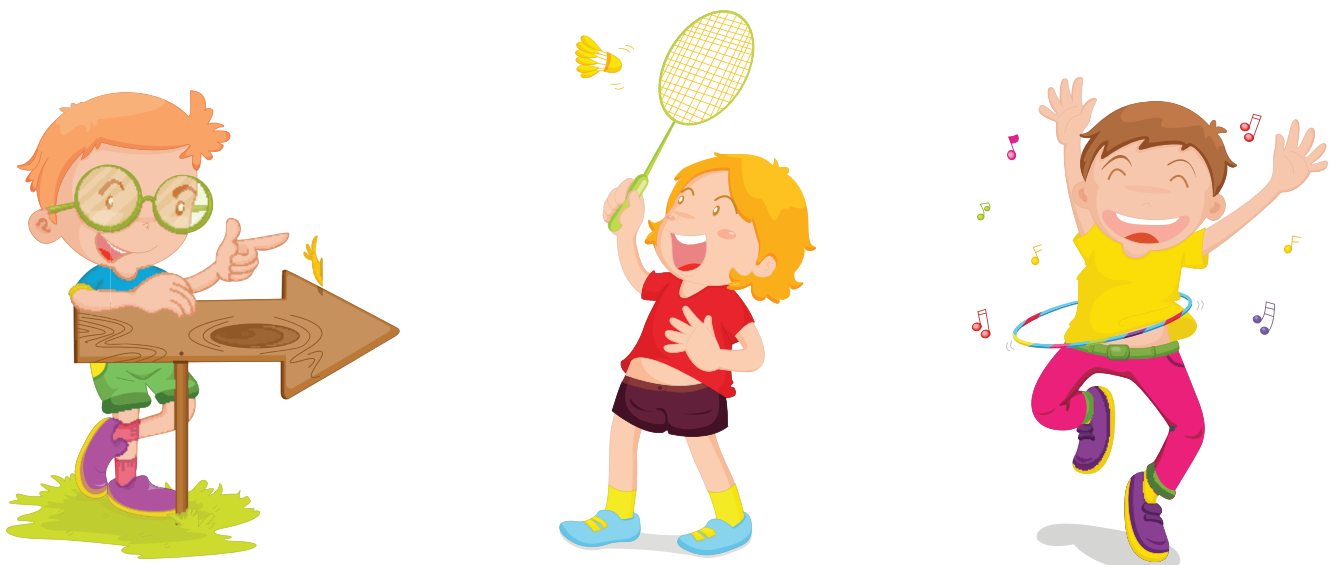
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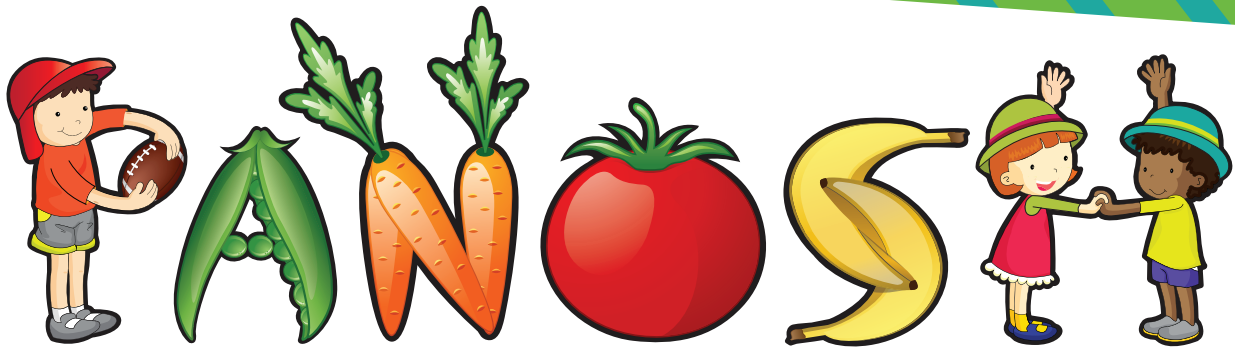
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Physical Activity & Nutrition Outside School Hours

Physical Activity **Section 7**

Culturally Competent **Approaches to** **Physical Activity**

CONTENTS

Culturally Competent Approaches to Physical Activity

Pg 2 **Gender**

Pg 2 **Environment**

- Cultural heritage
- Resources and equipment

Pg 3 **Cultural Awareness**

- Considerations when planning

Culturally Competent Approaches To Physical Activity

Being culturally competent is much more than awareness of cultural differences. It is the ability to understand, communicate with, and effectively interact with people across cultures. Cultural competence encompasses:

- Being aware of one's own world view
- Developing positive attitudes towards cultural differences
- Gaining knowledge of different cultural practices and world views
- Developing skills for communication and interaction across cultures

Physical activity is a very important contributing factor to health and wellbeing. However, what is considered to be a healthy lifestyle may be different from culture to culture. Historically, the culture of many ethnic groups is not necessarily a 'sporty' one and as such ethnicity can significantly influence how, when and why various cultural groups engage in physical activity. Therefore, the cultural appropriateness of the types of activities is also an important consideration when planning and implementing physical activity within the school age care setting. For example, parental encouragement of young people's participation in sport may differ among ethnic groups. Parents from one cultural community may prefer their children to 'participate in study rather than sport' whilst parents from another cultural community may express their desire to have their children participate in sport 'to avoid rebellion, mixing in wrong crowds and bad behaviour' (Velanovski, 2006). Being aware of parental attitudes towards physical activity and sports can assist with the success of inclusive participation in physical activities.

Gender

The Centre for Culture Ethnicity and Health acknowledges that some literature identifies sport as 'gendered'. That is, sport is commonly projected as a legitimate male activity in mainstream Australian society and is therefore not one that girls and women readily identify with. The stereotyping of males and females is always a concern due to the individual differences within each gender. However this stereotyping remains an important consideration in the planning, resourcing and implementation of physical activities.

Boys may seem to be openly encouraged to be physically active in sport and recreation to maintain their masculinity, whereas girls' participation may be influenced by perceived 'non-feminine' aspects of physical activity such as sweatiness, messy hair and broken nails. Boys under 15 years of age are more likely than girls to participate in physical activity but are also more likely to spend more than the recommended two hours per day on screen-based activities.

OSHC services need to ensure physical activity experiences are inclusive of gender and go beyond 'traditional' barriers whereby emphasis is placed on the social benefits of physical play. Physical activity education can be empowering if it is implemented in a space that supports children to positively transform and to freely express themselves.

Environment

School age care educators recognise the connections between children, families and communities and the importance of encouraging a culturally inclusive environment. Understanding environmental factors that may facilitate or restrict physical activity for children is vital in developing effective strategies for the inclusion of group events and activities that focus on families and particular cultural communities. School age care services provide opportunities for children to participate freely in experiences that focus on traditions or address specific cultural expression such as music, dance and drama.

Collaborating with cultural leaders within your local community can assist with planning and implementation of events and activities as well as help to promote physical activities within their cultural community. Encouraging families to participate in the service program can assist in developing relationships with local cultural groups which can further the children's learning. Being involved in local community celebrations fosters children's connectedness to their community and contributes to their sense of belonging. Children can be involved through making posters and signs, putting together a display or contributing to items for fundraising.

Cultural heritage

Including the cultural heritage of families and the wider community within the program can be achieved in various ways including, but not limited to:

- Inviting a parent/family member to talk to the children about their experiences as a child, growing up in a foreign country. Ask them to play some games with the children that they played when they were a child
- Engaging a local community cultural group to come and do a talk/dance display for the children. Ask them to teach the children some of the dances

Resources and equipment

Creating a learning environment that respects diversity sets the scene for fostering children's positive attitudes about themselves and others. The environment creates the conditions under which children: initiate conversations about differences; participate in activities about differences; and work towards establishing a fair and inclusive community. Environments and resources that provide opportunities for exploring cultural diversity include:

- Recordings of music in many languages/cultural styles for children to dance to
- Musical instruments from around the world such as castanets, conch shells, brass bells, rattles, wooden flutes, maracas, gourds, bongo drums etc
- Games and associated resources that may reflect diverse cultures and ethnic backgrounds. Bats, balls, hoops and bean bags can be used in a wide variety of games
- Different types of blocks and construction materials to reflect the various styles of buildings and homes

Cultural Awareness

School age care educators need to be aware of the various cultural groups represented within their service and the wider community to ensure that planned physical activities and events are respectful of the various groups.

Considerations when planning

Participation in physical activity may be affected for cultural/religious reasons for example, the period including the week leading up to and following Ramadan is generally not a good period for physical activity for Muslims that observe this fasting and feasting period. Consideration may also need to be given to the particular national, cultural and religious calendars when planning physical activity.

Some girls and women from certain religious backgrounds have been identified as regarding sports attire as a barrier to participation in physical activities as well as raising safety concerns, particularly relating to water

based activities. School age care services may need to develop strategies for adapting physical activities to accommodate the clothing requirements of various cultures.

Language barriers can be challenging however, there are ways of communicating without language. Sign language, hands-on demonstrations or pictures and diagrams from physical activity resources can all be used to convey messages and instructions about physical activities and games.

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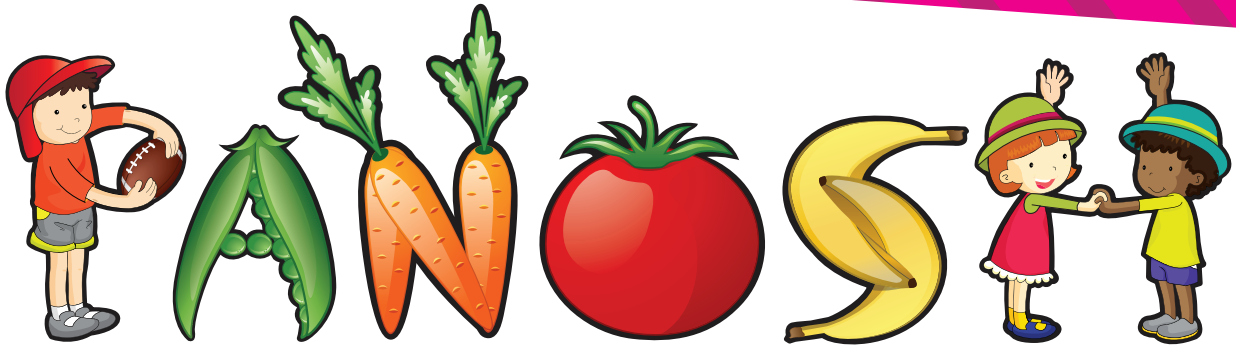
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Physical Activity & Nutrition Outside School Hours

Physical Activity

Games

Games

Pg 2 International Games

- Fang Bao – A game from China
- KOLAP – A game from Australia
- Truyen-Truyen – A game from Vietnam
- Toma Todo – A game from Mexico
- Kewirgei – A game from Kenya
- Mamba – A game from South Africa
- Kokon – A game from Somalia
- Stepoo – A game from India
- Darma – A game from Macedonia

Pg 11 Games Using No Equipment

- Take a Walk on the Wild Side
- Look Up, Look Down, Look All Around
- Antics
- Rock 'n' Roll
- Cloud Racing
- What's the Time Mr Wolf?

Pg 17 Team Games

- Skills Relay
- Tunnel Ball
- Eggs in the Nest
- Snake in the Gutter
- Musical Hoops
- Duck, Duck, Goose

Fang Bao - A game from China

In many places around the world, children do not expect to get toys on their birthdays. Children create their own toys to play different games. Fang Bao is one of these games. A fang bao is made using origami, the art of paper-folding. Origami is a Japanese word, literally meaning to fold (oru) paper (kami).

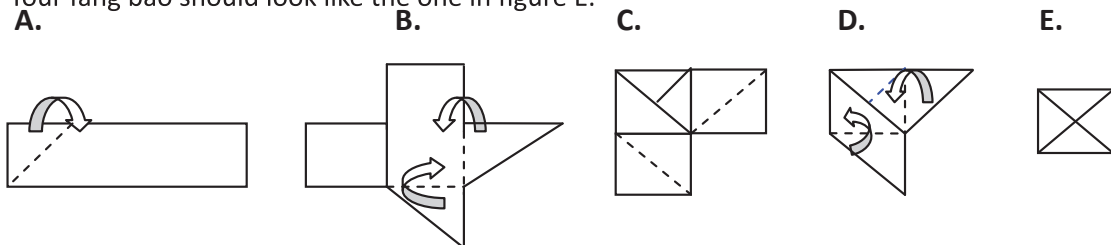
You will need

- 2 players
- 10 sheets of paper per person (14x21cm)
- Electrical tape or chalk

How to make your Fang Bao

To play, each person needs 5 fang bao. One fang bao is made with 2 sheets of paper.

1. To make a fang bao, fold both pieces of paper in half, lengthways. Then, for each fold one side as a triangle (see figure A).
2. Sit the 2 pieces of paper on top of each other as shown in figure B (horizontal paper on the bottom, vertical paper on the top). Fold up the triangle on the right (also shown in figure B).
3. Rotate the whole thing so it looks like figure C. Fold along the dashed lines shown in figure C.
4. Next, fold the bottom triangle up along the dashed line shown in figure D. Fold the triangle on the right side along the other dashed line, and then tuck the point of it under at the dotted line (as shown in figure D)
5. Your fang bao should look like the one in figure E.



How to play

1. Use electrical tape (or if outside, chalk) to mark 2 lines 1-1.5 metre's apart. One of the lines is the starting line. The other is the finish line.
2. Two players play Fang Bao. Each of the players places one of their fang bao towards the starting line. The aim is to hit the other player's fang bao towards and across the finishing line, using the remaining 4 fang bao. Players must throw from the start line.
3. Players take turns to throw their fang bao. The fang baos stay where they are from one turn to the next turn.
4. If your opponent's fang bao passes the finish line first as a result of your play, you can keep that fang bao.
5. The player who loses a fang bao needs to place a new fang bao at the starting line for the next round.
6. The game ends when one player has only one fang bao left. The player with the highest number of fang baos wins the game

Tip

The trick is to try to hit the edges of your opponent's fang bao using your own fang bao. Hold the side of your fang bao, putting your thumb under it and your other four fingers on top of it. Then swing your arm across your body quickly to give the fang bao speed, before you let it go.

KOLAP - A game from Australia

Kolap is an indigenous Australian game from the Meriam people of Mer Island in the Torres Strait. This game is named after the beans of the kolap tree, which were used as throwing objects in the game.

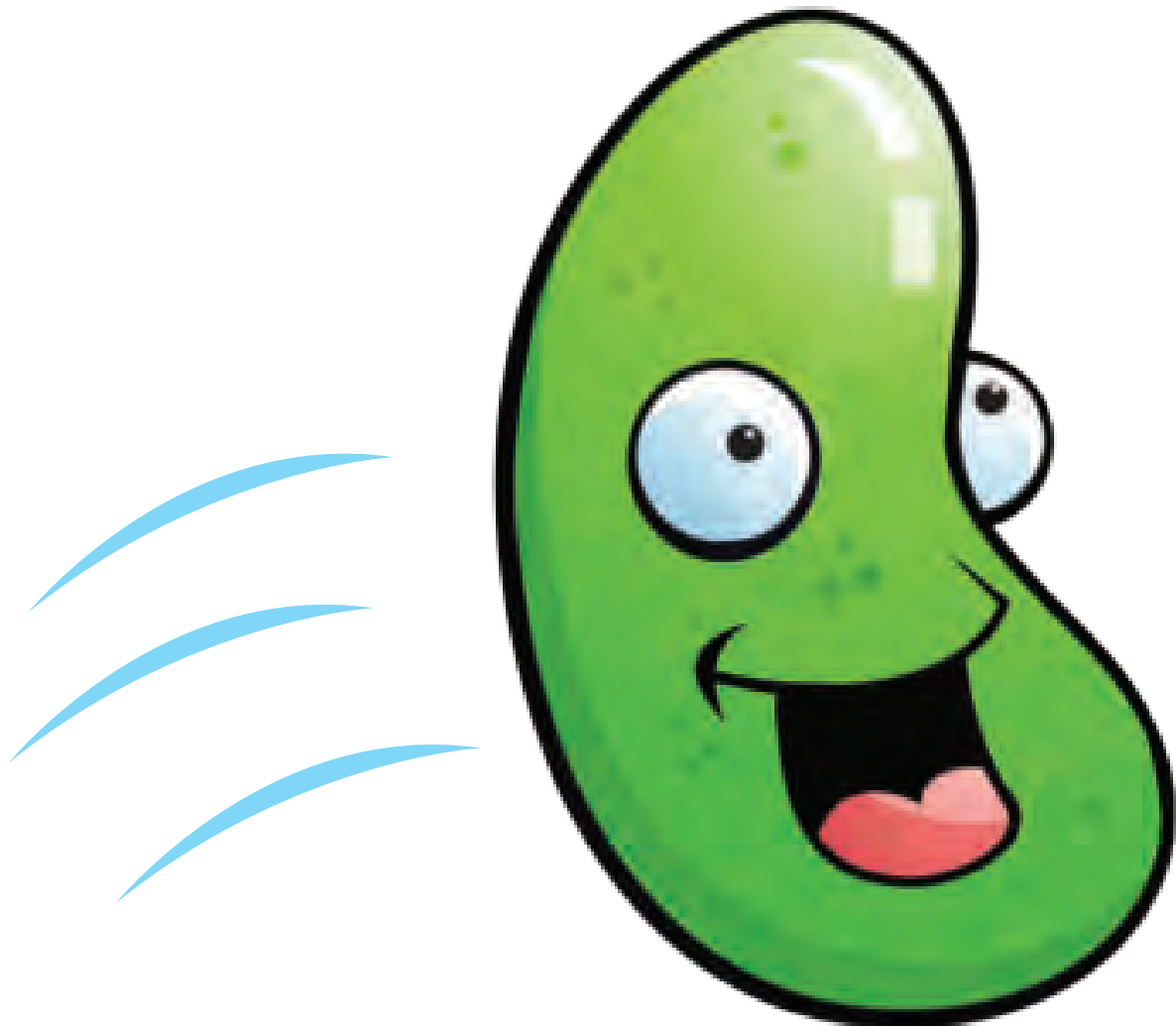
You will need

- 1 mat per game (e.g. softball bases, rubber mats or towels)
- 4-8 beans, coins, buttons etc (per person)
- Chalk or electrical tape etc. To mark the point to throw from

How to play

This game can be played with 2 players or with 4 players (making 2 teams)

1. Place the mat on the ground and mark a place at an agreed distance from the mat (Perhaps 3-4 metres). Players must stand behind this line to throw.
2. One player from team A begins by throwing 4 beans at one time, towards the mat, aiming to get the beans to land on the mat. Each bean that lands on the mat is worth 1 point. A bean must land completely on the mat for it to count as a point.
3. A player from team B has the next turn. Turns are alternated between teams.
4. The first team to reach a score of 10 points wins the game.



Truyen-Truyen - A game from Vietnam

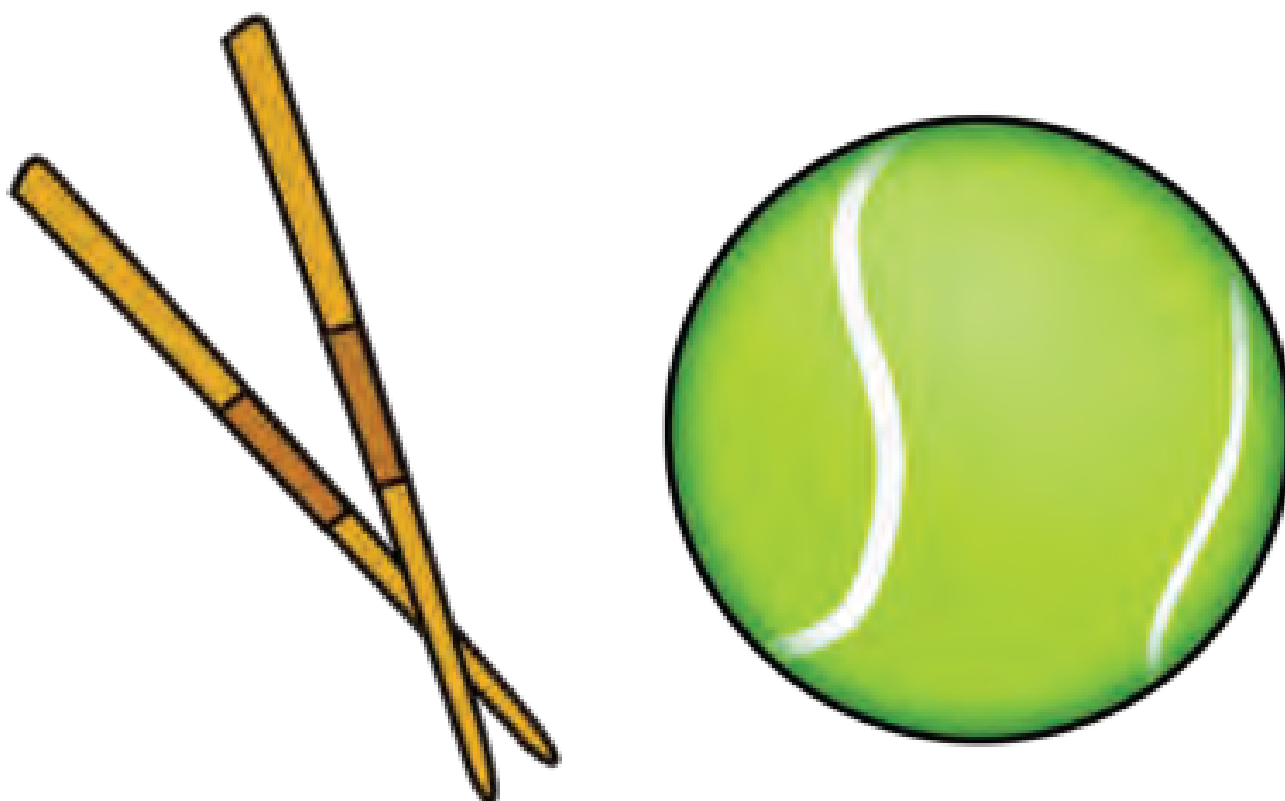
Truyen-Truyen is similar to other games from a number of countries with various names – for example, Jacks, Knucklebones, Kong-Keui (South Korea), Osselets (Haiti), Chucks (north-east England), Jackstones (Greece), Ciupy (Poland), Hamesh Avamin (Israel) and Bekel (Indonesia).

You will need

- 10 chopsticks for each game with 3 players
- 1 tennis ball

How to play

1. Divide the players into groups of 3, giving each group a ball and 10 chopsticks. Before beginning the game, let all players practice for 10 minutes with 3 chopsticks each.
2. To begin, one player spreads the chopsticks on the ground. Player 1 sits on the ground in front of the chopsticks and throws the ball into the air (not too high) and quickly picks up a chopstick and catches the ball, allowing the ball to bounce just once. If successful, the player continues in this way until all 10 chopsticks have been picked up, one at a time. The player then moves onto step 3.
3. If the player cannot pick up a chopstick or does not catch the ball, their turn is ended and the next player has a turn. The unsuccessful player must start again at the same level on their next turn, until they are successful at that level.
4. This step is the same as step 2, but all of the chopsticks are picked up 2 at a time, until all 10 chopsticks have been picked up. If the player is successful, they move on to picking up the chopsticks by threes, then fours, then fives, sixes, sevens, eights, nines then all ten.
5. After all the steps have been completed successfully, the player should try to hold all ten chopsticks in one hand and tap them on the ground three times while the ball bounces once.
6. The first player to complete all these steps successfully wins the game.



Toma Todo - A game from Mexico

Toma Todo means 'take all'. This game is played in Mexico by both adults and children. They use a six sided top called a pirinola.

You will need

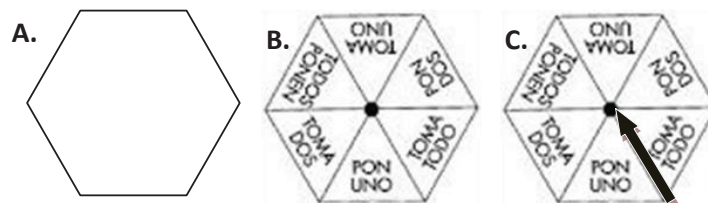
- Three or more players
- 1 toothpick, cardboard to make a hexagon shape, a ruler, scissors and pencil to make the pirinola
- 10 counters (bean, buttons, stones etc) per person
- Blu-tack or sticky tape

How to make a Pirinola

1. With a ruler, draw a hexagon shape on your cardboard. Each side should be 4cm long. (see figure A)
2. Draw lines between opposite corners to make 'pie segments' (see figure B)
3. In each segment write one of these Spanish terms:

Spanish term	Meaning in English
Toma Uno	Take One
Toma Dos	Take Two
Toma Todo	Take All
Pon Uno	Put One
Pon Dos	Put Two
Todos Ponen	Put All (i.e. all players put 2 counters in the pot)

4. To finish your pirinola, push the toothpick through the middle of the hexagon shape (see figure C). Secure the toothpick with Blu-tack or sticky tape.



How to play

1. Before you begin, decide how many rounds you want to play.
2. Each player gets 10 counters and puts 2 of them into the centre, called the 'pot'.
3. The first player spins the pirinola. They read aloud the instructions on the side that comes to rest on the ground, and then they follow the instructions. In each round, the players take turns to spin the pirinola.
4. If there are no more counters in the pot, keep going in hope that people with the counters will land on 'Pon Uno' (put one) or 'Pon Dos' (put two) when it's their turn.
5. If the player has no more counters left, they keep taking their turn because they might get instructions to take counters out of the pot. If they get instructions to put counters in and they have none, the next person takes their turn.
6. The winner is the person with the most counters at the end of the final round.

Tip

Place some Blu-tack or sticky tape where the toothpick meets the cardboard on both sides. This will stop the pirinola from sliding down the toothpick.

Kewirgei - A game from Kenya

Children from some countries don't have access to toys, games and sporting equipment. They play with whatever they can make from materials they find around them.

To make the ball you will need

- Scrap plastic, plastic bags or cloth scraps
- Lots of rubber bands or string
- A small piece of heavy cardboard or other junk material to provide weight

How to make a ball

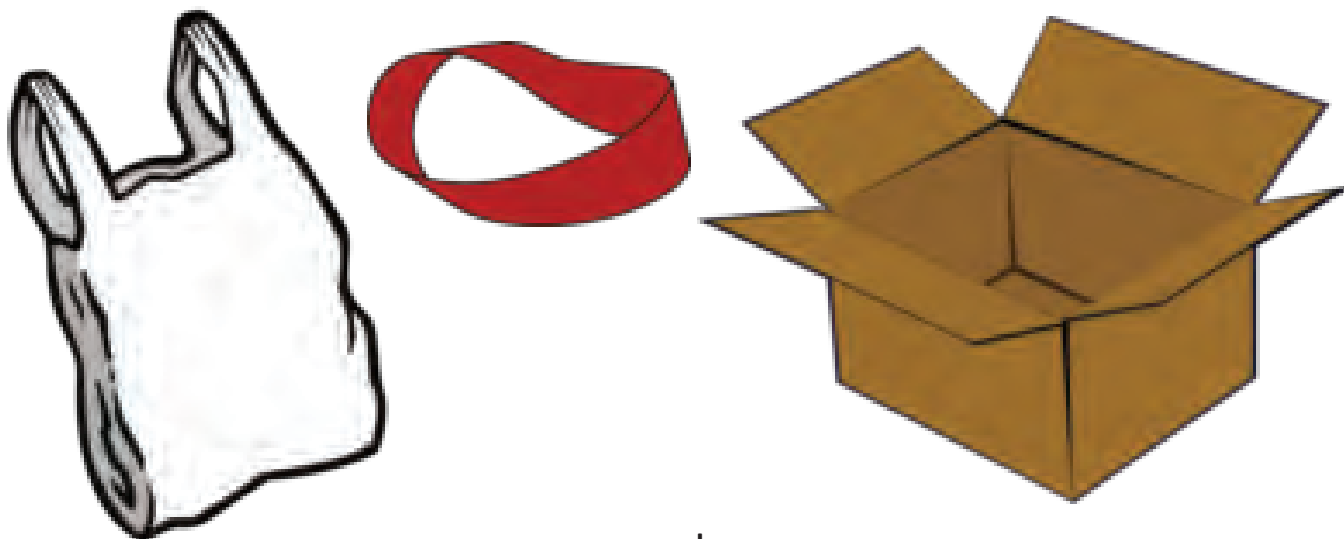
1. Wrap the junk material or heavy cardboard with the plastic or cloth.
2. Secure a layer with rubber bands and or string.
3. Repeat, creating new layers until the ball is the size you want – usually a bit fatter than a tennis ball.

To play the game

- 3 or more players
- 1 ball (see how to make a ball)
- 20 bottle tops per game
- 1 large playing area

How to play

1. Divide everyone into 2 groups. The groups stand in a line facing each other, about 6 – 10 metres apart.
2. One person stands in the middle with 20 bottle tops scattered on the ground.
3. The person in the middle tries to pile up the 20 bottle tops to make a tower, while the outside people try to hit the person in the middle with the ball.
4. If the person in the middle gets hit by the ball, they must change places with the person who threw the ball.
5. If the person in the middle piles up the bottle tops before getting hit by the ball, they win!



Mamba - A game from South Africa

A mamba is a big snake native to South Africa. There are green mambas and black mambas. Both are poisonous.

You will need

- 10-20 players
- Something to mark the playing area e.g. 4-6 cones (10m X 10m for 20 players)

How to play

1. Choose one person to be the mamba.
2. Everyone must stay within the marked playing area. The object of the game is to stay away from the mamba.
3. The mamba tries to catch the players. When the player is caught, they join the mamba by placing their hands around the waist of the person in front.
4. Each new 'catch' becomes another part to the snake's body, added to the snake's tail. As the snake eats, it becomes bigger and bigger!
5. If a player leaves the playing area, they must sit down on the boundary and miss out on the rest of the game.
6. Only the 'head' of the snake can catch new people. The snake can use its 'body' to round up other players, because players are not allowed to pass between the snake's body parts.
7. The game ends when all but one of the players has been caught. The last person caught becomes the next mamba.



Kokon - A game from Somalia

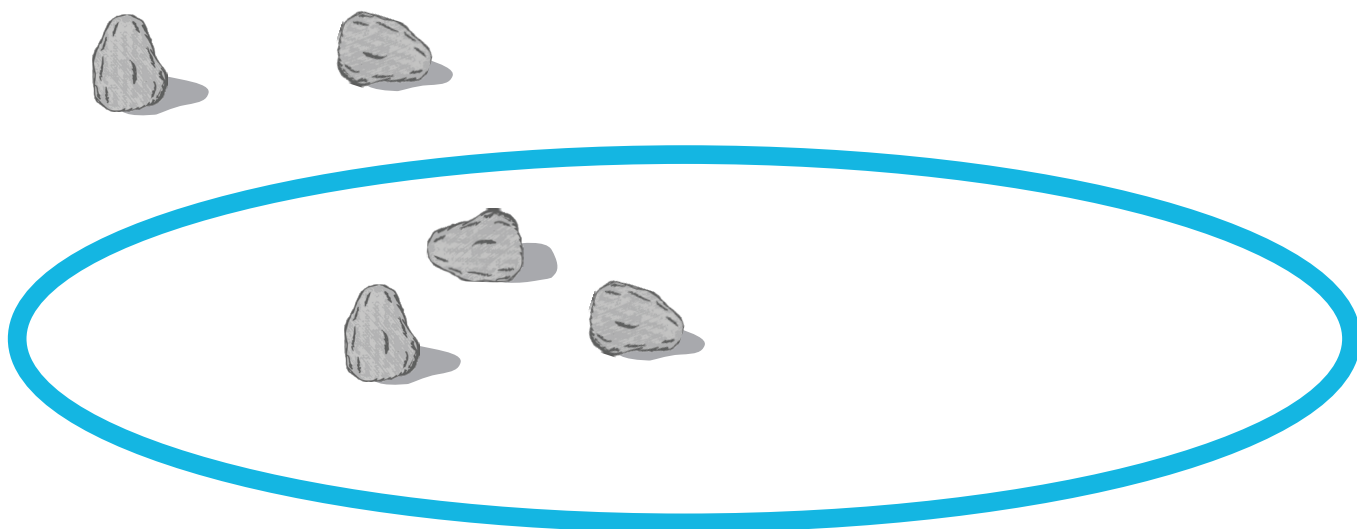
In Somalia, this game is played with stones, using a circle drawn in the dirt on the ground. It is similar to some games played with marbles.

You will need

- 3 or more players
- 5 stones per player
- Electrical tape or similar to mark the playing area

How to play

1. Mark a circle shape on the ground with electrical tape (it may be more similar to a hexagon).
2. Players get 5 stones each and sit in a circle around the outside of the marked playing area.
3. Each player places one stone inside the circle.
4. Players take turns to flick one of their other stones into the circle in an attempt to knock their opponents stones out of the circle.
5. The winner is the last player with their stones still within the circle.



Stepoo - A game from India

Stepoo is a game that comes from India. It is similar to the game of Hopscotch.

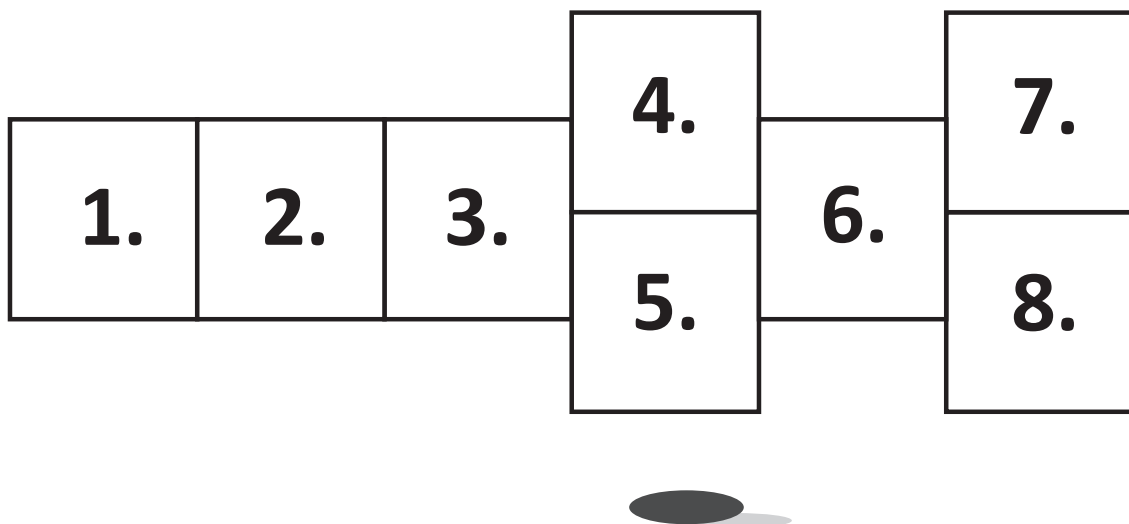
What you need

- 2-8 players
- 1 flat stone or rock
- Chalk or a stick to mark playing areas

How to play

1. Mark out the playing area with chalk or with a stick (see figure A) and get the players in order.
2. Standing at the throwing line at the foot of the playing area, the first person throws the stone into block 1, then hops over block one and lands one foot in block 2. Then they hop from block 2 to block 3 before hopping and landing with one foot in block 4 and one foot in block 5. The person must then jump and land with 1 foot in block 6, before hopping and landing one foot in block 7 and one foot in block 8.
3. The person then needs to jump and turn around and make their way back to block 2. Standing on one foot in block 2, they must bend down and pick up the stone, then jump over block 1 to the throwing line.
4. The player must then stand at the starting line again and throws the stone into block 2. They jump along the playing area again, as described in step 2. They keep going until they throw the stone in block 8 and they win or until they go 'out'.
5. A person goes out if they
 - Throw the stone in the wrong block
 - Lose balance and fall or step on a line
 - Jump on the block with the stone in it

Figure A.



Darma - A game from Macedonia

Darma is a game from Macedonia, in Eastern Europe. It was very popular in villages and townships. The darma board was probably drawn in the dirt or sand and the game played with different coloured pebbles.

You will need

- 2 players or 2 teams
- A4 paper or cardboard, black marker and ruler to make the darma board
- 18 stones, buttons, coins etc. Of 2 different colours (i.e. 9 of each colour)

How to make a Darma board

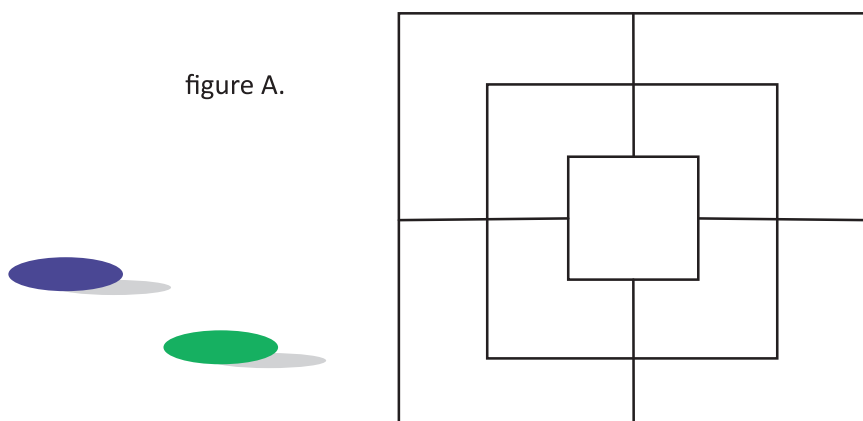
1. Using the ruler and marker, draw 3 concentric squares on the paper or cardboard.
2. Join each square with lines going through to the inside square (see figure A).

How to play

1. Each player or team gets 9 pieces (i.e. stones, buttons or coins) of a different colour.
2. The object of the game is to get 3 of your pieces lined up in a row.
3. In turn, each player or team places a piece on the point of any intersecting lines on the board, one at a time, until all pieces have been placed.
4. As stones are laid on each intersection, players need to keep alert and place their stone to block their opponent from getting a 'three' called tritsa.
5. If a tritsa is made, then that person is allowed to take a piece from the opponent.
6. Once all of the pieces are laid, each player takes a turn to slide one stone along the line to the next intersection to try and make a tritsa.
7. Once a player is down to three stones, they are allowed to jump to any intersecting line on the board.
8. The game is over when one player has less than 3 stones left.

Tip

The trick is to think ahead about where you place your stones and try to set up different possible plays to get the tritsa. It's a good idea to place your stones across each of the squares (the inner, middle and outer squares).



Games Using No Equipment

Take a Walk on the Wild Side

Everything in nature moves. Rocks shift. The earth spins.

Winds blow. Water travels. Animals hop, waddle, scurry, scamper, run, jump, crawl and slither.

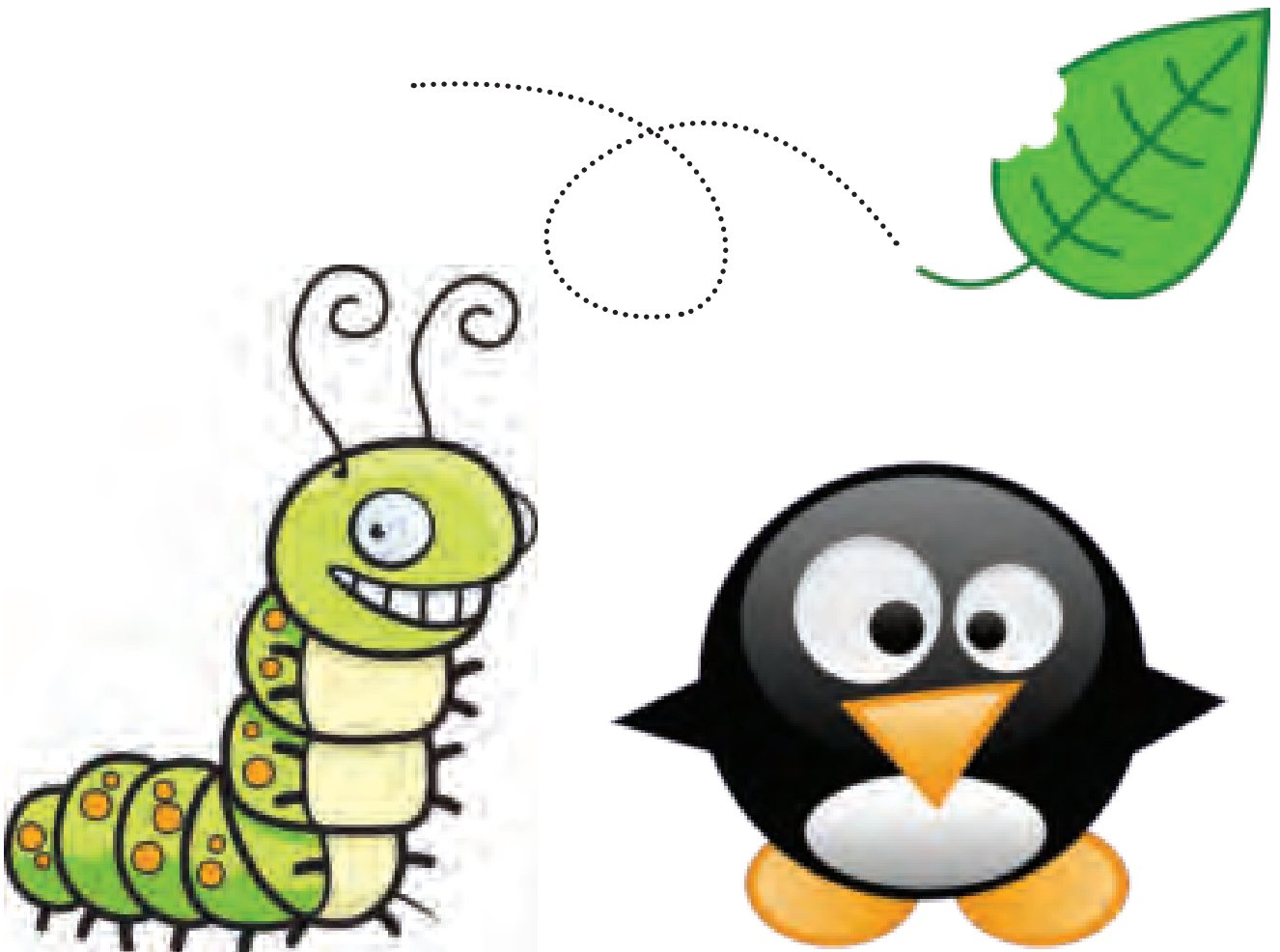
The outdoors offers a wide assortment of movements, from a twirling leaf on its descent to the ground to an inchworm measuring its way upward on a flower stem.

Take the children outside and practice taking a walk on the wild side by pantomiming movements in nature. Play wild-style “Simon Says”

First select a leader. The leader will give commands to the game players, who must move toward the designated finish line or the leader – via the movements the leader calls. For Example:

- Simon says, “Waddle like a penguin”
- Simon says, “Twirl like a leaf”
- Simon says, “Slither like a snake”
- Simon says, “Stomp like a bear”
- Simon says, “Hop like a rabbit”
- Simon says, “Roll like a wave”
- Simon says, “Creep slowly like a caterpillar”

Create variations of the game by using specific types of movements, such as only using the actions of slow animals for one round, then using only those of fast animals for the next. Play again using movements in nature that aren't animal related, mimicking the wind, water, rain, waves, river currents, rolling stones, and so on. The first person to make it to the finish line is the winner and gets to be the next leader and call out wild commands.



Look Up, Look Down, Look All Around

All kids love to spy and play detective. Move the mystery and enthusiasm outdoors and encourage children to spy on the wildlife that makes its home near you. Lots of animals co-exist with people, from spiders to birds, depending on where one lives. It's simply a matter of uncovering the evidence of wildlife that lives nearby. Time to sleuth!

Help Me Understand

Q: Where do animals go during the day?

A: Even though we might find evidence of animals without seeing the actual animal, they're more than likely still nearby. A burrow's entrance might house a mouse that is sleeping by day. A cracked nutshell may have been dropped by a bird who was having lunch and then flew off in search of more food to eat.

Encourage the children to look for these signs of wildlife:

- A spider web
- A slimy snail's trail
- A chewed or nibbled leaf
- A track in the dirt or sand
- A feather
- A snakeskin
- A nest
- A burrow entrance
- A cracked nutshell

Look for other signs that animals share your environment. Can you find blooming flowers and grasses? Without pollinators, such as bees, butterflies, and bats, flowers wouldn't exist.

What other evidence can you find that animals, tiny or large, co-exist with you? Gently look under rocks or fallen logs to discover what might be living beneath. Be a detective and discover wildlife at work.



Antics

Probably one of the easiest insects to watch in action is the ant, and what antics they perform as they go about their very busy workdays. Ants can be found in practically any outdoor environment – from sidewalks to playgrounds, from a small patch of grass to a large field.

Take the children outside and locate an anthill.

(WARNING: All ants can bite, and their bites can hurt! Do not hold or handle ants of any size)

Spend time watching them in action. Follow their trail and see where it leads you.

Ants follow a trail because they are searching for food. When one ant finds food, it leaves a scent trail for the other ants in its colony to follow, telling them where they can find the food supply. When you see ants following a trail, it means they are off to get provisions for the colony.

Try this fun experiment to watch how ants communicate with one another by leaving a scent trail. Collect several small twigs and place them end to end to create an enclosed space not too far from an anthill. Don't create a high enclosure; make it flat and wide. Drop some sugar or cracker crumbs within the enclosed space.

Wait for the ants to discover your gift. Soon they will find the food you've left for them, and as they take it away, they will leave a scent trail so they can return for more. Other ants in the colony will quickly catch the trail's scent and follow it to the food source too. Once you have a trail of ants in pursuit of the food, carefully remove the sticks. Observe what happens: the ants become confused because their scent trail has disappeared.



Rock 'n' Roll

When you walk, jump, or jog outside, chances are that you are stepping on rocks. Rocks make dirt when they are crumbled and mixed with organic materials. Small rocks were once part of larger rocks.

Take the children on a walk to discover just what rocks are. Are all rocks the same?

Try making a scavenger hunt to locate the following?

- A sharp rock
- A flat rock
- A bumpy rock
- A crumbly rock
- A rough rock
- A smooth rock
- A shiny rock
- A dull rock
- A rock with speckles
- A rock with stripes
- A multicoloured rock
- A rock with only one other colour

Compare the different types of rocks you found.

How are their textures different?

How do they differ in appearance?

Ask the children to play in a group to create a town, roads, buildings and places to visit in their 'Rocky Community'.

Or individually they can work on creating their own fort with a secret password.

Allow imaginations to soar and grow as your young architects build and create while soaking in fresh air and sunshine.



Cloud Racing

Cloud racing or watching allows children to sit, think and imagine.

Spread out a blanket and lay down so you can watch the clouds.
(Make certain the sun is not shining directly into the eyes)

While watching the clouds; ask the children to imagine that they are travelling on a cloud.

- What can they see?
- Where are they going?
- Have the children make up a story about their cloud travels
- What shapes can they find in the clouds?
- Are they thin and wispy?
- Fluffy and puffy?
- Are they the same shapes as the clouds they will see tomorrow?
- Why or why not?

If it is a breezy day, have a cloud race with the children.

Each child gets to select a cloud as their own. Designate a landmark, such as a treetop, in the distance. The first cloud to reach the landmark is the winner of this race.

Watch as the clouds drift, until a winner reaches the mark.



What's the Time Mr Wolf?

Ask the children to select a child to be "Mr Wolf".

Have the remaining children stand in a line 10 – 15 metres behind Mr Wolf. Mr Wolf must stand with his back to the children.

- The children call out all together "What's the time Mr Wolf?".....
- Mr Wolf responds with a time e.g. "Its 6 o'clock", the children then take 6 paces forward towards Mr Wolf.
- The children call out all together "What's the time Mr Wolf?".....
- Mr Wolf responds with another time e.g. "Its 8 o'clock", the children then take 8 paces forward towards Mr Wolf.

This goes on until the children get close to Mr Wolf.

- The children call out all together "What's the time Mr Wolf?".....
- Mr Wolf responds with "It's dinner time!!!!", and turns around and chases the children until he catches one as they run back towards the start line.

When Mr Wolf catches a child, the caught child becomes the next Mr Wolf.



Team Games

Skills Relay

Equipment – depending on the number of teams playing

(for one team)

- 3 hoops
- 2 large balls
- 1 skipping rope
- Rope or chalk lines

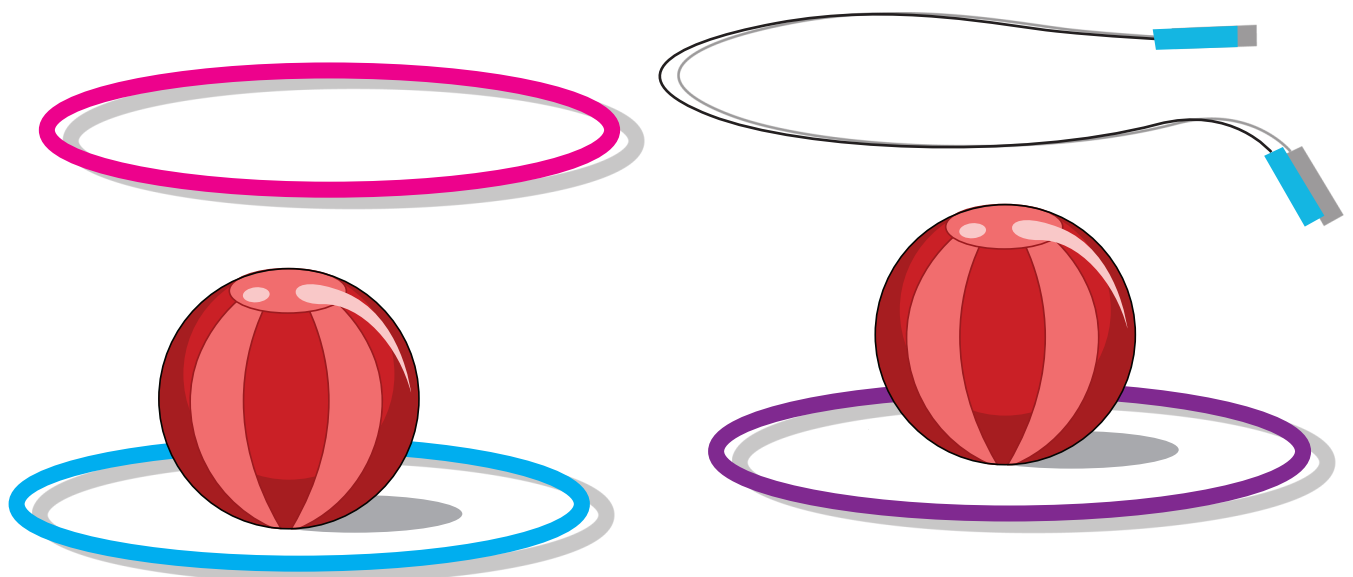
Aim – to practise a variety of skills in a team situation

How to Play:

- Place the hoops in a line. Alter the distance between them according to the age and ability of the children playing.
- Place the rope in hoop 1 (the first hoop), and one ball in hoop 3.
- One team lines up behind the starting line 1 (at the first hoop) and the other team behind starting line 2 (at the end of the 3rd hoop)
- The first player:
 - o Dribbles the ball using their feet to hoop 1 and leaves it there
 - o Picks up the rope and skips to hoop 2 and leaves it in that hoop
 - o Hops from hoop 2 to hoop 3
 - o Picks up the ball in hoop 3 and throws it to the second player.
- The second player puts the ball on the ground and dribbles it with their feet to hoop 3 and leaves it. Then each of the skills is performed in the reverse order.

Developing the game:

- Change the type or number of skills.
- Ask the children for their suggestions on how to alter the difficulty level of the game.



Tunnel Ball

Equipment – large balls (preferably tunnel balls)

How to Play:

- Divide the class into teams
- Have all team members line up behind each other with legs spread outwards to form a tunnel
- The 1st player holds the ball, the last player in the team crouches down to catch the ball.
- On the starters call, the 1st player rolls the ball down through the player's legs to the end of the tunnel.
- The catcher gets the ball and runs to the head of the tunnel to roll the ball down again to the new catcher.
- Each team member takes their turn to send the ball down the tunnel until each child has had a turn.
- The original leader catches the ball then runs to the top of the tunnel and all team members sit on the ground.
- The first team to complete the tunnel ball wins!!!!

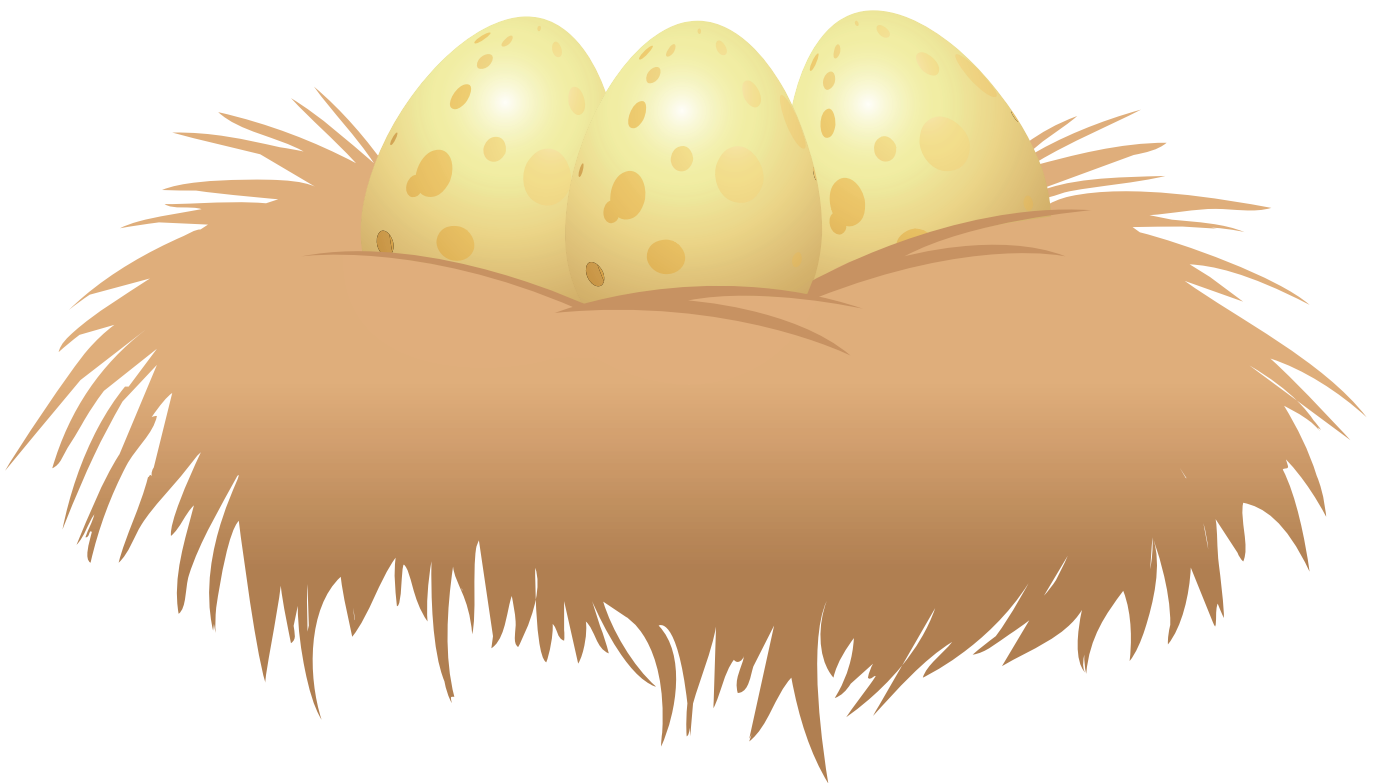


Eggs in the Nest

Equipment: 5 small bean bags or similar, 3 or more nests (boxes, buckets), depending on the number of children in the group

How to Play:

- Divide the group into 3 teams with each team standing by one of the three outer nests.
- Each team selects a player to run each round.
- The objective of the game is to get 3 bean bags into the nest. Players may take bean bags from the centre OR from other player's nests.
- Players may only take one bag at a time and bags may not be thrown, they must be placed into the nests.
- Players and other team members may not defend their bases and stop bags being taken.
- The first team to get the three bags into their nest become the winners.

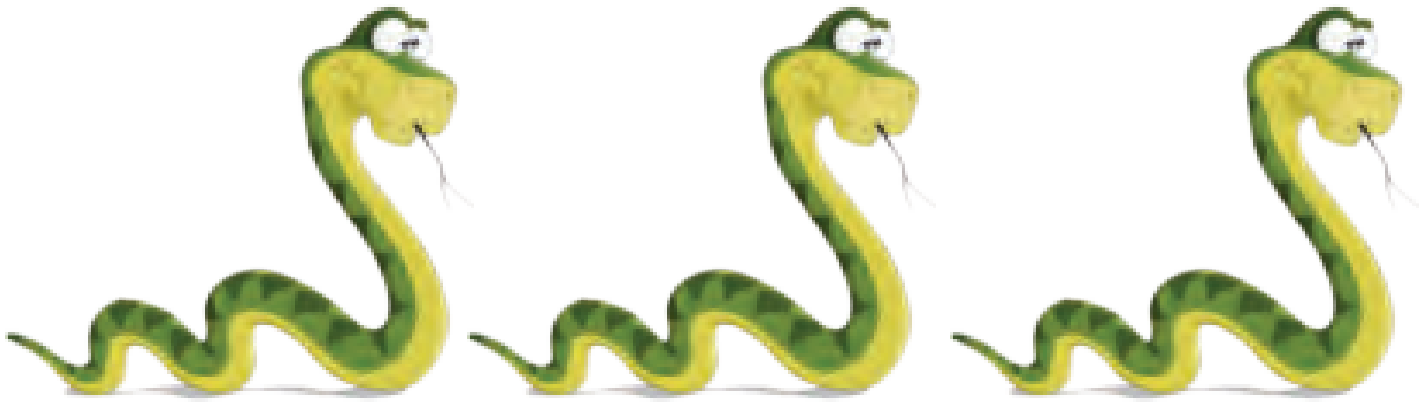


Snake in the Gutter

Number of children: 6 or more.

How to Play:

- Depending on the number of children, make at least three children the snakes.
- Have the snakes form the gutter by standing in a line with wide spaces between them, facing the rest of the children, who should be at a distance.
- The adult in charge (or a child) yells, "Snake in the gutter!"
- The children attempt to run through the gutter without being tagged by a snake.
- Those who get tagged are now snakes and stay in the gutter. Those who make it through can make another run through the gutter. But anyone who was tagged must join the snakes.
- Continue the game until everyone has been caught.

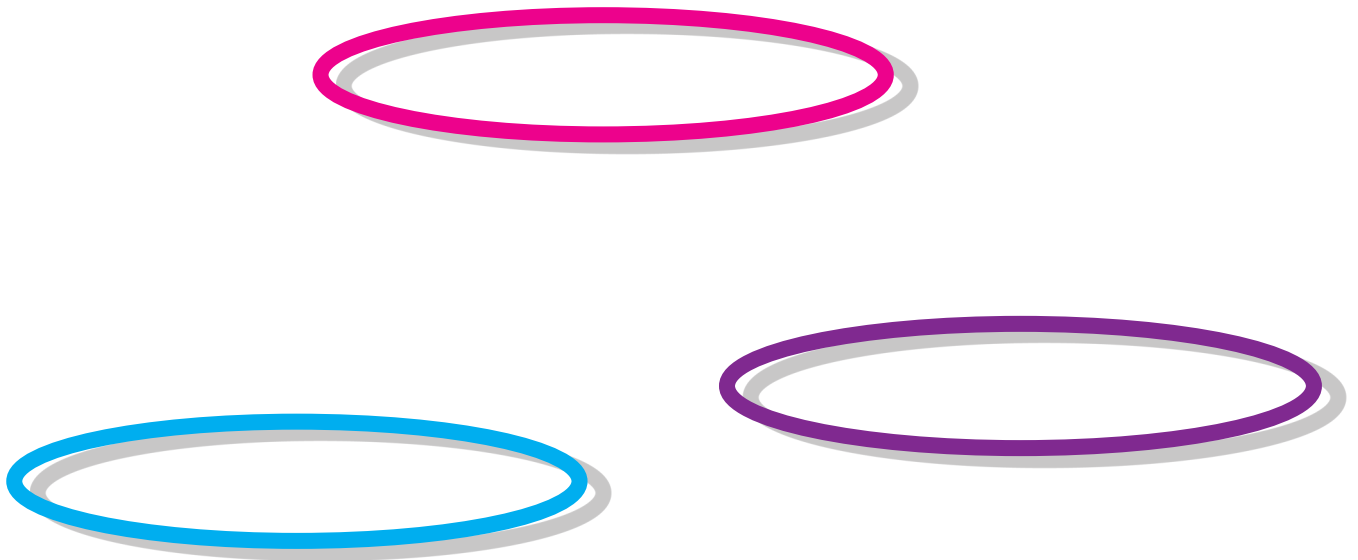


Musical Hoops

Equipment: Music Equipment, Hoops

How to Play:

- Ask the children to group in the area cleared for the activity.
- Tell the children to find a hoop to stand in.
- Start the music and get the children to move out of the hoops and around to the music.
- Encourage them to listen to the music and when it stops each child must find a hoop to stand in.
- Remove a hoop occasionally so children are encouraged to look more carefully for an empty hoop.
- When the music stops, the children unable to find an empty hoop must sit out of the game
- Continue until one child remains



Duck, Duck, Goose

How to Play:

- Clear space for children to sit in
- Encourage the children to make a circle and then sit down. There could be an option of placing chairs in a circle. This could be especially good if there was a child in a wheelchair as all the children would be seated on the same level
- Choose a child to walk around the outside of the circle saying, "Duck, Duck, Goose". As the child does this encouraging them to "gently" touch each child's head
- When the child pats a child on the head and says "Goose", the child starts to run around the circle
- The goose (child) then gets up and runs around the circle chasing the child who "Goosed" it. If the child is tagged, then he/she becomes the plum pudding and sits in the middle of the circle, or he/she can join the children sitting in the circle
- Children can vary the way they chant "Duck, Duck, Goose", for example they can change order or add in extra "Ducks". Eg "Duck, Goose, Duck, Duck," or "Duck, Duck, Duck, Duck, Duck, Goose", or "Goose, Duck" etc

