

Good for kids
good for life



Booster Resource Pack

Ideas for incorporating physical
activity into every school day

User guide

Acknowledgements

This booster pack incorporates a number of existing resources. *Good for Kids* would like to thank and acknowledge the work of the following people and groups who created the resources on which this booster pack has been based. Permission has kindly been granted for *Good for Kids* to use and distribute these resources. Please note that the original resources have been adapted to requirements of NSW teachers, curricula and classrooms.

Energisers: Classroom-based physical activities, developed by Activity Promotion Laboratory, Department of Exercise and Sport Science, College of Health and Human Performance, East Carolina University. 3rd Edition, 2006. (Website: http://www.ncpe4me.com/pdf_files/K-5-Energizers.pdf)

Pedometer Activities: Pedometer Pizazz Workbook, developed by the Louisiana Department of Education. (Website <http://www.doe.virginia.gov/VDOE/Instruction/PE/walksmart/lessonplans.pdf>)

The 'Family ACTIVation Pack'. 'Q4: The Coast in Motion' project, Central Coast of NSW. Health Promotion Service, Northern Sydney Central Coast Area Health Service, July 2007. (Website: www.healthpromotion.com.au)

Yulunga Traditional Indigenous Games (full resource). Australian Sports Commission, 2008. (Website: www.ausport.gov.au)

*Although we have tried to identify and acknowledge the sources of the ideas in this resource, the origin of some is not known. *Good for Kids* would like to acknowledge any groups or individuals, who have contributed to the development of the physical activity ideas, concepts and examples used in this resource.

** Note that within this resource, the term 'Aboriginal' is generally used in preference to 'Aboriginal and Torres Strait Islander', in recognition that Aboriginal people are the original inhabitants of NSW.

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How to use this Booster Pack

This pack has been designed to assist teachers to help get students active during class, both in and outside of the classroom.

The Booster Pack contains two sections:

Section 1. Energisers

Use: During class (e.g. as transitions, to re-focus students, to start/finish lessons)

Energisers are short, sharp class-based physical activities that aim to get kids moving. This compilation of 27 energisers has been designed to assist teachers with ideas and suggestions for how to easily and efficiently incorporate physical activity into the classroom.

Energisers provide an opportunity to transition from one lesson to another, they can be used as a re-focusing activity, they can be used to start or finish a lesson or can be used as opportunities for teaching a broader concept e.g. functions of the heart.

Although suggestions are given as to which energisers are appropriate for which stages, they can be adapted to any stage. For each energiser, information is provided about any equipment required, instructions on how to run the energiser, as well as ideas for variations.

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Section 2. Pedometer activities

Use: As active lessons (outdoors)

Pedometers are a great way of providing feedback about how active you are. Knowing how many steps you take while undertaking different activities can act as a motivation or learning tool to assist you with increasing the number of steps you take and how physically active you are each day.

The pedometer activities provide a series of lesson ideas and suggestions for how teachers can use pedometers with students. They also provide links to syllabus outcomes of the primary school curriculum and detail the objective of the activity, materials required and procedures as to how the activity can be run.

Most of the pedometer activities have been designed to be taught outside and require little equipment beyond a set of pedometers.

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Reference to Aboriginal names and places

Many of these activities can be changed or adapted to include greater reference to Aboriginal names and places. The following information may assist you in finding more information about local sites significant to the Aboriginal community as well as names for places, flora and fauna in the local Aboriginal language. It is also recommended that you contact local Aboriginal community members to ensure that the activities used are appropriate for use in your area. You could also:

- Download the Yulunga Traditional Indigenous Games resource: <http://www.ausport.gov.au/participating/all/indigenous/games>.
- Consult your local Aboriginal community members, Elders or Land Council for more information about specific landmarks, names of specific sites, animals etc in your local area.
- Contact your local Aboriginal Education Officers (AEO) who may be able to provide you with some local information and knowledge.
- Research the history of your local area.

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Always remember*:

- Join in as much as possible and play some games and activities that students suggest. Children enjoy making up and playing their own games.
- Try to avoid playing games and activities for extended periods in hot conditions.
- Try to provide sun protection if outside. If possible, seek shade or avoid outdoor activities in an unshaded area during the hottest part of the day.
- Encourage kids to drink water before, during and after being active.
- Be sure to make sessions fun and frequent!

* Information taken from the 'Family ACTIVation Pack'.