



# Active Schools

## Traralgon Workshop

Wednesday May 3<sup>rd</sup>, 2023

**achper**  
VICTORIA



Department  
of Education



**We wish to acknowledge the Traditional Custodians on whose lands we meet today, the Gunaikurnai people.**

**We pay our respects to their Elders- past and present.**

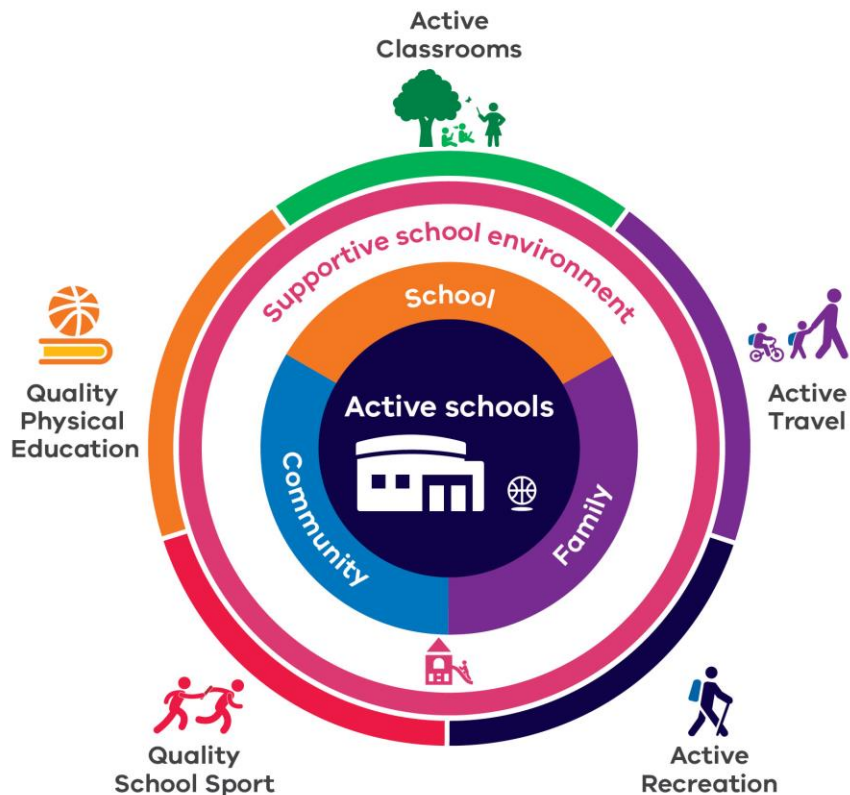
**We encourage everyone to nurture culturally safe environments which maintain respect and equity for all.**

**GUNAIKURNAI**



# Active Schools Framework

[Active schools framework  
\(education.vic.gov.au\)](https://education.vic.gov.au)





# Quality Physical Education

## Quality physical education involves:

- meeting minimum time for Physical Education for Foundation – Year 10
- delivery of a Victorian Curriculum aligned teaching and learning program
- teachers who are competent and capable in Physical Education instruction
- a safe, inclusive and encouraging learning environment for students of all ages and abilities.



## Quality school sport provides:

- Opportunities for all students to participate in a format suitable to their age, skill and ability whilst also linking students with local sporting clubs



# Quality School Sport



# Active Travel

## Active travel involves:

- Walking
- Cycling
- Scooting

or any other active ways of getting to or from school, for the whole journey or as part of the journey.



## An active classroom involves:

- active breaks between and within learning activities
- learning activities which involve movement
- working at benches, standing desks, on the floor, or in combination to create movement between work areas
- learning outdoors.

# Active Classrooms







# Active Recreation

## Active recreation includes:

- Active play and recreation before, during and after school (inclusive of recess and lunch)
- Outdoor learning
- Incursions and excursions
- School camps.



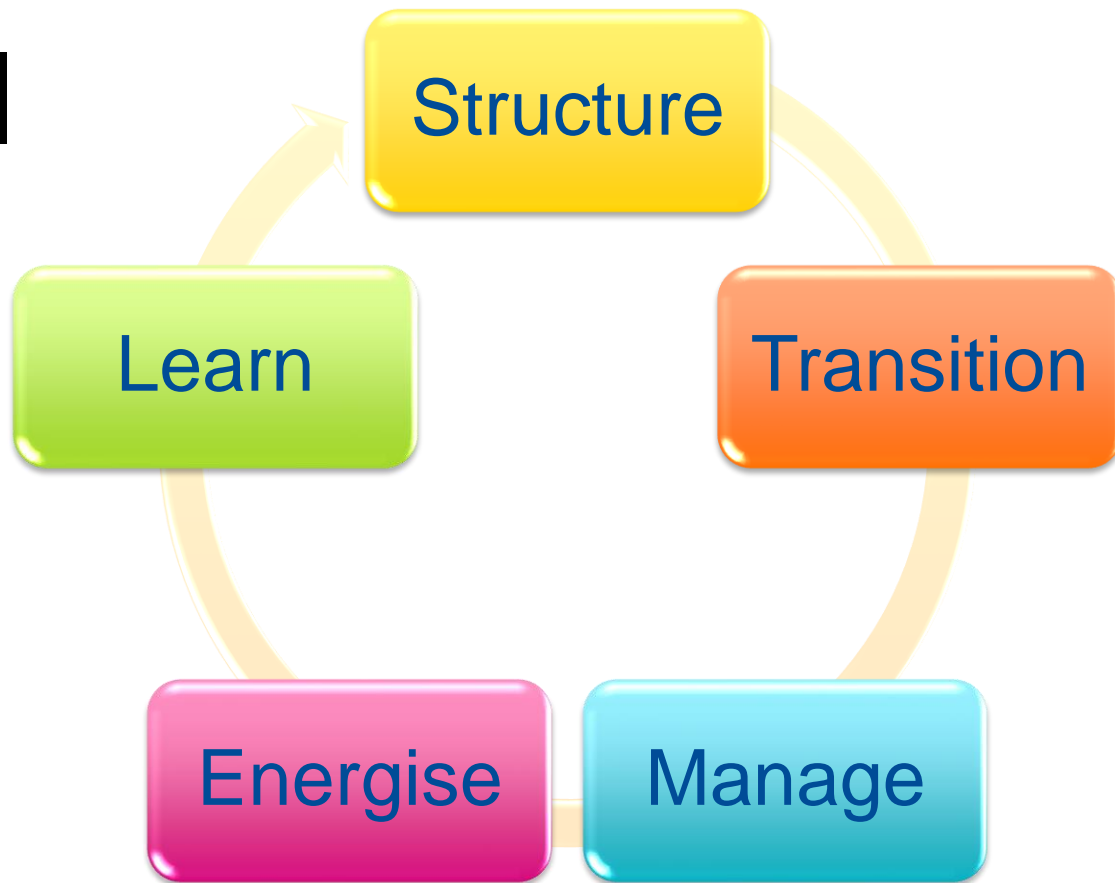


**A supportive school environment** is integral to an active school, which encourages physical activity throughout the school day.

The design of the school environment directly influences how active students will be during class and break time, as well as before and after school.



# TAB Model





## Energise

Activate muscles, increase circulation, more oxygen to brain for focusing. Re-engage.

Hammer and Saw  
Switch-a-roo  
Pop corn  
Snap and wink





## Structure

Movement is part of the structure of the lesson.  
Serves an instructional purpose.

Active questioning

- Yes/No
- Agree/disagree
- A/B/C/D

Tape on floor to represent a scale - students  
vote with their feet





## Manage

Planned breaks to proactively manage the class prior to off-task behaviour occurring.

Dance break

Breath ball

Stand and stretch





## Learn

Introduce, reinforce, consolidate or demonstrate learning through embodied learning.

What's the time?  
Fractions/decimals  
Clumps - class groupings  
Buzz





## Transition

Intentional movement as students move from one task to the next.

Stand and Share: 3 things you know about..

Baseline or diagnostic assessment

Partner share: 3 key learnings







## Physical Activity Advisors – South-East Region

Samantha Barrow – [sam.barrow@achper.vic.edu.au](mailto:sam.barrow@achper.vic.edu.au)

Helen Owies – [helen.owies@achper.vic.edu.au](mailto:helen.owies@achper.vic.edu.au)

Bernie Walsh – [bernie.walsh@achper.vic.edu.au](mailto:bernie.walsh@achper.vic.edu.au)