

PHYSICAL ACTIVITY FRAMEWORK

for Nova Scotia Schools

VERSION 1





CREATING A CULTURE OF MOVEMENT IN SCHOOLS

Schools play a critical role in the health and well-being of children and youth. It is important to consider the underlying conditions that result in inclusive and equitable access to healthy food and daily physical activity. Decreasing sedentary behavior and addressing the social determinants of health are important in influencing well-being and achievement.

WHAT DO WE HOPE TO ACHIEVE?

This framework is rooted in a Health Promoting Schools approach. It will create conditions for students to move more and sit less in schools. The aim is to provide equitable and inclusive opportunities for all students to reach their potential for learning, development, and well-being. All students will be provided opportunities to increase physical activity and reduce sedentary behaviour throughout the school day.

1

INCREASED OPPORTUNITIES FOR ENERGETIC MOVEMENT FOR ALL STUDENTS:

We will create the conditions where all students have the opportunity to engage in **at least 30 minutes** of energetic movement (moderate to vigorous physical activity) daily.

2

INCREASED OPPORTUNITIES FOR STRUCTURED AND UNSTRUCTURED MOVEMENT FOR ALL STUDENTS:

We will create the conditions where all students have the opportunity to engage in **at least 30 minutes** of structured and unstructured movement (light physical activity) daily.

3

REDUCED EXTENDED PERIODS OF SEDENTARY BEHAVIOUR FOR ALL STUDENTS:

We will create the conditions to disrupt sedentary behaviour **at least every 30 minutes** for elementary students and pre-primary children and **at least every 30-60 minutes** for junior and senior high students daily.

4

INCREASED OPPORTUNITIES FOR ALL STUDENTS TO BE OUTDOORS DURING INSTRUCTIONAL TIME:

Support every student to engage in a developmentally appropriate period of outdoor activity on a daily basis with a **minimum of 30 minutes** for all grade levels, pre-primary to grade 12.

SUMMARY TABLE: FOCUS AREAS AND OBJECTIVES

Inclusive, Physically Active School Communities



- A. Ensure all students, and school community members are included in being physically active, moving, and reducing sedentary behaviour.
- B. Engage community, students, families, and school-based teams including teachers and school leaders, in designing, implementing, and evaluating policies and programs to be physically active, move more, and reduce sedentary behaviour.

Movement During the School Day



- A. Create opportunities for students to move more while learning indoors in all subject areas at all grade levels.
- B. Create opportunities for students to move more while learning outdoors in all subject areas at all grade levels.
- C. Create opportunities for students to move more outside of instructional time during the school day.
- D. Ensure support for physical education.

Movement Before and After School



- A. Improve opportunities for students to move more through active school travel.
- B. Provide opportunities for extracurricular activities and before and after school care that focus on moving more.

Leadership, Collaboration, Capacity, and Accountability



- A. Ensure sufficient inter-sectoral, school community, and system- level support to implement the framework.
- B. Build supportive relationships within the education system and with partners from other fields in government and non- government sectors to support school-based physical activity.
- C. Improve student physical activity and sedentary behaviour data monitoring, evaluation, and research.

Inclusive Education Policy: The Physical Activity Framework aligns with the Inclusive Education Policy in that all students should feel that they belong in an inclusive school—accepted, safe, and valued—so they can best learn and succeed.

Learning with Wskitqamu embraces authentic learning opportunities to connect the heart, body, mind, and spirit to the gifts the earth provides (water, plants, medicines, food, etc.). Language has shifted from “Land-Based Learning” to “Learning with Wskitqamu” to reflect our Mi’kmaw language of harmony. This way of learning supports students in growing their relationship within Wskitqamu over time, based on understanding and respect. This way of learning nurtures the individual and collective obligation and responsibility towards harmony and balance.

Pre-Primary Program: When Pre-Primary requirements exceed those of this framework, they take precedence for that age group.