



# DPA EVERY DAY!

#DPAEveryDay

Discussion Guide

# DPA Every Day Discussion Guide

## Introduction

Many people work hard to make sure schools are welcoming, diverse, and happy places where students go to learn, connect, and build healthy, active lives. Daily physical activity (DPA) is an important part of healthy, active living. *DPA Every Day* provides an opportunity to engage in conversations about the many benefits of being active throughout the school day in Grades 1–8. The *DPA Every Day* poster and videos help with the implementation of daily physical activity and encourages healthy, active living while inspiring students, families, and staff to prioritize being active every day. With the release of the 24-hour Movement Guidelines and an emphasis on 60 minutes of moderate to vigorous physical activity each and every day for children and youth, the Ministry of Education has a renewed focus for DPA in Ontario. The purpose of this discussion guide is to accompany the *DPA Every Day* poster and videos, in order to help foster healthy conversations within the school community of students, families, educators, administrators, and community partners.

## Consider these three tips before leading a conversation with a group:

- **Share Your Energy** – Ask yourself these questions: Where do you see yourself in the DPA policy? What is your commitment and connection to physical activity? Why is physical activity meaningful to you as an educator, to your students, and to your school community? Share your passion and excitement with the audience. Let them know why this poster and videos are important and what they mean to you. By sharing the positive impact DPA can have on your students and school community, you will encourage others to get excited too!
- **Know Your Audience** – Understand the experiences of the participants in the conversation and their different entry points. This will help you to meet the objectives of your conversation while making the content relatable to your audience. Knowing your audience and being able to understand their reactions will not only help guide you in the facilitation, but will also help you to gauge how well your audience understands the content.
- **Tell Your Story** – Ensuring that students engage in daily physical activity is a collective responsibility. Although the questions in this discussion guide will help your audience to consider and reflect about how DPA is connected to their role in the school community, think about how you can frame this discussion in a way that lets everyone see themselves in the policy. Share stories on how quality DPA can positively impact students' school day and their daily life, at home and in the community.

# Leading the Conversation

## CONVERSATIONS WITH STUDENTS

### Communication method examples: questions and prompts for classroom discussion

- How will DPA be part of your learning?
  - How do you know when you need physical activity?
  - What impact does physical activity have on your ability to learn and participate in class?
  - Describe how you feel before, during, and after physical activity.
- When describing your DPA, what would be important to include?
  - What would you like DPA to look like? Consider how you can integrate a variety of movement throughout your learning day. (For example, list several activities and games that you might do daily that naturally include movement.)
  - How can we integrate DPA into our day? What does that look like? (An example might be doing 20 minutes blocks, broken down into 5/10/15 minute blocks.)
  - Describe the different physical spaces that you can use to embed DPA throughout your day. What does that look like? (For example, think about your classroom, the gymnasium, and outdoor spaces.)
- What does physical activity look like, sound like, and feel like for you?
  - How do you incorporate physical activity into your daily routine before and after school?
  - Describe what types of physical activities you enjoy doing in your free time.
- What content from the video are you most curious about?
  - What connections are you making between DPA and other parts of your school day or your life outside of school?
- How will you advocate for and inspire others to participate in daily physical activity in your class, school, and community?
  - Why is physical activity important to you?
  - How does it help you in your life?
  - What role do you think students could or should play in planning and leading DPA and movement opportunities in your classroom, school, and community?
  - Who would you want to share this information with? (For example, you might want to share with family, friends, teachers, and physical activity providers.)

## CONVERSATIONS WITH EDUCATORS

### Communication method examples: questions for staff meetings and PD sessions

- What are your current beliefs about physical activity? Is physical activity an important part of your life? Why or why not? How important is your wellness?
  - How do you create an environment to support a culture that values physical activity?

- Where do you see your role reflected in the importance of physical activity? (For example, are you a positive role model, a facilitator, or an advocate?)
- How does DPA connect or relate to your role in the school community?
- How does your physical and social environment support and/or promote physical activity for all staff and students?
- How does quality DPA benefit your students' overall well-being, learning, and achievement?
  - What does quality DPA require in order to produce students who are happy, value being active and healthy, are ready to learn, have positive mental health, and can create positive relationships?
  - How are all students of all abilities included meaningfully in your DPA program?
- After watching the video, consider the following questions as you reflect on your DPA program.
  - Is there any place for improvement in your DPA?
  - What good practices does the video affirm you are doing at your school?
  - Why are these practices important?
  - How could you share these practices with a colleague and with students?
- What does your 20 minutes of “any which way” movement look like, sound like, and feel like in your class?
- What is the next step in your journey to normalizing physical activity throughout the day?

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## CONVERSATIONS WITH FAMILIES

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### Communication method examples: discussion questions for parent-teacher night, school council, newsletter, and/or social media

It is important as a school community to include our students' families in their learning. To ensure that your class and school has a comprehensive approach to DPA, work collaboratively with the students' families.

- What is DPA? How might quality DPA at school benefit students' everyday lives?
  - Describe what you know about the DPA students receive in school.
  - What do we need to know about your child's learning needs and interests to plan for their learning in a quality DPA program?
  - How can the school's DPA program support your child as a learner?
- How does students' DPA in school relate to their lives at home?
  - What is your role in your child's daily physical activity?
  - How do you see physical activity reflected in everyday life?
  - How can you support your child in making connections between what they learn about DPA at school and in conversations and activities at home?
- What did you learn from the video?
  - What did you see in the video that surprises you?

- Where could you go to receive more information about physical activity?
- Is there anything that you have questions about regarding DPA?

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## CONVERSATIONS WITH THE COMMUNITY

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### Communication method examples: questions for Public Health nurses and other community leaders

- What role does your community organization have with our school community?
  - How can your partnership with our school contribute to the DPA program?
  - What resources and/or supports can you provide for students and their families?
- How do we work together in supporting all students?
  - How do you include all students of all abilities in physical activity programs? (For example, consider accessibility, culture, and needs.)
  - How can your physical activity program enhance the current curricular and extra-curricular physical activity programs at our school?
- What does a healthy partnership with the community that supports a culture of physical activity look like?



**HAPPY**



**ACTIVE AND  
HEALTHY**



**READY TO LEARN**



**SUPPORTS  
MENTAL HEALTH**



**POSITIVE  
RELATIONSHIPS**

**#DPAEVERYDAY**