



ENERGY CAMPAIGN

PLAY OUTSIDE DAYS

Often we do the activities we know and are comfortable with, and more and more those activities involve turning on a game system, a computer or a screen. All those activities use electricity, and **this campaign is about encouraging everyone to get outside and play, and reduce the amount of electricity we use.** Our communities have many opportunities for fun, outside activities, but unless we know what they are, and a little about how to do them, it can seem easier just to stay inside.

- Promote Play Outside Days for a week in spring, in preparation for many wonderful days of outside play, throughout the spring, summer and fall.
- Or, create a campaign focused on outdoor play in cold weather, and hold it in fall or winter, challenging students to spend time outside each day of the year.

Pre Campaign Audit

1. Ask your classmates to keep track of how much time they spend outside each day, and what activities they are doing, both inside and out. Use a chart like the one on page 5 to track what you do outside, and when you do it.
2. Ask your classmates or other students what kinds of activities they would like to be able to do when they are outside.
3. Ask your classmates or other students what keeps them from going outside (For example, homework, video gaming, weather, no one to do things with, parents' rules, etc.)
4. Use the information you have collected to make some decisions on what kind of activities you could teach, promote, or organize to encourage your classmates and others to spend more time outside.

Planning A Play Outside Days Campaign

1. Brainstorm a list of ideas for your Play Outside Days campaign.
 - **The goal:** What do you hope to accomplish? Teach some new games, get everyone outside, or challenge people to get outside 2 more hours each week?
 - **The plan:** What will you do? What outdoor space and equipment are needed? Who will run the stations/activities you will offer? Do students need any particular skills to participate? How long will the campaign last for – one day, two weeks, all school year?
 - **Communication:** How will you let students know about your play outside days? Will you create posters, presentations or announcements?



- **Reminders:** How will you remind students that the play outside day is coming up, or that they should keep track of their playtime for a class challenge, or dress appropriately for outdoor play?
- **Who Can Help:** Are there teachers or community members who can lead an activity about biking or skateboarding, or campfire building? Would the school community council provide ingredients for an outdoor snack or money for materials?
- **Commitment:** How will you encourage students to continue to play outside once the special days are over, or if it is rainy or cold? A promise to play outside for an hour each day, or a challenge between classes might help to keep it going.
- **Test it Out:** Consider trying some of the activities you have planned with your class, to see if changes need to be made to the way you present them when you offer them to the whole school.
- **Results:** Keep track of the amount of time spent outside doing activities, when you might otherwise be inside on a screen. Be sure to let everyone know what has been accomplished, put up photos, or give an award to the class with the most outdoor hours or activities. Celebrate the fun you have had.

Post Campaign Audit

1. Ask your classmates to keep track of how much time they spend outside each day, and what activities they are doing, both inside and out. Compare the time spent outside before and after the campaign. Has outside time increased and in what activities?
2. Ask your classmates or other students what they thought of the activities during Play Outside Days. Were they fun and well organized? How could they be improved? Do students have ideas for other activities?
3. How can this information help you to make outside play more popular at your school or in your community?



Play Outside Days

Ideas for campaigns

Hold a **Play Outside Spirit Day** at your school with different activities to give students ideas of what to do outside. The activities can reflect where you live and the kinds of things that are available for you to do outside.

- For example, if your community is near a lake, you could learn about fishing, or swimming safely. If your community has a skate park, teach some simple skateboard skills, or work on bike safety or bike maintenance.
- Research some outdoor activities that are available in your community and tell students about how to get involved in them by making presentations, having an assembly, putting up posters, and inviting speakers in to the school.
- Show students how to do some arts and crafts using natural supplies like leaves or branches, how to build a bird house, bat house or bird feeder.
- Set up a backyard camp, learn card games for rainy days in the tent.
- Hold a class vs. class soccer tournament, Capture the Flag, or teach other cooperative games.
- Cold weather ideas: tobogganing at the local hill, skating on the school rink, making ice sculptures and snowmen, snow fort building, campfire hot chocolate.
- Have a **Play Outside Week**, and plan activities for each day around themes like: cooperative games, games for rainy days, food you can make outside, my community, etc. During recess, have your classmates lead or teach games that fit the day's theme.
- Provide teachers with ideas for outdoor activities to do during physical education and other related class times.
- Challenge classes to keep track of their outside play time, and hold a friendly competition in your school.



Curriculum Connections

Grade K -8 Physical Education: The K–12 aim of the physical education curriculum is to support students in becoming physically educated individuals who have the understandings and skills to engage in movement activity, and the confidence and disposition to live a healthy, active lifestyle.

Active Living – Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.

Skillful Movement – Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities.

Relationships – Balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities.

Grade K-8 Health Education: The K-12 aim of the Saskatchewan health education curricula is to develop confident and competent students who understand, appreciate, and apply health knowledge, skills, and strategies throughout life.

- Develop the understanding, skills, and confidences necessary to take action to improve health.
- Make informed decisions based on health-related knowledge.
- Apply decision that will improve personal health and/or the health of others.

Grade 5 Social Studies: Outcome: RW5.1 Explain the importance of sustainable management of the environment to Canada’s future.

Grade 6 Social Studies: Outcomes: RW6.1 Examine and analyze factors that contribute to quality of life, including material and non-material factors.

RW6.2 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.

Grade 8 Health Education: Outcome: USC8.6 Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the well-being of self, others, and the environment.

Social Studies: Outcome RW8.3 Critique the approaches of Canada and Canadians to environmental stewardship and sustainability.

Additional Resources

www.saskatchewaninmotion.ca have an idea jar of activities to help get kids active. You can submit an idea or get an idea by going to their site.



Use this chart, or create your own to keep track of time and activities spent outside. It might help to use different coloured pens to keep track of indoor vs. outdoor activity. Then you will get a visual picture of the week, as well as a written record.

| Activity/ Time: | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|--------------------------------------|--------|---------|-----------|----------|--------|----------|--------|
| Before School | | | | | | | |
| Morning: Recess or during class | | | | | | | |
| Lunch | | | | | | | |
| Afternoon: Recess or during class | | | | | | | |
| After School | | | | | | | |
| Evening | | | | | | | |