



# PHYSICAL ACTIVITY PROGRAMMING, CURRICULA, AND INSTRUCTION



## Availability of physical education classes

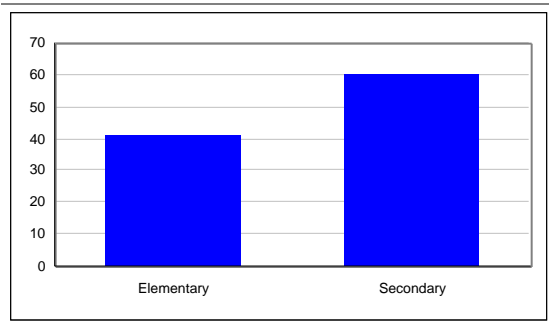
Physical education classes are offered two times per week by half of Canadian schools, and by only 16% of schools on a daily basis. The median class time increases from 40 minutes for a junior elementary student to 75 minutes for a senior secondary student. The number of weeks of physical education classes decreases by grade. That is, secondary schools offer fewer weeks of physical education classes than do elementary schools, offering secondary classes for only 35 weeks per year compared with 40 weeks for elementary school students. The median duration of physical education classes is longer in Quebec schools than in Canada generally, however, given a slightly lower number of classes per week, the total time spent in classes may not differ.

**Student population size** Larger schools offer longer physical education classes than do schools with less than 500 students. However, they offer fewer weeks of classes per year.

**Language** Although French schools have considerably longer physical education classes than the average Canadian school, they offer fewer classes per week than the median. This is related to the results noted above for Quebec, and is due in part to the large concentration of French schools in that province.

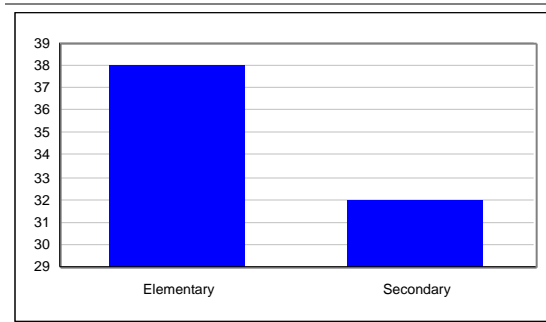
**Implications** Physical education classes are typically considered the “core” of physical activity programming at school. National recommendations exist in both Canada and the United States, which advocate for the provision of daily and quality physical education for students in kindergarten to secondary school graduation, yet half of schools provide only 2 classes per week. Data from this survey reveals that the median of scheduled class time for physical education for elementary schools was substantially lower than that for secondary schools. These times do include “transition” times where students changed clothes or moved to physical activity facilities. Schools can try to reduce these “transition” times in order to maximize time spent in physical education.<sup>17</sup>

**DURATION OF P. E. CLASSES  
by grade level**



2001 Survey of physical activity in Canadian schools, CFLRI

**WEEKS OF P.E. CLASSES PER YEAR  
by grade level**



2001 Survey of physical activity in Canadian schools, CFLRI

## *Passive and active time during physical education class*

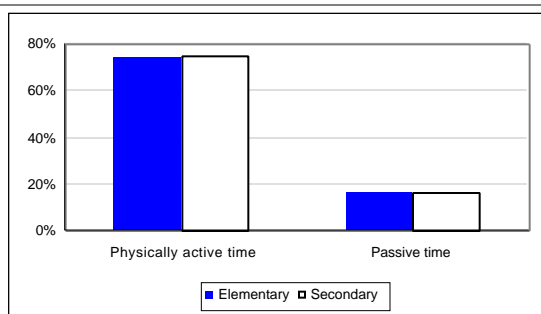
Half of schools report that students spend 80% of class time in physical education, engaged in physical activity. It should be noted that all students may not be continuously active during this “active” time. For example, a game of baseball may be considered “active” time, however, all students are not active throughout the entire game. The median proportion of time spent in passive activity, such as standing around waiting, is 15% for all schools. There is no difference between elementary and secondary schools with regard to the proportion of active time and passive time spent in physical education class.

**Region** Of students in any region, students in Quebec spend the greatest proportion of class time standing around (20%), and the smallest average proportion of time engaged in activity (70%). Students in regions other than Quebec spend at least 80% of their time engaged in activity during physical education class.

**Language** French schools are less likely to report that students are physically engaged in activity during physical education. This is related in part to differences in Quebec schools compared to schools elsewhere.

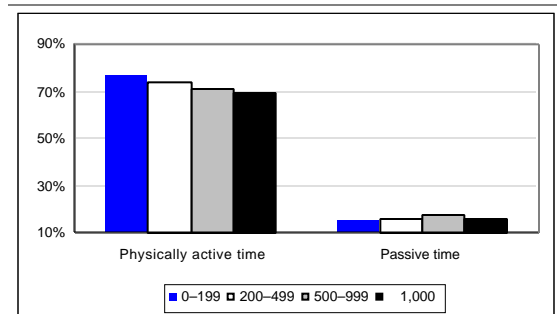
**Implications** The Center for Disease Controls’ (CDC) *Guidelines for School and Community Programs* recommend that students be physically active for a large percentage of class time. In fact, they establish minimum standards specifying that students should be physically active for at least 50% of class time during physical education. Generally, this active time should be characterized by moderate to vigorous intensity. In the Canadian situation, schools report that roughly three-quarters of the time is spent being physically active. However, although 80% of class time may be devoted to active time, not every student may be active throughout the entire ‘active’ portion of the class—this may be an overestimate. Furthermore, this study did not determine the intensity of the activities done during this time. Although schools may report such a high amount of time spent being “physically active”, the intensity may be lower than recommended for health benefits. This warrants further research.

**PASSIVE VERSUS ACTIVE TIME  
by grade level**



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**PASSIVE VERSUS ACTIVE TIME  
by student population size**



2001 Survey of physical activity in Canadian schools, CFLRI

## Components of the physical education program

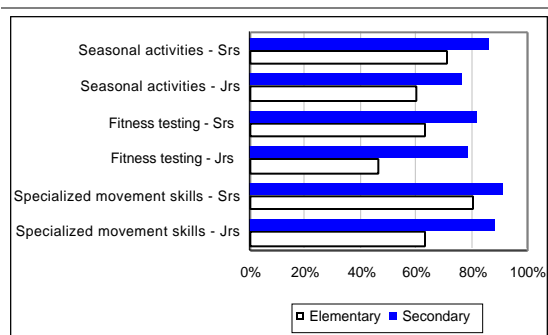
Overall, the most prevalent components of physical education classes for Canadian students are health-related fitness, individual activity, and team or dual sports. These are the most popular components for both elementary and secondary schools; at least 90% of all schools report that these components are included in physical education classes. Specialized movement skills, fitness testing, and seasonal activities are more likely to be included in programming at secondary schools than at elementary schools. These latter components also vary more markedly by province than do health-related fitness, individual activities and team or dual sports components.

**Student population size** In general, the likelihood that specialized movement skills or fitness testing are included in fitness programming increases with student population size. The inclusion of seasonal activities is more prevalent in schools with 1,000 students or more than in smaller schools.

**Language** French schools are less likely than other schools to include specialized movement skills and seasonal activities in physical education programming.

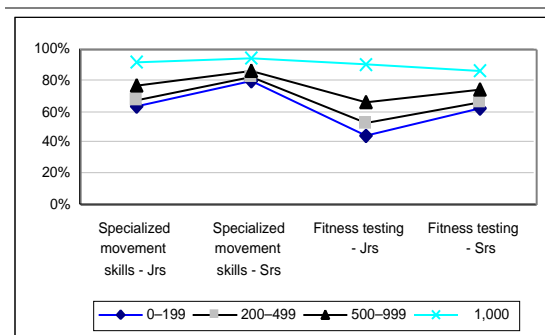
**Implications** The provision of a broad variety of physical activities is important to appeal to, and to address the needs (skill, developmental, and interest) of all students. Schools can ensure that there is a balance of structured and non-structured physical activities, including varying degrees of competitiveness. Moreover, the components of a physical activity and physical education program should provide the appropriate balance to develop students' awareness, attitudes, motor and behavioural skills to encourage lifelong physical activity behaviours. Finally, it is important for physical education instructors to recognize and address gender issues related to childrens' physical activity. For example, research shows that girls prefer activities such as dance, gymnastics, exercise classes, whereas boys participate more often in team sports.<sup>4</sup>

**COMPONENTS OF PHYSICAL EDUCATION  
by grade level**



2001 Survey of physical activity in Canadian schools, CFLRI

**COMPONENTS OF PHYSICAL EDUCATION  
by student population size**



2001 Survey of physical activity in Canadian schools, CFLRI

## *Emphasis of physical activity programming*

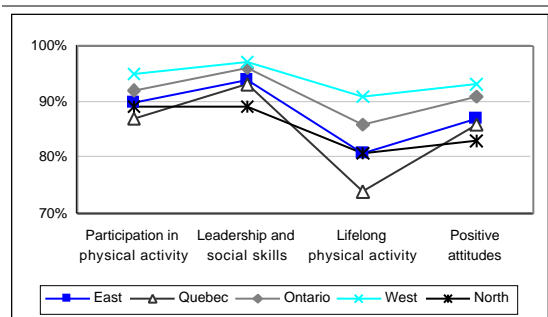
Physical activity programming at school may focus on a number of elements, such as participation, leadership and social skills, lifelong physical activity skills, and positive attitudes. At least 85% of schools emphasize each of these elements, with leadership being the most commonly emphasized (96% of all schools report that physical activity programming emphasizes leadership and social skills). Physical activity programming at elementary schools is more likely than that at secondary schools to emphasize leadership, lifelong activity skills, and positive attitudes.

**Region** Although prevalent in every province, the emphasis of physical activity programming varies by province. Virtually all schools in Prince Edward Island emphasize participation in physical activity leadership and social skills. In contrast, schools in Nova Scotia and Quebec are the least likely to emphasize participation, and those in the North are less likely to emphasize leadership and social skills and positive attitudes. Finally, schools in the Prairie provinces are more likely to emphasize lifelong physical activity whereas those in Quebec are less likely to do so.

**School population size** The smaller the size of the school population, the more likely it is to emphasize lifelong physical activity in its programming.

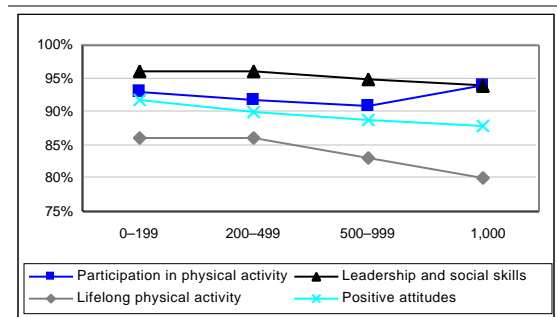
**Implications** Participation in physical activity, leadership and social skills, lifelong physical activity skills, and positive attitudes are all key components of quality physical education. Indeed, national strategies in Canada and the United States recommend that physical education programming focus on enjoyable physical activity or skills that will induce a life of physical activity rather than a traditional focus on team and competitive sports.<sup>18</sup> The development of positive attitudes may influence involvement in physical activity as well as incremental skill development, mastery, and confidence in their abilities.<sup>18</sup> The emphasis of these elements should be considered in regular evaluation of the physical education programming.

**EMPHASIS OF PROGRAMMING  
by region**



2001 Survey of physical activity in Canadian schools, CFLRI

**EMPHASIS OF PROGRAMMING  
by student population size**



2001 Survey of physical activity in Canadian schools, CFLRI

## Staff resources for physical education

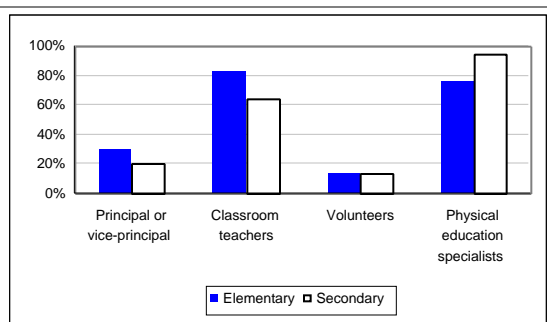
Physical education may be taught by more than one individual and these individuals may have more than one role within the school. For example, a physical education teacher may also be a classroom teacher or a vice-principal. Those most often responsible for teaching physical education at school are physical education specialists only (39%) and classroom teacher only (21%). Sometimes the teaching of physical education is a shared responsibility between one or more individuals (i.e. physical education specialist and a classroom teacher, principal, vice-principal, or volunteer), and this accounts for 39% of schools. Although these proportions vary, this overall pattern is fairly consistent across provinces. However, schools in the eastern provinces, Quebec, and in Manitoba are more likely, whereas those in Saskatchewan, British Columbia, and the North are less likely to report using only a physical education specialist for teaching physical education. Elementary schools are more likely than secondary schools to report that only a classroom teacher is responsible for teaching physical education (27% vs. 8% respectively), and less likely to report that only a physical education specialist is responsible for this instruction (31% vs. 53% respectively).

**Student population size** Physical education specialists are more likely to take responsibility for teaching physical education at schools with a larger student population than at smaller schools.

**Language** French schools are far more likely than other schools to have a physical education specialist teaching physical education to students. A full 79% of French schools report that only a specialist is responsible for teaching physical education.

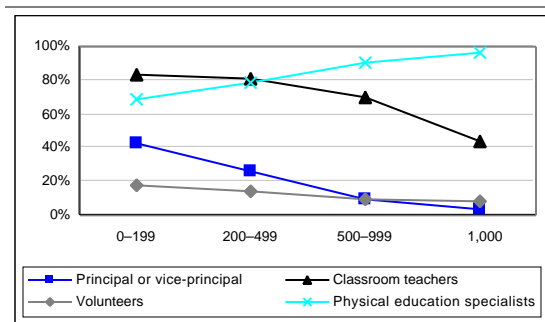
**Implications** The Canadian Association for Health, Physical Education, Recreation, and Dance advocates the use of qualified teachers or specialists to teach physical education.<sup>8</sup> Research shows that classes taught by physical education specialists tend to be of longer duration, of higher quality, and where students are more active, than those taught by classroom teachers.<sup>12,19</sup> Indeed, data from this survey reveals that only 39% of Canadian schools solely use a physical education specialist to teach this subject, and that this is higher in secondary schools. This is particularly important, as participation in physical education classes seem to decline during adolescence.

**STAFF RESOURCES FOR PHYSICAL ACTIVITY  
by grade level**



2001 Survey of physical activity in Canadian schools, CFLRI

**STAFF RESOURCES FOR PHYSICAL ACTIVITY  
by student population size**



2001 Survey of physical activity in Canadian schools, CFLRI

## *Student-teacher ratio in physical education classes*

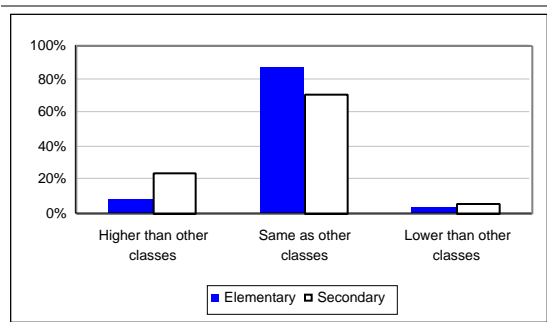
Four-fifths of Canadian schools report that the student-teacher ratio in physical education classes is about the same as other classes. Of those schools reporting that this ratio is not the same, most report that it is either somewhat or substantially higher (14% in total). This appears particularly true in Alberta and Quebec. Secondary schools are more likely than elementary schools to report that the student-teacher ratio is higher for physical education classes than for other classes (24% compared with 9%).

**School population size** The larger the student population in the school, the more likely it is that the student-teacher ratio in physical education classes is higher than that of other classes.

**Language** French schools are more likely than English schools to report that the student-teacher ratio is unequal to that of other classes. French schools are more likely to report both that this ratio is higher, and to report that it is lower. This is due primarily to the differences between schools in Quebec compared to those in other provinces.

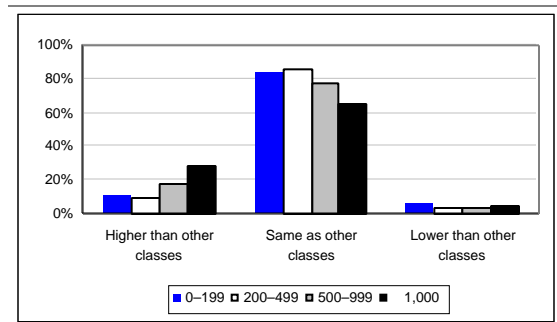
**Implications** Large class sizes for physical education are perceived as an important barrier to providing “quality” physical education, and it is recommended that physical education classes be of the same student-teacher ratio as other classes.<sup>12</sup> In addition, class size has been cited as an important element in enabling physical educators to target their messages and strategies for increasing physical activity based on each student’s readiness to change their behaviour.<sup>20</sup> Although data in this topic show that Canadian schools typically report that this is indeed the case, physical education classes in Quebec and Alberta may face increased challenges in providing quality instruction due to class size. This warrants further investigation.

**STUDENT-TEACHER RATIO  
by grade level**



2001 Survey of physical activity in Canadian schools, CFLRI

**STUDENT-TEACHER RATIO  
by student population size**



2001 Survey of physical activity in Canadian schools, CFLRI

## Coordination of physical activity opportunities

People responsible for coordinating physical activity opportunities may play a variety of other roles in the school. They are teachers or staff members (82%), and volunteers (90%). Students (11%) and paid monitors (5%) are less commonly responsible.

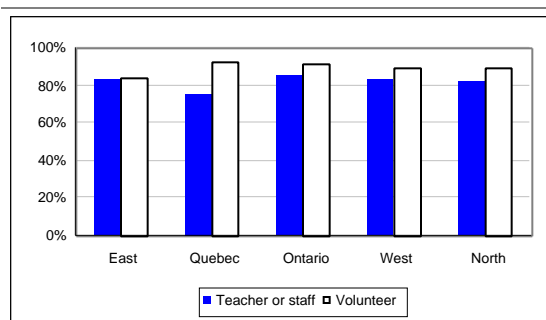
Secondary schools are more likely than elementary schools to have teachers or staff members, students, or volunteers responsible for coordinating physical activity opportunities. Elementary schools are more likely than secondary schools to designate a municipally paid monitor to coordinate physical activity opportunities. There is a much higher use of monitors who are more likely to be responsible for coordination in Quebec schools than in a typical Canadian school.

**Student population size** Three-quarters (77%) of very small schools report that teachers or staff members are responsible for physical activity coordination, compared with 88% of very large schools. Additionally, only 10% of schools with less than 200 students report that a student is designated to coordinate physical activity, compared with 19% of very large schools.

**School type** Public schools are just as likely as non-public schools to have students, paid monitors, or volunteers coordinate physical activity, but more likely to have teachers or staff members take on this role.

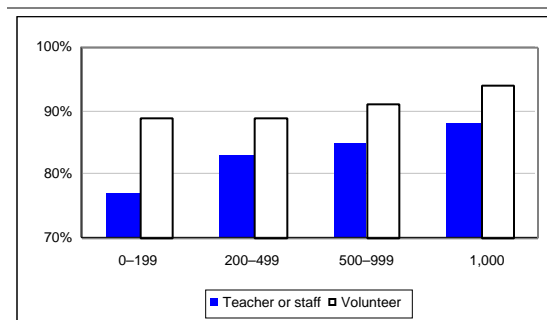
**Implications** Few students are reportedly involved in the coordination of physical activity opportunities at school. Schools, however, should encourage students to participate in the development, organization, and administration of physical activity opportunities. Research reveals that students who are involved may increase their interest and physical activity participation.<sup>14</sup> Moreover, schools should ensure that proper training and certification be provided to teachers and volunteers involved in teaching physical activity to students.

**COORDINATION OF OPPORTUNITIES  
by region**



2001 Survey of physical activity in Canadian schools, CFLRI

**COORDINATION OF OPPORTUNITIES  
by student population size**



2001 Survey of physical activity in Canadian schools, CFLRI

## *Extracurricular programs for physical activity*

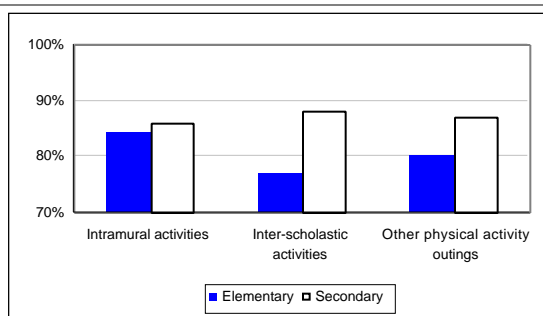
Overall, 85% of Canadian schools offer intramurals, 81% offer between-school activities, and 82% offer other physical activity outings to students. Schools in Prince Edward Island are the most likely to offer intramural activities whereas those in Quebec and the North are less likely to do so. A similar pattern holds for offering between-school activities, although Alberta is also less likely to offer such activities. Physical activity outings are most likely to be offered by schools in Saskatchewan and less likely by schools in Quebec. Secondary schools are more likely than elementary schools to offer between-school activities and other physical activity outings, while both levels are equally likely to offer intramurals. Intramurals are the most common activity provided by elementary schools.

**Student population size** Very small schools (those with less than 200 students) are less likely than other schools to offer any extracurricular program for physical activity. The likelihood that a school offers between-school activities and other physical activity outings increases with student population size.

**Language** English schools are more likely than French schools to offer extracurricular activities, reflecting differences between schools in Quebec and elsewhere.

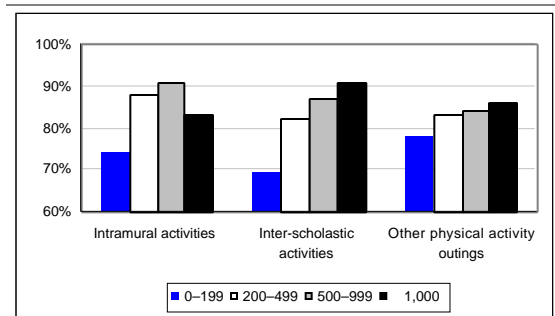
**Implications** Research indicates that extracurricular activities are positively associated with positive academic behaviours, including good conduct, reduced smoking, academic achievement, staying in school longer, and better social skills.<sup>14</sup> It is therefore encouraging that the data indicates a high level of extracurricular programming in Canadian schools, particularly in larger schools. The relative lack of such programming in smaller schools may be due to a lack of resources (human and facilities) restricting the ability to institute such programming. Schools could consider seeking out and training parents and other volunteers in the community to coordinate extracurricular programming (see topic entitled “Coordination of physical activity”). Moreover, schools can partner with municipal facilities to ensure that adequate physical activity facilities and programs are available to students after school hours.

**EXTRACURRICULAR PROGRAMS  
by grade level**



2001 Survey of physical activity in Canadian schools, CFLRI

**EXTRACURRICULAR PROGRAMS  
by student population size**



2001 Survey of physical activity in Canadian schools, CFLRI

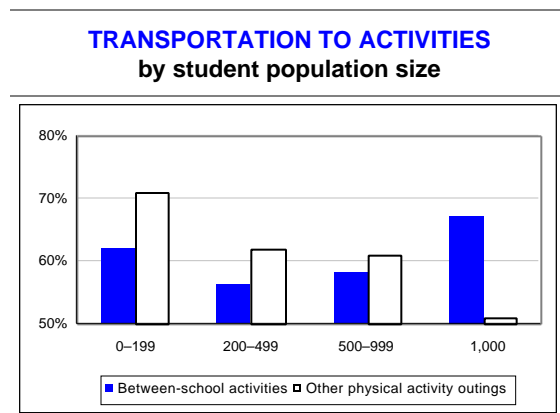
## Transportation for extracurricular physical activities

About six in ten schools providing extracurricular activities also provide the required transportation associated with these activities: 58% provide transportation for between-school activities, and 63% provide transportation for other activity outings. This varies widely by province. Secondary schools are more likely than elementary schools to provide transportation for between-school activities, with 66% of secondary schools providing this kind of transportation compared with only 55% of elementary schools.

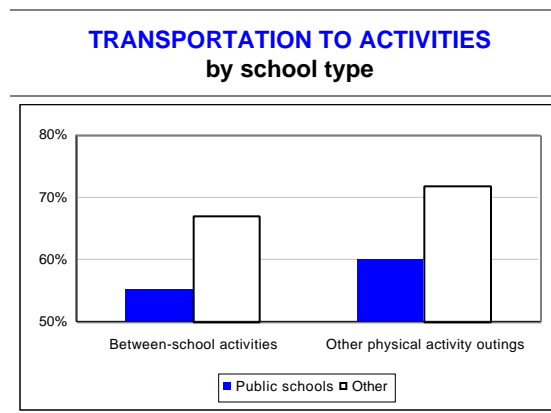
**Student population size** Schools with less than 200 students are more likely (71%) and schools with at least 1,000 students are less likely (51%) than other schools to provide transportation to physical activity outings.

**School type** Public schools are less likely than other schools to offer students the required transportation for extracurricular activities.

**Implications** Only three-quarters of the schools offering extramural activities provide transportation to these activities (See “Extracurricular programs for physical activity”). A report from the United States found that children and youth experience restricted participation in physical activity programming due to a lack of transportation to and from such activities.<sup>12</sup> Generally, schools in Canada appear to provide transportation to extracurricular physical activities, however, it is important that schools ensure that this type of provision be made available to all students, including those of low income, in rural communities, large communities, as well as to students in single income households.<sup>12</sup> The types of alternatives to school transportation that were available or expected to be accessed were not investigated.



2001 Survey of physical activity in Canadian schools, CFLRI



2001 Survey of physical activity in Canadian schools, CFLRI

## Financing of physical activity opportunities

The majority of schools expect students and their families to bear the cost of transportation (77%) and admission (84%) to physical activity events. Slightly more than two-fifths of all schools (43%) hold students and their families responsible for the cost of equipment for physical activity. This varies widely by province and type of support, with the largest gap occurring between schools in Newfoundland (86%) and Manitoba (63%) for family responsibility of transportation costs. Students of secondary schools are more likely than those of elementary schools to bear the cost of transportation to, equipment for, and admission to physical activity events.

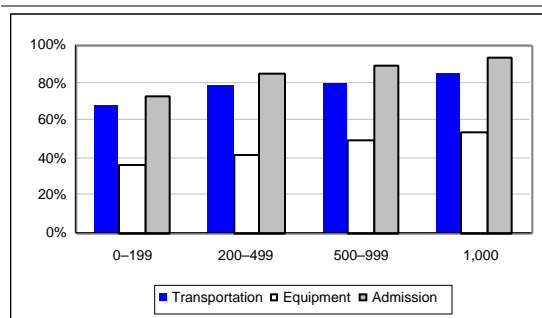
**Student population size** The larger the size of the student population, the more likely it is that students and their families are responsible for the cost of admission to physical activity events, transportation and equipment for events.

**Estimated family income** Schools with the majority of students from lower income families are less likely than those with the majority of students from higher income families to bear the cost of equipment costs, as well as transportation and admission to physical activity events.

**School type** Students in non-public schools are just as likely as public school students to be responsible for the cost of transportation and admission to physical activity events. However, public school students are slightly more likely to be responsible for equipment costs (46%) than are students in non-public schools (42%).

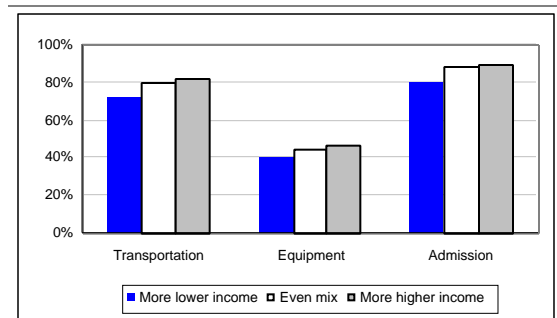
**Implications** Lack of financial support is considered a barrier for the establishment and maintenance of intramural physical activity programs.<sup>14</sup> Schools can ensure that all students, despite income status, are able to participate in extracurricular physical activity opportunities. Schools boards can consider providing extra financial support for schools with student population of lower incomes. Indeed, this appears to be supported in the Canadian context, as lower income students are less likely to bear the costs for physical activity. Schools may also want to approach local business for financial contributions towards intra-scholastic sports teams, to share transportation costs, sponsor school physical activity events, and so on.

**FINANCING OF OPPORTUNITIES  
by student population size**



2001 Survey of physical activity in Canadian schools, CFLRI

**FINANCING OF OPPORTUNITIES  
by estimated family income**



2001 Survey of physical activity in Canadian schools, CFLRI

## Estimated involvement in physical activity during free time

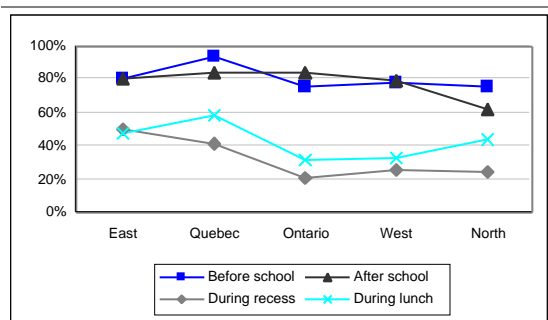
Breaks before school, after school, and between classes provide students with an opportunity for physical activity. Seven in ten schools report that the majority of students are active at recess, and six in ten report that the majority are active during lunch. This varies by province. For example, with the exception of British Columbia, schools in Ontario and the West are more likely than those in the East and Quebec to report that students are active at recess. Only about one in five schools report that the majority of students are active before school, or after school. Secondary schools are far less likely than elementary schools to report that the majority of students are active during any break from class.

**Student population size** In general, schools with a smaller student population are more likely than larger schools to report that a majority of students are active during breaks before, between, and after classes. In fact, at least 90% of very large schools (those with at least 1,000 students) report that less than half of all students engage in physical activity during any break from class.

**School setting** Rural schools are more likely than other schools to report that a majority of students are active before and after school. Schools in urban areas are the least likely to report that at least half of students are active at lunch time, and all schools are equally likely to report that a majority of students are active at recess.

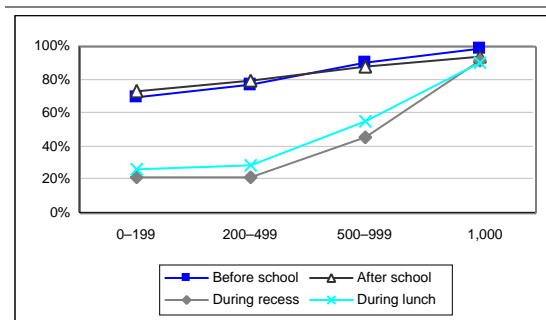
**Implications** Research shows that children spend much of their time during recess breaks being inactive.<sup>21</sup> Although data from this survey appears to contradict the published research at first blush, it is important to recognize that schools not were asked to estimate how much of the time during the breaks children are active. Therefore, although the majority of students (especially younger students) are active at some point during scheduled breaks, the duration and intensity of this activity was not measured. Moreover, research also shows that children become less active during school recess as time elapses.<sup>21</sup> Published research suggests that modifications to school policies for increasing the frequency of recess periods, ensuring that facilities are available and are adequate, as well as encouraging staff to “prompt” physical activities, may indeed result in a higher amount of physical activity participation.<sup>21</sup>

**ACTIVITY LESS THAN HALF THE TIME  
by region**



2001 Survey of physical activity in Canadian schools, CFLRI

**ACTIVITY LESS THAN HALF THE TIME  
by student population size**



2001 Survey of physical activity in Canadian schools, CFLRI

## Availability of physical education classes

2001 Survey of Physical Activity in Canadian Schools

	Median value for juniors:			Median value for seniors:		
	Minutes per class	Classes per week	Class weeks per year	Minutes per class	Classes per week	Class weeks per year
<b>OVERALL</b>	47	3	36	51	3	35
Elementary	41	3	38	44	3	38
Secondary	60	3	32	64	3	30
<b>REGION</b>						
East	44	2	35	48	3	34
Newfoundland	49	2	35	53	3	34
Prince Edward Island	42	3	36	47	–	36
Nova Scotia	40	2	37	45	3	35
New Brunswick	45	3	33	48	3	33
Quebec	61	2	37	60	1	37
Ontario	46	3	35	49	3	34
West	44	3	37	48	3	36
Manitoba	40	3	37	47	3	35
Saskatchewan	42	4	38	47	4	36
Alberta	43	3	38	48	4	35
British Columbia	46	3	36	49	3	36
North	–	4	–	–	–	–
<b>STUDENT POPULATION SIZE</b>						
0–199	43	3	38	48	3	37
200–499	43	3	37	46	3	37
500–999	53	3	34	55	3	33
1,000	71	3	27	72	3	27
<b>SCHOOL SETTING</b>						
Urban	49	3	36	51	3	35
Suburban	46	3	36	49	3	36
Rural	47	3	36	51	3	35
<b>SCHOOL TYPE</b>						
Public	47	3	36	50	3	35
Other	47	3	36	52	3	35
<b>ESTIMATED FAMILY INCOME</b>						
More lower income	47	3	36	50	3	35
Even mix	47	3	35	51	3	35
More higher income	48	3	36	51	3	36
<b>LANGUAGE</b>						
English	45	3	36	49	3	35
French	60	2	37	60	2	37
Both	46	3	36	49	3	36

– Data unavailable because of insufficient sample size.

## *Passive and active time during physical education class*

2001 Survey of Physical Activity in Canadian Schools

	Median time in physical education spent: <sup>1</sup>	
	Standing around waiting	Physically engaged in activity
<b>OVERALL</b>	16%	74%
Elementary	16	74
Secondary	16	75
<b>REGION</b>		
East	14	77
Newfoundland	15	79
Prince Edward Island	13	78
Nova Scotia	14	75
New Brunswick	14	76
Quebec	21	65
Ontario	17	74
West	15	76
Manitoba	14	79
Saskatchewan	14	78
Alberta	15	76
British Columbia	15	75
North	13	77
<b>STUDENT POPULATION SIZE</b>		
0–199	15	76
200–499	16	74
500–999	18	71
1,000	16	70
<b>SCHOOL SETTING</b>		
Urban	17	72
Suburban	16	74
Rural	15	75
<b>SCHOOL TYPE</b>		
Public	16	74
Other	17	71
<b>ESTIMATED FAMILY INCOME</b>		
More lower income	16	74
Even mix	17	73
More higher income	16	74
<b>LANGUAGE</b>		
English	15	76
French	21	63
Both	16	74

– Data unavailable because of insufficient sample size.

1 May not add up to 100% due to unknown values.

## Components of the physical education program for juniors

2001 Survey of Physical Activity in Canadian Schools

	Specialized movement skills	Health- related fitness	Fitness testing	Individual activities	Team or dual sports	Seasonal activities
<b>OVERALL</b>	70%	95%	57%	94%	92%	65%
Elementary	63	95	46	93	90	60
Secondary	88	96	79	93	99	77
<b>REGION</b>						
East	72	93	51	88	87	61
Newfoundland	76	91	48	81	92	66
Prince Edward Island	75	95	–	85	90	62
Nova Scotia	73	94	52	94	87	64
New Brunswick	67	95	52	87	82	54
Quebec	59	90	57	88	91	49
Ontario	72	97	63	95	96	64
West	74	97	53	97	91	73
Manitoba	72	97	64	89	91	77
Saskatchewan	78	98	58	98	94	82
Alberta	78	97	54	98	94	79
British Columbia	69	97	44	98	87	61
North	65	93	49	91	95	83
<b>STUDENT POPULATION SIZE</b>						
0–199	63	94	45	91	90	66
200–499	68	96	53	95	91	62
500–999	77	97	66	95	97	65
1,000	92	97	91	93	99	76
<b>SCHOOL SETTING</b>						
Urban	69	96	58	95	93	59
Suburban	72	95	55	95	91	64
Rural	70	96	56	92	93	70
<b>SCHOOL TYPE</b>						
Public	70	96	56	94	92	65
Other	73	96	61	92	94	64
<b>ESTIMATED FAMILY INCOME</b>						
More lower income	68	96	55	93	91	63
Even mix	71	95	60	94	92	68
More higher income	74	96	58	95	94	66
<b>LANGUAGE</b>						
English	72	97	56	95	92	68
French	60	90	59	88	92	48
Both	78	96	60	96	94	67

– Data unavailable because of insufficient sample size.

## *Components of the physical education program for seniors*

2001 Survey of Physical Activity in Canadian Schools

	Specialized movement skills	Health- related fitness	Fitness testing	Individual activities	Team or dual sports	Seasonal activities
<b>OVERALL</b>	84%	97%	69%	95%	98%	75%
Elementary	80	97	63	95	98	71
Secondary	91	96	82	94	99	86
<b>REGION</b>						
East	85	95	60	91	97	75
Newfoundland	85	94	61	91	98	83
Prince Edward Island	83	91	–	83	100	74
Nova Scotia	85	97	61	94	97	77
New Brunswick	86	96	59	89	96	64
Quebec	78	95	75	89	98	55
Ontario	82	98	73	96	99	74
West	88	98	65	97	99	85
Manitoba	89	98	79	92	98	89
Saskatchewan	90	97	75	98	99	93
Alberta	88	98	63	98	99	87
British Columbia	87	98	57	98	99	79
North	81	90	65	95	100	89
<b>STUDENT POPULATION SIZE</b>						
0–199	80	97	62	92	97	76
200–499	82	97	66	96	98	73
500–999	87	98	75	95	100	74
1,000	95	97	87	95	98	88
<b>SCHOOL SETTING</b>						
Urban	81	97	69	95	98	70
Suburban	86	98	68	96	99	74
Rural	84	97	71	94	98	80
<b>SCHOOL TYPE</b>						
Public	84	97	67	96	99	75
Other	84	97	73	93	98	75
<b>ESTIMATED FAMILY INCOME</b>						
More lower income	81	97	67	94	98	73
Even mix	87	98	70	95	99	79
More higher income	86	98	73	96	99	75
<b>LANGUAGE</b>						
English	84	98	67	96	98	79
French	80	95	76	89	97	56
Both	88	98	70	97	100	77

– Data unavailable because of insufficient sample size.

## *Emphasis of physical activity programming*

2001 Survey of Physical Activity in Canadian Schools

	Participation in physical activity	Leadership and social skills	Lifelong physical activity	Positive attitudes for physical activity
<b>OVERALL</b>	92%	96%	85%	90%
Elementary	92	96	86	91
Secondary	93	94	83	89
<b>REGION</b>				
East	90	94	81	87
Newfoundland	91	92	82	85
Prince Edward Island	100	100	88	98
Nova Scotia	87	95	80	87
New Brunswick	91	94	79	86
Quebec	87	93	74	86
Ontario	92	96	86	91
West	95	97	91	93
Manitoba	96	97	90	94
Saskatchewan	95	98	90	91
Alberta	96	97	94	95
British Columbia	94	97	88	93
North	89	89	81	83
<b>STUDENT POPULATION SIZE</b>				
0–199	93	96	86	92
200–499	92	96	86	90
500–999	91	95	83	89
1,000	94	94	80	88
<b>SCHOOL SETTING</b>				
Urban	92	96	85	91
Suburban	92	96	86	91
Rural	92	95	85	
<b>SCHOOL TYPE</b>				
Public	92	96	86	90
Other	92	96	84	90
<b>ESTIMATED FAMILY INCOME</b>				
More lower income	91	95	84	89
Even mix	92	96	86	91
More higher income	93	97	88	93
<b>LANGUAGE</b>				
English	93	96	88	91
French	87	94	75	87
Both	93	97	86	90

– Data unavailable because of insufficient sample size.

## Staff resources for physical education

2001 Survey of Physical Activity in Canadian Schools

	Person responsible for teaching physical education in the school:			
	Principal or vice-principal	Classroom teachers	Volunteers	Physical education specialist
<b>OVERALL</b>	26%	77%	13%	81%
Elementary	30	82	14	75
Secondary	20	65	14	95
<b>REGION</b>				
East	27	57	15	96
Newfoundland	–	57	–	95
Prince Edward Island	–	–	–	98
Nova Scotia	–	41	–	100
New Brunswick	–	75	–	91
Quebec	–	25	–	98
Ontario	15	87	11	69
West	46	88	20	78
Manitoba	29	66	–	92
Saskatchewan	57	94	–	81
Alberta	45	89	–	86
British Columbia	46	91	23	63
North	–	90	–	–
<b>STUDENT POPULATION SIZE</b>				
0–199	43	83	18	69
200–499	26	81	14	79
500–999	10	70	9	90
1,000	–	44	–	96
<b>SCHOOL SETTING</b>				
Urban	16	72	10	82
Suburban	24	77	15	81
Rural	36	80	15	81
<b>SCHOOL TYPE</b>				
Public	28	77	14	83
Other	20	80	12	72
<b>ESTIMATED FAMILY INCOME</b>				
More lower income	24	75	13	80
Even mix	30	80	14	81
More higher income	24	76	14	84
<b>LANGUAGE</b>				
English	32	86	17	76
French	–	31	–	97
Both	21	79	–	82

– Data unavailable because of insufficient sample size.

## *Student–teacher ratio in physical education classes*

2001 Survey of Physical Activity in Canadian Schools

	Compared to other classes, student–teacher ratio is:		
	Higher	About the same	Lower
<b>OVERALL</b>	14%	82%	4%
Elementary	9	87	4
Secondary	24	71	6
<b>REGION</b>			
East	10	85	5
Newfoundland	–	79	–
Prince Edward Island	–	88	–
Nova Scotia	8	89	–
New Brunswick	–	84	–
Quebec	18	70	12
Ontario	13	84	3
West	13	85	2
Manitoba	10	88	–
Saskatchewan	–	90	–
Alberta	20	78	–
British Columbia	9	90	–
North	–	86	–
<b>STUDENT POPULATION SIZE</b>			
0–199	11	83	6
200–499	10	86	3
500–999	18	77	4
1,000	29	66	–
<b>SCHOOL SETTING</b>			
Urban	16	80	5
Suburban	13	84	3
Rural	13	83	5
<b>SCHOOL TYPE</b>			
Public	14	83	3
Other	13	80	7
<b>ESTIMATED FAMILY INCOME</b>			
More lower income	14	81	5
Even mix	13	84	4
More higher income	14	82	4
<b>LANGUAGE</b>			
English	13	85	2
French	19	67	14
Both	9	89	–

– Data unavailable because of insufficient sample size.

## Coordination of physical activity opportunities

2001 Survey of Physical Activity in Canadian Schools

	Person responsible for coordinating physical activities during lunch, recess, before or after school:			
	Teacher or staff	Student	Monitor	Volunteer
<b>OVERALL</b>	82%	11%	5%	90%
Elementary	80	9	6	89
Secondary	86	16	3	92
<b>REGION</b>				
East	83	10	–	84
Newfoundland	88	–	–	89
Prince Edward Island	89	–	–	84
Nova Scotia	81	9	–	83
New Brunswick	80	–	–	81
Quebec	75	8	14	92
Ontario	85	13	2	91
West	83	11	3	89
Manitoba	81	12	–	90
Saskatchewan	81	13	–	92
Alberta	85	11	–	92
British Columbia	84	10	–	85
North	82	–	–	89
<b>STUDENT POPULATION SIZE</b>				
0–199	77	10	5	89
200–499	83	10	5	89
500–999	85	12	6	91
1,000	88	19	–	94
<b>SCHOOL SETTING</b>				
Urban	82	10	6	91
Suburban	84	11	5	91
Rural	81	12	5	88
<b>SCHOOL TYPE</b>				
Public	83	12	4	90
Other	80	10	4	91
<b>ESTIMATED FAMILY INCOME</b>				
More lower income	82	10	5	90
Even mix	85	13	4	90
More higher income	81	12	7	90
<b>LANGUAGE</b>				
English	84	12	3	90
French	76	7	13	92
Both	84	11	–	90

– Data unavailable because of insufficient sample size.

## *Extracurricular programs for physical activity*

2001 Survey of Physical Activity in Canadian Schools

	School provides/offers:		
	Intramural activities	Between-school activities	Other physical activity outings
<b>OVERALL</b>	85%	81%	82%
Elementary	84	77	80
Secondary	86	88	87
<b>REGION</b>			
East	86	80	80
Newfoundland	84	80	83
Prince Edward Island	98	90	87
Nova Scotia	87	82	83
New Brunswick	84	75	73
Quebec	79	71	66
Ontario	87	86	84
West	86	81	89
Manitoba	89	82	86
Saskatchewan	89	88	94
Alberta	88	72	88
British Columbia	83	86	88
North	78	72	88
<b>STUDENT POPULATION SIZE</b>			
0–199	74	69	78
200–499	88	82	83
500–999	91	87	84
1,000	83	91	86
<b>SCHOOL SETTING</b>			
Urban	87	81	80
Suburban	87	84	84
Rural	83	79	83
<b>SCHOOL TYPE</b>			
Public	87	82	82
Other	80	81	84
<b>ESTIMATED FAMILY INCOME</b>			
More lower income	83	79	80
Even mix	86	83	84
More higher income	88	83	85
<b>LANGUAGE</b>			
English	87	83	86
French	77	70	66
Both	90	88	85

– Data unavailable because of insufficient sample size.

## *Transportation for extracurricular physical activities*

2001 Survey of Physical Activity in Canadian Schools

	Transportation provided by school/school board for:	
	Between-school activities	Other physical activity outings
<b>OVERALL</b>	58%	63%
Elementary	55	64
Secondary	66	63
<b>REGION</b>		
East	50	65
Newfoundland	57	68
Prince Edward Island	82	70
Nova Scotia	44	56
New Brunswick	43	74
Quebec	58	65
Ontario	62	58
West	56	66
Manitoba	63	68
Saskatchewan	59	71
Alberta	63	70
British Columbia	47	58
North	–	66
<b>STUDENT POPULATION SIZE</b>		
0–199	62	71
200–499	56	62
500–999	58	61
1,000	67	51
<b>SCHOOL SETTING</b>		
Urban	56	63
Suburban	53	58
Rural	63	67
<b>SCHOOL TYPE</b>		
Public	55	60
Other	67	72
<b>ESTIMATED FAMILY INCOME</b>		
More lower income	59	64
Even mix	58	63
More higher income	58	61
<b>LANGUAGE</b>		
English	58	62
French	58	66
Both	58	63

– Data unavailable because of insufficient sample size.

## *Financing of physical activity opportunities*

2001 Survey of Physical Activity in Canadian Schools

	<b>Students and their families are responsible for the costs of:</b>		
	<b>Transportation</b>	<b>Equipment</b>	<b>Admission</b>
<b>OVERALL</b>	77%	43%	84%
Elementary	74	40	81
Secondary	80	49	89
<b>REGION</b>			
East	79	38	82
Newfoundland	86	33	83
Prince Edward Island	60	–	80
Nova Scotia	83	42	84
New Brunswick	70	39	77
Quebec	74	48	78
Ontario	78	43	86
West	77	43	86
Manitoba	63	35	78
Saskatchewan	75	38	83
Alberta	78	47	88
British Columbia	82	46	90
North	56	–	50
<b>STUDENT POPULATION SIZE</b>			
0–199	68	37	73
200–499	78	42	85
500–999	80	49	89
1,000	85	54	94
<b>SCHOOL SETTING</b>			
Urban	75	44	82
Suburban	82	47	90
Rural	75	40	82
<b>SCHOOL TYPE</b>			
Public	77	42	85
Other	76	46	85
<b>ESTIMATED FAMILY INCOME</b>			
More lower income	72	40	80
Even mix	80	45	88
More higher income	82	47	89
<b>LANGUAGE</b>			
English	78	43	86
French	75	48	77
Both	77	40	87

– Data unavailable because of insufficient sample size.

## *Estimated involvement in physical activity during free time*

2001 Survey of Physical Activity in Canadian Schools

	Percentage of students engaging in physical activity:			
	Before school		After school	
	<=50% of time	> 50% of time	<=50% of time	> 50% of time
<b>OVERALL</b>	80%	20%	82%	18%
Elementary	73	27	79	21
Secondary	93	7	84	16
<b>REGION</b>				
East	80	20	80	20
Newfoundland	91	–	76	24
Prince Edward Island	89	–	74	–
Nova Scotia	75	25	86	14
New Brunswick	76	24	77	23
Quebec	94	7	84	16
Ontario	76	24	84	17
West	78	22	79	21
Manitoba	75	25	77	23
Saskatchewan	69	31	76	24
Alberta	80	20	80	20
British Columbia	82	18	81	19
North	76	–	62	–
<b>STUDENT POPULATION SIZE</b>				
0–199	70	30	74	26
200–499	77	23	80	20
500–999	90	10	88	12
1,000	99	–	94	–
<b>SCHOOL SETTING</b>				
Urban	83	17	84	16
Suburban	80	20	84	16
Rural	77	23	79	21
<b>SCHOOL TYPE</b>				
Public	80	20	83	17
Other	78	22	78	22
<b>ESTIMATED FAMILY INCOME</b>				
More lower income	80	20	83	17
Even mix	79	21	82	18
More higher income	82	18	79	21
<b>LANGUAGE</b>				
English	77	23	82	18
French	94	6	81	19
Both	78	22	84	16

– Data unavailable because of insufficient sample size.

## *Estimated involvement in physical activity during free time (cont'd)*

2001 Survey of Physical Activity in Canadian Schools

	Percentage of students engaging in physical activity:			
	During recess		During lunch	
	<=50% of time	> 50% of time	<=50% of time	> 50% of time
<b>OVERALL</b>	30%	70%	38%	62%
Elementary	17	83	22	78
Secondary	68	32	70	30
<b>REGION</b>				
East	50	50	47	53
Newfoundland	77	23	66	34
Prince Edward Island	–	78	–	76
Nova Scotia	43	57	42	58
New Brunswick	35	65	41	59
Quebec	41	59	58	42
Ontario	21	79	32	68
West	26	74	33	67
Manitoba	22	78	33	67
Saskatchewan	24	76	30	70
Alberta	19	81	30	70
British Columbia	35	65	36	64
North	–	76	44	56
<b>STUDENT POPULATION SIZE</b>				
0–199	22	78	26	74
200–499	22	78	29	71
500–999	46	54	55	45
1,000	91	–	90	10
<b>SCHOOL SETTING</b>				
Urban	31	69	42	58
Suburban	28	72	36	64
Rural	29	71	36	64
<b>SCHOOL TYPE</b>				
Public	31	69	39	61
Other	25	75	34	66
<b>ESTIMATED FAMILY INCOME</b>				
More lower income	30	70	40	60
Even mix	30	70	39	61
More higher income	28	72	35	65
<b>LANGUAGE</b>				
English	27	73	34	66
French	38	62	57	43
Both	31	69	39	61

– Data unavailable because of insufficient sample size.