

## Facilitator's Guide

# PHYSICAL ACTIVITY

for Parents with Children Ages 6-12

**A resource to strengthen parents' knowledge  
and skills to improve their child's social and  
emotional wellbeing**

## Parents Matter Project

Implemented by Middle Childhood Matters Coalition Toronto

Parent learning sessions are developed with input from the Paediatric Residents' Advocacy Committee at The University of Toronto and The Hospital for Sick Children (SickKids)

**MIDDLE CHILDHOOD MATTERS**  
— COALITION TORONTO —

Ontario  
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## Middle Childhood Matters Coalition Toronto (MCMCT)

The Middle Childhood Matters Coalition Toronto (MCMCT) is a group of 20 social service, child welfare, education, recreation, health organizations and parent leaders promoting and influencing a system that prioritizes children ages 6-12 (middle childhood), and their families. MCMCT envisions a city where children ages 6-12 and their families have equitable opportunities and resources to thrive.

The Coalition believes, and research states, that this is an important time in a child's life. To support children's healthy development during this stage, MCMCT promotes high quality, affordable, accessible and culturally appropriate out-of-school time programs (before and after school time, summertime and holidays). The Coalition was one of the driving forces behind the development of the City of Toronto's first Middle Childhood Strategy, which prioritizes programming for this age group.

Our member organizations work with thousands of parents and children across Toronto. MCMCT recognizes the vital need to educate and support parents, caregivers and adult allies living, working and caring for these children across Toronto.

## Paediatric Residents' Advocacy Committee

The University of Toronto Paediatric Residents' Advocacy Committee was established in 2001 by residents who were passionate about the overall wellbeing of children and in response to the recognition by the Royal College of Physicians and Surgeons of Canada that advocacy is an integral part of a paediatrician's role.

This committee is resident-led and supervised by staff physicians from SickKids. Residents and staff volunteer their time and are committed to educating parents and children, running clinics, and advocating for children's issues at the national levels. The Parent Nights sub-committee develops curriculum and runs workshops for parents to provide health information to empower them to improve their child's overall wellbeing.

Learning sessions developed by the Paediatric Residents' Advocacy Committee:

- Sleep and Bedtime Routines
- Body Image and Self-esteem
- Healthy Eating and Nutrition
- Physical Activity
- Cognitive Development in Middle Childhood and Adolescence
- Emotional Development in Middle Childhood and Adolescence
- Social Development in Middle Childhood and Adolescence

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We wish to extend our continued appreciation to the Paediatric Residents' Advocacy Committee at the University of Toronto and SickKids for sharing their expertise and developing the Physical Activity learning content and delivering learning sessions in diverse communities across Toronto.

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# INTRODUCTION

The Parents Matter Project endeavors to support and educate newcomer, low-income and racialized parents in Toronto with children ages 6-12 (middle childhood) on how to best improve developmental and social outcomes for their children. This includes the creation and implementation of topic-specific parent learning sessions. Parenting and family relationships provide the foundation from which children ages 6-12 can develop the skills to overcome challenges and thrive to adulthood. These parent learning sessions aim to build upon the assets, capabilities and strengths of parents to help increase their knowledge on a number of topic areas relevant to their child's social and emotional development.

This facilitator's guide provides practical learning sessions to increase familial relationships, including resources that can be utilized and accessed beyond the life of the session. This is grounded in the knowledge that families crave more meaningful time together and the need to have access to materials, tools and skill building knowledge on an ongoing basis that is accessible at all times. By attending a learning session, a parent will leave with more knowledge, awareness and confidence in their ability to parent throughout this developmental stage. The interactive activities and supplementary resources will help parents to solidify their learnings.

In addition to Physical Activity, 15 evidence-based learning sessions have been developed in collaboration with experts in the fields such as:

- Sleep and Bedtime Routines
- Body Image and Self-esteem
- Healthy Eating and Nutrition
- We All Have Mental Health
- Growing Healthy Minds
- Children's Mental Health Challenges and Seeking Support
- Counting on Math
- Reading is Everywhere
- Keeping Children Safe Online
- More than Just Video Games
- Raising Responsible Digital Children
- Cognitive Development in Middle Childhood and Adolescence
- Emotional Development in Middle Childhood and Adolescence
- Social Development in Middle Childhood and Adolescence

# FLOW OF THE LEARNING SESSION

LEARNING SESSION STRUCTURE	DESCRIPTION
Learning Objectives	What parent participants can expect to learn by attending each learning session.
Warm-up/ Check-in	An activity to introduce and ground parent participants. The purpose is to begin getting to know each other by creating an inclusive and welcoming environment where all voices are heard and valued.
Group Agreements	An opportunity to collectively co-create the conditions of how learning will unfold. Creating a group agreement demonstrates that the space is shared by all.
Reflection Moment	Guiding questions are used to prompt reflection on current knowledge of the topic presented.
Content Development	How the information will be delivered and resourced (learning discussions) how learning happens- what do we need to know.
Action Moment	Each learning session will motivate concrete actions for parent participants to go from “reflection to action-now what?” with tips, tools and hands-on experience.
Evaluation and Check-out	Reinforce new learnings, takeaways and evaluate the learning.

# FACILITATION TIPS

- Prepare your session in advance; read content carefully and organize materials and resources needed.
- Be clear and concise in your interactions.
- Listen to what is said.
- Remember to integrate important points that have not been raised by parent participants.
- Validate questions outside of the lesson plan raised by parent participants and direct them to their service provider.
- Be ready to accommodate changes and respond to your audience. Flexibility will be required from time to time and you may need to adapt the agenda in some situations.
- When appropriate, share your own lived experience as a parent or caregiver. However, be conscious not to dominate the conversation.



## Useful Tips to Successfully Facilitate a Group Discussion

### 1. Adults learn better when:

- They are personally motivated and engaged.
- They have the opportunity to reflect on what they are learning.
- They can exchange knowledge and experiences with others.
- They can have better understanding of what they learn and the implementation of that learning at home.

### 2. Adapting for inclusion:

- Know the diversity within the group: who are the participants? What experiences do they bring?
- Integrate cultural experiences: consider how both the facilitator and parent participants can bring their cultural experiences into the session.
- Be sensitive to emotional responses: depending on parent participants lived experiences, sometimes exercises can trigger participants’ emotions.


# PHYSICAL ACTIVITY

## Overview










Currently only 5% of 5-17 year old children and youth in Canada meet recommended activity guidelines. In addition, the prevalence of obesity, which is linked to sedentary lifestyles and suboptimal physical activity, has nearly tripled over the last 25 years. This learning session will introduce parent participants to the importance of regular physical activity in children ages 6-12, understand the factors leading to insufficient physical activity and excessive sedentary behaviours and identify ways to overcome these factors.

## Learning Objectives

- a. Understand the importance of physical activity for physical and mental health.
- b. Define 'light', 'moderate', 'vigorous' physical activity as well as sedentary behaviours and identify examples of each of the levels of activity.
- c. Know the recommended daily physical activity for children ages 6-12.
- e. Be aware of recommended screen time limitations.
- f. Identify practical ways to increase light physical activity, reduce sedentary behavior and increase moderate to vigorous physical activity into everyday life.



### Materials and Supplies

<b>FLIP CHART</b> 	<b>MARKERS</b> 	<b>POST-IT NOTES</b> 	<b>PENS</b> 	<b>VISUAL AIDS</b> 
<b>LEARNING TOOLS</b> 	<b>FLIP CHART PAPER</b> 	<b>ATTENDANCE FORM</b> 	<b>EVALUATIONS</b> 	

# LEARNING SESSION OUTLINE

Agenda	Length of the learning session (1 hour)
1. Welcome and Introduction	(5 minutes)
2. Check-in	(10 minutes)
3. Reflection Moment	(10 minutes)
4. Content Development	(20 minutes)
5. Action Moment	(10 minutes)
6. Evaluation and Check-out	(5 minutes)

## 1. Welcome and Introduction (5 minutes)

Facilitator(s) will welcome parent participants and organization(s) supporting the learning session. Housekeeping items should be introduced: washroom facilities, fire exit and additional information needed for the learning session.

Materials needed: Pens

**Appendix 1 - Tool 1.1** Agenda

**Tool 1.2** Attendance and Photo Release Form

**Tool 1.4** Evaluation (Pre)

## 2. Check-in (10 minutes)

Getting to know each other: Introductions of parent participants (5 minutes)

Facilitator asks parent participants to sit/stand in a circle and invites them to state their names, their children's names and ages. Along with this introduction parent participants are asked to mimic a movement that represent their favorite sport or outdoor activity.



### Facilitator Tip

Provide parent participants with some examples: pretend kicking a ball, throwing a ball, jumping, swinging your arms etc. This activity will welcome parent participants to warm up to the topic in a fun way.

## 2.a Group Agreements

(5 minutes)

Materials needed: post-it notes, markers, flip chart paper, pens.

Facilitator asks parent participants any of the following

### ? Guiding Questions

- What do we need from each other and ourselves to create a safe learning space?
- How are we going to learn together in this space?

Parent participants are asked to write their answers on a post-it note and place it on the flip chart. Facilitator will read them out loud for parents' consensus.

The list should be posted visibly for the length of the learning session.

*Building a group agreement with parent participants is an important step to take when working with groups. It invites members to co-create a safe space for sharing where all voices are heard and valued.*

## 3. Reflection Moment

(10 minutes)

Materials needed: Flip chart, flip chart paper, post-it notes, pens, projector and computer.

### Appendix 2 - Learning Tool 2.1



#### Facilitator Tip

On a piece of flip chart paper draw a table with the following information:

<b>1. Importance of being physically active</b>	
<b>2. Positive effects of activity</b>	<b>3. Negative effects of excessive sedentary behaviours/insufficient physical activity</b>

**KEEP  
IN  
MIND**



If not brought up during group agreements, facilitator should explore the importance of **confidentiality** and sharing in a safe space.

Facilitator provides parent participants with post-it notes, pens and asks the following:

### ? Guiding Questions

1. Why is it important to be physically active?
2. What do you think are the positive effects?
3. What do you think are the negative effects of not being active?

Parents are invited to write their answers on the post-it notes and place it on the respective box of the table.

**Learning Tool 2.1** Physical Activity should be projected while discussing the following examples.

POSITIVE EFFECTS OF ACTIVITY	NEGATIVE EFFECTS OF EXCESSIVE SEDENTARY BEHAVIOURS/INSUFFICIENT PHYSICAL ACTIVITY
Bone Health: weight bearing activity specifically is important for the development of strong bones	<b>Metabolic Syndrome</b> <small>(a group of problems such as high blood pressure, high blood sugar, and excess fat that can lead to heart disease, stroke and diabetes)</small>
Exercise has been shown to improve executive function and math scores in overweight children	<b>High Blood Pressure</b>
Aerobic exercise can: reduce weight, visceral/subcutaneous abdominal fat and systemic blood pressure in obese youth. It can reduce the risk of diseases such as diabetes, sleep apnea (very heavy snoring with pauses in breathing), fatty liver disease, and heart disease. It is associated with positive self-concept and psychological wellbeing as well as reduced anxiety and depression	<b>Poor Attention</b>
Team sports can build new skills, increase self-confidence and lead to new friendships	<b>Poor School Performance</b>
Outdoor education programs can improve youth self-esteem, the motivation to learn, conflict resolution and problem solving skills	<b>Reduced Self-image</b>

## Discussion Points

- Be active! Physical activity is more than just “exercise”; activities of daily living, such as taking the stairs and active play, are just as important.
- Recommended amounts of physical activity are linked to better mental health, academic performance, coordination and physical skill development, creativity, problem solving and decision making abilities as well as social skills (sharing, taking turns, helping other, resolving conflict).

### 4. Content Development

(20 minutes)

*Materials needed:* Computer, projector, flip chart, flip chart paper, post it notes and pens

#### Appendix 2 - Learning Tool 2.1

#### Learning Tool 2.2

#### Learning Tool 2.3

#### 4.a Healthy Diet

Anything that involves body movement that works muscles more than resting energy is what we call physical activity. This includes: free play, structured activities and activities of daily living. Physical activity is commonly broken down into the following “levels”:

1. Sedentary behaviour
2. Light physical activity
3. Moderate to vigorous physical activity
4. Vigorous physical activity

#### Physical Activity Levels

##### 1. Sedentary behaviour

Sedentary behaviours are those that use very little energy. Generally, we can think of this as any activity that involves long periods of sitting.

Facilitator invites parent participants to answer the following:

#### ? Guiding Question

*What are some examples of sedentary behaviour?*

Examples may include:

- TV viewing
- Video games
- Chair/couch use
- Spending time on the computer
- Time spent in the car or sitting on the bus or train
- Phone chatting/texting

## Discussion Points

- Sedentary behaviours are so common and some are unavoidable- for example, doing homework at the computer or spending time in the car if there is a long commute. Increasingly people are spending more time with technology resulting in increased time spent sedentary.
- Sedentary behaviour does not include time spent sleeping.
- We should try to minimize sedentary time and increase physical activity. This doesn't just mean vigorous activity but also light activity such as walking.
- Reduce sedentary time by limiting screen time and using active forms of transportation (walking, skating, cycling). Play outdoor activities instead of video games/computer games.

##### 2. Light Physical Activity

Light physical activity is a level that requires the least amount of effort, but isn't sedentary behaviour. It may include any of the following: walking slowly, making the bed, preparing food, and washing dishes.

##### 3. Moderate to Vigorous Physical Activity

Moderate intensity aerobic activity makes you breathe harder and your heart beat faster.

##### 4. Vigorous Physical Activity

With vigorous intensity aerobic activity, your heart rate will increase even more and you will not be able to say more than a few words without catching a breath.



## Interactive Activity: Matching Game



### Facilitator Tip

On a piece of flip chart paper draw a table, provide parent participants with **Learning Tool 2.2** and instruct them to place the cut outs activities their children engage in, to the space they think it belongs.

### Learning Tool 2.2 Matching Game

Moderate Intensity Activities	Vigorous Intensity Activities	Muscle and/or Bone Strengthening Activities

Examples may include the following:

- Moderate intensity: bike riding, playground activities, skateboarding, brisk walking, hiking, canoeing, baseball and softball.
- Vigorous intensity: running, swimming, aerobics, basketball, vigorous dancing, ice or field hockey.
- Muscle and bone strengthening activities: hopscotch, tag, jumping rope, gymnastics, basketball, volleyball, tennis, push-ups, swinging on playground equipment or bars, climbing ropes or trees, running, dancing.

### 4.b Physical Activity Recommendations

Facilitator hands out **Learning Tool 2.3** and invites parent participants to answer the following questionnaire.

Facilitator invites parent volunteers to read out loud their response per question, and later debrief as a group.

#### TRUE or FALSE

1. Children ages 6–12 should engage in moderate to vigorous physical activity for at least 60 minutes per day.

**Answer: True**

2. Children should participate in vigorous activities at least once per week.

**Answer: False** Children are recommended to participate in vigorous activities at least 3 times per week.

### MULTIPLE CHOICE

1. At what age can children start to include strength training if heavier weights are avoided and correct technique demonstrated?

- 5 years old
- 7 years old
- 10 years old
- 13 years old

**Answer: (c)** Between 10 and 12 years of age strength training can be introduced as long as heavier weights are avoided and the correct technique is demonstrated.

2. How many hours does the Canadian Paediatric Society recommend limiting (recreational) screen time to?

- 2–3 hours
- 30 minutes
- 4 hours
- 1–2 hours

**Answer: (d)**

3. What percentage of Canadian children are achieving their daily target of at least 60 minutes of moderate to vigorous physical activity per day?

- 50%
- 95%
- 25%
- 7%

**Answer: (d)** A study published in 2011 showed that just 7% of children studied between 2007 and 2009 were meeting the 60 min per day target of moderate to vigorous physical activity.

4. Which of the following are considered bone strengthening activities?

1. Jump rope
2. Running
3. Walking

**Answer: All the above** are considered bone strengthening activities. Any activity that leads to weight bearing helps to strengthen your bones.

## Physical Activity Guidelines as Suggested by the Canadian Paediatric Guidelines

Facilitator presents the following content and invites parent participants to further debrief as a group.

### PHYSICAL ACTIVITY GUIDELINES FOR CHILDREN AND ADOLESCENTS

- Accumulate  $\geq 60$  minutes moderate to vigorous physical activity/day
- Participate in vigorous intensity physical activities  $\geq 3x$ /week
- Participate in muscle/bone strengthening activities  $\geq 3x$ /week (above and beyond incidental physical activity of daily living)
- MORE daily physical activity provides greater health benefits

#### Ages 10-12

- Recommendations are the same as for the younger age group
- At this age one can introduce strength training if the program is well supervised and small free weights with high repetitions are used. Correct technique should be demonstrated, and heavier weights should be avoided i.e. squat lifts, deadlifts, clean and jerk

#### Screen Time Limitations

##### Recommendations around screen time and sedentary behaviours

#### Ages 5-12

- No more than 2h of screen time per day; if more than this, it should be reduced, progressively, from time spent with electronic media.

#### Are there younger children in the house?

The Canadian Paediatric Society recommends **NO SCREEN TIME** for children under 2 years of age and that routine or regular screen time between ages 2-5 is limited to 1 hour per day.



Not all screen time is the same. Admittedly, we don't have all the answers on how screens affect children. The digital landscape is growing more rapidly than research on the effect of screens. The advice we provide is based on expert opinion and available research. We also advise that parents use their judgment about the quality of screen time and model healthy behaviour.

## Questions you may consider asking yourself

- Is the digital content age appropriate?
- Are screens watched during mealtimes?

*Eating while watching screens is associated with increased caloric intake.*

- Does your child watch screens before bed? If so, how close to bedtime? Increased time in front of screens is linked to poorer quality sleep, which has its own negative impacts such as poor concentration and impaired school performance.

**Turn and Talk:** Turn to an elbow partner and share one (1) practical tip to reduce screen time/limit sedentary behaviour.



#### Answers May Include

- Set rules around length of television watching (No more than 2 hours a day).
- Remove screens from bedrooms i.e. TVs, Game Boys, videogames, and smartphones. This is also helpful for good sleep routines.
- If you must drive, consider parking a block away and walking the remainder of the distance.
- When you are sitting down for long periods of time, get up and move periodically. If watching television get up and walk around the house or do stair jumps during commercials. If watching or engaging in screen time when there are no commercials try to take breaks from the screen to be physically active at regular intervals.

## Sleep and Sedentary Behaviour

Good sleep habits are vitally important. Studies have shown that when children and youth spend less time sleeping, the time that is spent awake is not spent engaging in physical activity but rather in sedentary behaviours. In addition to this reduced sleep is associated with increased caloric intake. *Less sleep = more calories and less activity!*

### Another way to look at it:

The Canadian 24-Hour Movement Guidelines for Children and Youth break down activity into 4 “S’s”.

- **Sit:** Limit extended periods of time sitting and don’t exceed two hours of recreational screen time per day.
- **Sleep:** Aim for at least 10 uninterrupted hours for children ages 5 to 12.
- **Step:** Several hours of both structured and unstructured light physical activity per day.
- **Sweat:** At least 60 cumulative minutes of moderate to vigorous physical activity.



If your child has an illness or physical disability remember to consult your health care professional before instituting new activity regimes

## 5. Action Moment

(10 minutes)

Materials needed: Flip chart, flip chart paper and markers.

### Putting Physical Activity into Action

Facilitator invites parent participants to answer the following:

### ? Guiding Question

*Are there ways that we can increase physical activity in our families’ daily lives?*

Facilitator records answers on flip chart paper and reads them out loud for parents’ consensus.

## Discussion Points

- More free play, less computer games, computer or TV time.
- Having physically active chores/roles in the house- i.e. washing dishes, vacuuming, cleaning the bathroom etc. This can include helping with the weekly food shop, shoveling the snow (for yourself and your neighbour), or raking leaves outside.
- Choices- using the stairs rather than escalators or elevators, if using public transit get off one stop earlier and walk the remaining distance, or get on one stop later!
- If possible, go outdoors to play- parks etc.
- Increase incidental movement: take breaks from sedentary activities, avoid sitting for prolonged periods, walk throughout the day, take the stairs.

*We all know it’s harder to be physically active during the cold winter months.*

*Let’s think of some ways to get exercise and physical activity in summer and winter.*

## ? Guiding Questions

*What are some things you have done in the wintertime to stay active?*

*What are some novel ideas you have about staying active in the summertime?*



### Examples might include

- Year round: Play active games (tag, jump rope).
- Summer: Visit the playground after school, treasure hunt in a local outdoor space, walk in the park.
- Winter: Sled in the park, go ice skating.
- Indoor activities: create ‘dance parties’ at home or other active indoor games.

### What are some barriers to physical activity and how can we overcome them?

- **Lack of time:** build activity into each day, active transportation, take the stairs, get off a bus-stop early, take physical education in school, play active games with friends.
- **Dislike for sports/lack of sport-specific interest:** dance, swim, walk or hike with a friend or pet, increase active hobbies/transportation. Make activities social and interesting. Let your child take the lead on activities they enjoy!
- **Unsafe places:** dance to music or do a workout video at home, join a community recreation centre, participate in phys-ed at school, take an after-school activity.
- **Out of shape:** start slow- 10 minutes at a time and gradually increase the amount of activity.



#### Remember

The whole family needs to engage! Parents need to be good role models!  
Do activities together as a family - such as trips to the park, walks after dinner etc.

For those not currently meeting the guidelines, a progressive adjustment towards them is recommended.

### Can you think of suggestions for indoor physical activities?

#### Discussion Points

Get your child involved in household chores! Not only is this good for their activity but will help you out too.

#### Things children can help with include:

- Folding the laundry
- Cleaning up their room
- Helping with cooking such as stirring/mixing, cutting or peeling veggies (remember to teach your child knife safety first)
- Bring your child along to the weekly food shop (they can push the trolley). They can also help to put food items away
- Vacuuming or mopping the floors
- Raking leave from the garden
- Shoveling snow
- Washing the car
- Walking the pet dog

### Bring out your child's inner star:

- Get them to practice a song and make up a dance routine to perform - if you have more than one child make a show of it!
- Make games or challenges around things your child is learning at school- are they learning about volcanoes? Look up how many feet or metres tall a famous volcano is and record the flights of stairs they take on a chart until they reach the total height of the mountain. Then they could be rewarded by something like choosing a favourite game for the whole family to play.
- Physical activity is part of the curriculum at school. Get involved. Learn what your child is doing in gym class and build on these skills. If they are learning about basketball go to a local basketball court and practice.



#### Remember

Ensure activities are conducted safely i.e. helmets while cycling, parental supervision with swimming +/- floatation device use.

#### Helpful Tips for Parent Participants

While being more physically active and reducing time spent doing sedentary activity is important, we should remember this is just one part of a healthy, active lifestyle. Good sleep, a healthy diet and a healthy self-view are also very important.

- Avoid eating in front of the TV (people are more likely to consume foods of low nutritional value AND are not likely to recognize when they are full!).
- Follow the suggestions of Canada's Food Guide to provide a balanced diet with food from all four food groups: fruits and vegetables, grains, meats and alternatives, milk and alternatives.
- Encourage good sleep: establish sleep times/routines, follow good sleep hygiene, avoid caffeine, avoid screens in the bedroom and around bedtime.
- Promote self-esteem by praising your child's good qualities, have them contribute to household tasks; this will help them feel valued.

## 6. Evaluation and Check-out

(5 minutes)

*Materials needed:* Pens, **Learning Tool 1.5** Evaluation Form (post)

**Evaluation:** Invite parents to give their feedback. Provide them with pens and evaluation forms to be filled out. Encourage them to be honest. Their responses are anonymous and they don't have to answer any questions they don't feel comfortable answering.

**Check-out:** Thank parents for their participation and time. Facilitator hands out Appendix 3. Take Home Message: **Learning Tool 3.1**.

# APPENDICES

## APPENDIX 1

**Tool 1.1** Agenda - Physical Activity

**Tool 1.2** Attendance and Photo Release Form

**Tool 1.3** Facilitator's Check List

**Tool 1.4** Evaluation (Pre)

**Tool 1.5** Evaluation (Post)

## APPENDIX 2

**Learning Tool 2.1** Physical Activity

**Learning Tool 2.2** Interactive Activity: Matching Game

**Learning Tool 2.3** Physical Activity Questionnaire

## APPENDIX 3

**Learning Tool 3.1** Take Home Message

## APPENDIX 4

References

**APPENDIX 1.1 - AGENDA**

**Tool 1.1 Agenda - Physical Activity**

- 1. Welcome and Introduction (5 minutes)
- 2. Check-in (10 minutes)
- 3. Reflection Moment (10 minutes)
- 4. Content Development (20 minutes)
- 5. Action Moment (10 minutes)
- 6. Evaluation and Check-out (5 minutes)

**APPENDIX 1.2 - ATTENDANCE AND PHOTO RELEASE FORM**

**Tool 1.2 Attendance and Photo Release Form**

	FULL NAME	EMAIL	PHONE NUMBER	DO YOU CONSENT TO HAVE YOUR PHOTO TAKEN?	SIGNATURE REQUIRED
1.				<input type="checkbox"/> Y <input type="checkbox"/> N	
2.				<input type="checkbox"/> Y <input type="checkbox"/> N	
3.				<input type="checkbox"/> Y <input type="checkbox"/> N	
4.				<input type="checkbox"/> Y <input type="checkbox"/> N	
5.				<input type="checkbox"/> Y <input type="checkbox"/> N	
6.				<input type="checkbox"/> Y <input type="checkbox"/> N	
7.				<input type="checkbox"/> Y <input type="checkbox"/> N	
8.				<input type="checkbox"/> Y <input type="checkbox"/> N	
9.				<input type="checkbox"/> Y <input type="checkbox"/> N	
10.				<input type="checkbox"/> Y <input type="checkbox"/> N	
11.				<input type="checkbox"/> Y <input type="checkbox"/> N	
12.				<input type="checkbox"/> Y <input type="checkbox"/> N	
13.				<input type="checkbox"/> Y <input type="checkbox"/> N	
14.				<input type="checkbox"/> Y <input type="checkbox"/> N	
15.				<input type="checkbox"/> Y <input type="checkbox"/> N	
16.				<input type="checkbox"/> Y <input type="checkbox"/> N	
17.				<input type="checkbox"/> Y <input type="checkbox"/> N	
18.				<input type="checkbox"/> Y <input type="checkbox"/> N	
19.				<input type="checkbox"/> Y <input type="checkbox"/> N	
20.				<input type="checkbox"/> Y <input type="checkbox"/> N	

**APPENDIX 1.3 - FACILITATOR'S CHECK LIST**

**Tool 1.3 Facilitator's Check List**

**Materials and Supplies:**

- Markers
- Flip Chart (if needed)
- Flip Chart Paper
- Post-it Notes
- Pens
- Projector
- Computer
- Learning Tools
- Attendance Form
- Evaluation Forms (Pre & Post)

**APPENDIX 1.4 - EVALUATION (PRE)**

**PARENT EVENT:** \_\_\_ / \_\_\_ / 201\_\_

**Do at START  
of Event**

**Please answer the questions below.**

**PART 1: About You**

1. **Your gender:**  Female  Male  Trans  I describe my gender in a different way
2. **Your children's age(s):**  0-5  6-12  13+
3. **Parenting status:**  I'm a single parent  I'm **not** a single parent
4. **What country were you born in:** \_\_\_\_\_
5. **What is your postal code:** \_\_\_\_\_
6. **Do you have any relatives living with you at home?**  Yes  No  
If YES how many? \_\_\_\_\_

**PART 2: About the Event**

7. **How did you hear about this event?**  Friend/Family  Another Organization  
 Internet  Flyers  Other (please specify): \_\_\_\_\_
8. **Please rate your knowledge on:** (Circle ONE answer per question)

		HIGH	MEDIUM	LOW	DON'T KNOW
a	Why physical activity is important for my child's mental health	H	M	L	DK
b	Why physical activity is important for my child's physical health	H	M	L	DK
c	How much physical activity is recommended for my child each day	H	M	L	DK
d	How to increase my child's physical activity	H	M	L	DK
e	How much screen time is recommended for my child each day	H	M	L	DK
f	How to limit my child's screen time	H	M	L	DK

**PART 3: About your Learning**

9. **What do you hope to learn today about children's physical activity?**

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**THANK YOU!**

## APPENDIX 1.5 - EVALUATION (POST)

PARENT EVENT: \_\_\_ / \_\_\_ / 201\_\_

Do at END  
of Event

Please answer the questions below.

### PART 1: About the Event

1. Please rate your knowledge on: (Circle ONE answer per question)

		HIGH	MEDIUM	LOW	DON'T KNOW
a	Why physical activity is important for my child's mental health	H	M	L	DK
b	Why physical activity is important for my child's physical health	H	M	L	DK
c	How much physical activity is recommended for my child each day	H	M	L	DK
d	How to increase my child's physical activity	H	M	L	DK
e	How much screen time is recommended for my child each day	H	M	L	DK
f	How to limit my child's screen time	H	M	L	DK

### PART 2: About your Learning

2. What did you learn today about Children's Physical Activity?

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### PART 3: About your Satisfaction

1	How often will you use what you learned about children's physical activity? (Circle ONE answer)	Never	Sometimes	Always
If never, please tell us why not?				
2	How informative was the facilitator? (Circle ONE answer)	Not Informative	A little Informative	Very Informative
3	How satisfied are you with this event overall? (Circle ONE answer)	Not Satisfied	A little Satisfied	Very Satisfied
4	If we could improve ONE THING – what would it be?			

THANK YOU!

## APPENDIX 2

### Learning Tool 2.1 Physical Activity

POSITIVE EFFECTS OF ACTIVITY	NEGATIVE EFFECTS OF EXCESSIVE SEDENTARY BEHAVIOURS/INSUFFICIENT PHYSICAL ACTIVITY
Bone Health: weight bearing activity specifically is important for the development of strong bones	<b>Metabolic Syndrome</b> (a group of problems such as high blood pressure, high blood sugar, and excess fat that can lead to heart disease, stroke and diabetes)
Exercise has been shown to improve executive function and math scores in overweight children	<b>High Blood Pressure</b>
Aerobic exercise can: reduce weight, visceral/subcutaneous abdominal fat and systemic blood pressure in obese youth. It can reduce the risk of diseases such as diabetes, sleep apnea (very heavy snoring with pauses in breathing), fatty liver disease, and heart disease. It is associated with positive self-concept and psychological wellbeing as well as reduced anxiety and depression	<b>Poor Attention</b>
Team sports can build new skills, increase self-confidence and lead to new friendships	<b>Poor School Performance</b>
Outdoor education programs can improve youth self-esteem, the motivation to learn, conflict resolution and problem solving skills	<b>Reduced Self-image</b>



## APPENDIX 2

### Learning Tool 2.2 Interactive Activity: Matching Game

<b>BIKE RIDING</b>	<b>PLAYGROUND ACTIVITIES</b>	<b>SKATEBOARDING</b>
<b>BRISK WALKING</b>	<b>HIKING</b>	<b>CANOEING</b>
<b>BASEBALL</b>	<b>SOFTBALL</b>	<b>RUNNING</b>
<b>SWIMMING</b>	<b>AEROBICS</b>	<b>BASKETBALL</b>



<b>VIGOROUS DANCING</b>	<b>ICE OR FIELD HOCKEY</b>	<b>HOPSCOTCH</b>
<b>TAG</b>	<b>JUMPING ROPE</b>	<b>GYMNASTICS</b>
<b>BASKETBALL</b>	<b>VOLLEYBALL</b>	<b>TENNIS</b>
<b>PUSH-UPS</b>	<b>SWINGING ON PLAYGROUND EQUIPMENT OR BARS</b>	<b>CLIMBING ROPES</b>
<b>JUMP ROPE</b>	<b>CLIMBING TREES</b>	<b>RUNNING</b>



## APPENDIX 2

### Learning Tool 2.3 Physical Activity Questionnaire

#### TRUE or FALSE

1. Children ages 6-12 should engage in moderate to physical activity for at least 60 minutes per day.
2. Children should participate in vigorous activities at least once per week.

#### MULTIPLE CHOICE

1. At what age can children start to include strength training if heavier weights are avoided and correct technique demonstrated?
  - a. 5 years old
  - b. 7 years old
  - c. 10 years old
  - d. 13 years old
2. How many hours does the Canadian Paediatric Society recommend limiting (recreational) screen time to?
  - a. 2-3 hours
  - b. 30 minutes
  - c. 4 hours
  - d. 1-2 hours
3. What percentage of Canadian children are achieving their daily target of at least 60 minutes of moderate to vigorous physical activity per day?
  - a. 50%
  - b. 95%
  - c. 25%
  - d. 7%
4. Which of the following are considered bone strengthening activities?
  - 1. Jump rope
  - 2. Running
  - 3. Walking

### Learning Tool 3.1 Take Home Message

#### Ways to increase physical activity in our daily life

- More free play, less computer games, computer or TV time.
- Having physically active chores/roles in the house i.e. washing dishes, vacuuming, cleaning the bathroom etc. This can include helping with the weekly food shopping, shoveling the snow (for yourself and your neighbour), or raking leaves outside.
- Choices- using the stairs rather than escalators or elevators, if using public transit get off one stop earlier and walk the remaining distance, or get on one stop later!
- If possible, go outdoors to play- parks etc.
- Increase incidental movement: take breaks from sedentary activities, avoid sitting for prolonged periods, walk throughout the day, take the stairs.

#### Seasonal Physical Activities for Children

- Year round: Play active games (tag, jump rope).
- Summer: Visit the playground after school, treasure hunt in a local outdoor space, walk in the park.
- Winter: Sled in the park, go ice skating.
- Indoor activities: create 'dance parties' at home or other active indoor games.

#### Barriers to Physical Activity

- **Lack of time:** build activity into each day- active transportation, take the stairs, get off a bus-stop early, take physical education in school, play active games with friends.
- **Dislike for sports/lack of sport-specific interest:** dance, swim, walk or hike with a friend or pet, increase active hobbies/transportation. Make activity social and interesting. Let your child take the lead on activities they enjoy!
- **Unsafe places:** dance to music or do a workout video at home, join a community recreation center, participate in PE at school, take an after-school activity.
- **Out of shape:** start slow- 10 minutes at a time and gradually increase the amount of activity.



#### Remember

The whole family needs to engage! Parents need to be good role models! Do activities together as a family such as trips to the park, walks after dinner etc.

#### Some ideas for children's indoor activities

##### Things children can help with include:

- Folding the washing
- Helping with cooking such as stirring/mixing, cutting or peeling veggies (remember to teach your child knife safety first)
- Bring your child along to the weekly food shop (they can push the trolley). They can also help to put food items away
- Vacuuming or mopping the floors
- Raking leave from the garden
- Shoveling snow
- Washing the car
- Walking the pet dog
- Cleaning up their room

##### Bring out your child's inner star:

- Get them to practice a song and make up a dance routine to perform. If you have more than one child make a show of it!
- Make games or challenges around things your child is learning at school- are they learning about volcanoes? Look up how many feet or metres tall a famous volcano is and record the flights of stairs they take on a chart until they reach the total height of the mountain. Then they could be rewarded by something like choosing a favourite game for the whole family to play.
- Physical activity is part of the curriculum at school. Get involved. Learn what your child is doing in gym class and build on these skills. If they are learning about basketball go to a local basketball court and practice.



#### Remember

Ensure activities are conducted safely i.e. helmets while cycling, parental supervision with swimming +/- floatation device use.

### Helpful Tips for Parent Participants

While being more physically active and reducing time spent doing sedentary activity is important, we should remember this is just one part of a healthy, active lifestyle. Good sleep, a healthy diet and a healthy self-view is also very important.

- Avoid eating in front the of TV (people are more likely to consume foods of low nutritional value AND are not likely to recognize when they are full!).
- Follow the suggestions of Canada's Food Guide to provide a balanced diet with food from all four food groups; fruits and vegetables, grains, meats and alternatives, milk and alternatives.
- Encourage good sleep: establish sleep times/routines, follow good sleep hygiene; avoid caffeine, avoid screens in the bedroom and around bedtime.
- Promote self-esteem by praising your child's good qualities, have them contribute to household tasks; this will help them feel valued.

## APPENDIX 5

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