**FOSTERING PHYSICAL ACTIVITY OUTSIDE OF THE CLASSROOM PARENT/CHILD WORKSHOP**

**INSTRUCTIONS ON IMPLEMENTING WORKSHOP**

1. WORKSHOP SET-UP

- 1.5hr workshop to be held after school

- use a group size that is feasible for facilitators, support staff and timing

- try to keep classes together to help build interclass relations and increase parent relationships

- can be indoor or outdoor depending on season/weather

- work with administrators to set-up for the school

- notes to parents well in advance using a known scheduling system

- pick dates

- book gym and support staff as required

- encourage participation from the parents and it’s importance in the letter home. Also explain to children the importance of it (this could link in with a balance unit at school)

2. IMPLEMENTATION AND WORKSHOP

- follow the slide presentations and worksheets attached

- have print outs ready (1 x set per parent/child pair)

- add any possible sources for parents that may help. E.g. can ActionSports! BC help out?

3. FOLLOW-UP

- check in with children as to how the evening went in follow-up classes (homeroom)

- follow-up with parents with a survey on any changes made, and also remind about the importance of following-through with ideas.

4. MATERIALS REQUIRED

- Introductory letter to parents – *ADDENDUM A*

- Initial Survey – *ADDENDUM B*

- Slides as provided – screen and projector – *ADDENDUM C*

- Handouts - *ADDENDUM D-G*

- Active Healthy Kids Canada summary

- PA requirements for 5-11yo

- *Participaction* Sheet – Tips to increase PA

- *Participaction* Activity Tracker

- Materials for Breakout #2

- Materials for Breakout #3

- Follow-up Survey – *ADDENDUM B*

- chart paper and pens for group brainstorm session

**THE WORKSHOP**

**ASSISTING PARENTS TO SUPPLEMENT DPA AND/OR PHYSICAL LITERACY OUTSIDE OF THE SCHOOL BOUNDARIES IN THE PYP**

**OBJECTIVES**

- Parents and kids to work together to create plan to increase physical activity time at home

- Parents will understand importance of physical literacy

- Have fun with parents and kids learning/working together

**1. INTRODUCTION – 10 MINS**

- welcome to this workshop for parents and children of grade \_\_\_\_\_\_ at \_\_\_\_\_\_\_\_ school.

- who you are and why we are here

*Why are we here?*

- to learn about physical literacy and its importance to our children

- to learn ways on how to improve physical activity outside of the classroom once the school day has been completed

- parents and kids to work together on plans to help increase activity at home

The rates of childhood obesity and inactivity are clearly on the rise and action must be taken. Research shows that without the development of physical literacy, many children and youth withdraw from physical activity and sport and turn to more inactive and/or unhealthy choices during their leisure time. Parents and caregivers play a crucial role in ensuring that their child is provided with ample opportunities to develop physical literacy.  As a parent, you can ensure that your child has access to a range of opportunities to nurture this development.

*Survey*

- hand out a quick survey for parents to fill out (kids can assist)

- add physical questions together, add non-physical questions together = what is higher? This is our target to improve upon

- tell parents to keep survey and compare to a follow-up survey that will be sent in two weeks time to see what improvements have been made.

**2. PHYSICAL LITERACY and DPA – 4 MINS**

*What is Physical Literacy?*

**Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.**

**PHE Canada**

Research has shown that being physically active later in life depends on an individual's ability to feel confident in an activity setting. That confidence most often comes from having **learned fundamental movement and sport skills, or physical literacy,** as a child. Research has also shown that without the development of physical literacy, many children and youth withdraw from physical activity and sport and turn to more inactive and/or unhealthy choices during their leisure time (CS4Life).

*What is DPA?*

Daily Physical Activity is defined as endurance, strength and/or flexibility activities done on a daily basis.

**Grades 1-7:** **Schools** will offer 30 minutes of Daily Physical Activity as part of students' educational program.

<http://www.bced.gov.bc.ca/dpa/dpa_requirement.htm>

*Current Activities in Our School*

Currently at [insert school] we complete the following to help contribute to your child’s physical activity levels:

- PE lessons – 3 x per week

- Lunch/Recess – no matter the weather

- DPA and Brain Breaks in class

- outdoor lessons when they fit

*A reminder*

- make sure your child is ready for PE class

- PE kit

- PE shoes

- water bottle if required

**3. BREAKOUT #1 – 15 MINS**

Kids will teach the parents some games

- group sizes depend on total group size

- teach two tag games and then play, e.g. Turtle tag, tunnel tag, Zombie tag, Chain tag

- discuss benefits of fundamental movement skills

*Purpose*

- parents to learn games they can play with their kids/understand them more

**4. THE STATS – 5 MINS**

2014 Active Healthy Kids Canada Report Card on Physical Activity for Children and Youth - how do you think we are doing?

- on the global page, Canada is not rating well

- we have a mark of a D- minus for overall physical activity

[handout for the report card]

- DPA requirements

- Active Play - Canadian children and youth who participate in unorganized physical activities or sports during the after-school period take approximately 1,270 more daily steps than those who do not participate. Additionally, those who play outdoors during the after-school period take 1,940 more daily steps than those who do not (2011-12 CANPLAY, CFLRI).

- Active transport - The social norm in Canada is to drive kids to school and other places, rather than let them bike or walk.

- Sedentary behaviours - When kids do have free time, busy lives and safety concerns mean much of it is spent sedentary.

- Parental involvement - Parents should consider a mix of physical activities - such as organized sport, active play and active transportation - to ensure their children meet the daily physical activity requirements. No single strategy is sufficient on its own.

- What’s good for the bicep is good for the brain - To help with mental health of a child - helps promote BDNF chemical creation – promotes healing and growth of new cells

[ handout on Active Kids]

**5. HOW CAN PARENTS HELP? – 5 MINS**

List on slide of different ways to increase this – encourage discussion about each point

- over scheduling and importance of free-play

- ‘culture of convenience’ – encourage active transport

- focus on ‘good sports’

- Support your child’s activities as a parent, not as a 24-hour coach. Your role is to assist with transportation, good nutrition, rest and balanced lifestyle.

- be a good role model

- reduce screen time

- remind about balance units and eating healthy, and physically active

**6. BREAKOUT #2 – 15 MINS**

Parents will teach the kids a game through an obstacle course

- parents create an obstacle course with various items provided for the students to complete

- then have races between students and parents

- discuss benefits of fundamental movement skills

*Purpose –* encourage creativity between parents and students, and to show how physical activity can take many forms.

**7. BRAINSTORMING AS A GROUP – 15MINS**

- breakout activity as groups on how you could improve physical activity at home

- group numbers depend on numbers attending workshop

- reporting back also dependent on group numbers

- conduct whip around between groups for their answers

- circulate assisting groups as required

- link to how we can improve our inactive:active ratio

Some thought-starters for the groups:

* Encourage walking to school and getting active as a family
* Get them to skateboard, bike or run instead of getting a ride
* Ask them to walk the dog with you
* Have them rake the leaves, shovel snow or carry the groceries
* Encourage them to dance to their favourite music
* Replace computer and TV time with something active
* Build active opportunities into daily classroom routines and encourage students to join a school sport team
* Take kids to the playground or to the park to play
* Reduce screen time

**8. BREAKOUT #3 – 15MINS**

Group activity and fun games! (Provide options/ideas that suit the group)

- parents vs kids game of soccer

*Purpose* – have fun, and show how parents and kids can be physically active together.

**9. WRAP-UP – 5 MINS**

- cover key learnings from today

- reflect on changes parents could make

- talk about what the follow-up will be

- how to improve our inactive:active ratio

- survey will be sent home in two weeks

- brainstorm ideas will be sent home ASAP

- give out handout packages

**Timing guideline by section – Total 1.5hrs**

|  |  |  |
| --- | --- | --- |
| 1. Intro – 10 mins | 4. Statistics – 5 mins | 7. Group Brainstorm – 15 mins |
| 2. Definitions – 4 mins | 5. Parents Help – 5 mins | 8. Breakout #3 – 15 mins |
| 3. Breakout #1 – 15mins | 6. Breakout #2 – 15 mins | 9. Wrap-up – 5 mins |

**Resource List**

<http://www.participaction.com/>

<http://www.phecanada.ca/>

<http://www.bced.gov.bc.ca/dpa/dpa_requirement.htm>

<http://canadiansportforlife.ca/>

<http://www.activehealthykids.ca/>