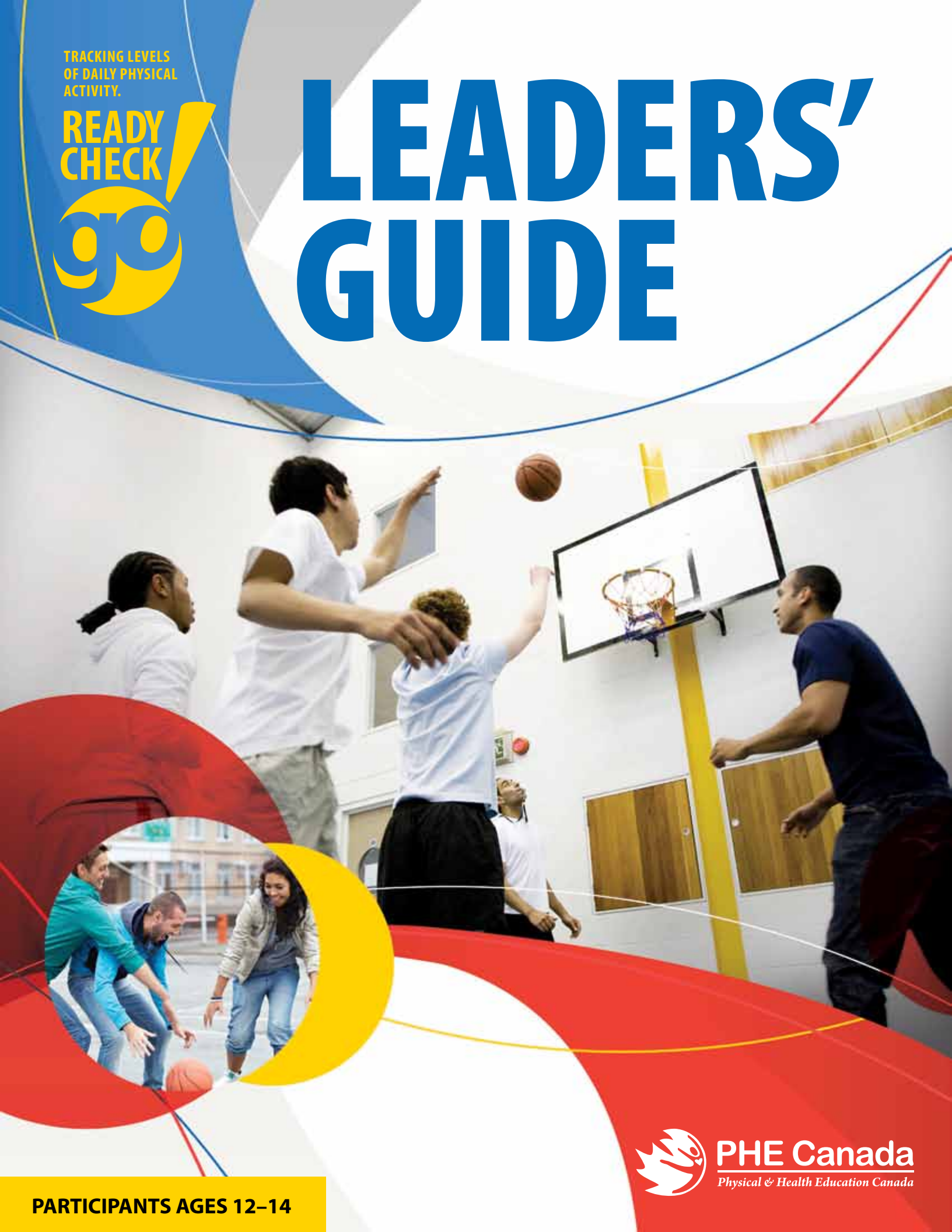


TRACKING LEVELS
OF DAILY PHYSICAL
ACTIVITY.



LEADERS' GUIDE



PARTICIPANTS AGES 12-14



PHE Canada
Physical & Health Education Canada

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1 OVERVIEW

PURPOSE

The objective of this program is to help children, youth and their parents/guardians understand the importance of regular physical activity; their current physical activity behaviours; and strategies to help them engage in more physical activities. This knowledge can help increase the amount of physical activity children and youth engage in, value and enjoy, in ways that suit their personal beliefs and needs.

Specifically, the **Ready, Check, Go!** is a learning activity to help children aged 12–14 discover more about:

- ▶ How physically active they are on typical day;
- ▶ The different types of activities they undertake, when, and for how long;
- ▶ The intensity (moderate- to vigorous) of their physical activity;
- ▶ Identifying ways that they can be more active.

LEADER GUIDE

This Leader Guide is designed to provide after school program leaders with information on how to deliver the **Ready, Check, Go!** program.

The guide begins with a brief introduction to important concepts related to **Ready, Check, Go!**, including physical literacy, physical activity and its various levels of intensity, and the importance of the after-school period for increasing levels of physical activity among children and youth. The guide also includes a detailed description of how to implement the two components of the **Ready, Check, Go!** program; Tracking Daily Physical Activity and Goal Setting and Planning.

PARENT/GUARDIAN GUIDE

The Parent/Guardian Guide is designed to support the implementation of the **Ready, Check, Go!** program by providing participants with consistent information in all settings (i.e. school, after school, home). This guide provides parents/guardian with the framework to understand their children's physical activity, and strategies they can incorporate within their everyday lives.

Parents/Guardian are a vital component of their child's healthy lifestyle habits. It is important they are involved in this programs as they are key players in helping their child become more active. Encourage parents/guardians to engage in the process by using the tools provided to complete the program alongside their child. Appendix A provides a draft letter home for parents to provide them with information on the **Ready, Check, Go!** Program. Appendix B can be used to determine the level of involvement and understanding of parents using the program.

PARTICIPANT WORKBOOK

The accompanying Participant Workbook introduces children and youth to tracking, recording and analyzing their physical activity levels. The workbooks provides participants with the appropriate instructions, worksheets and information necessary to complete the **Ready, Check, Go!** program.

2 PHYSICAL LITERACY + PHYSICAL ACTIVITY

Physical literacy is moving with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. (Physical and Health Education Canada, 2013)

WHAT IS PHYSICAL LITERACY?

Physical Literacy provides a foundation for children and youth to develop the skills, knowledge and attitudes they need to engage with confidence and competence across a wide variety of activities. 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 developing 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).

The development of physical literacy is now a reality for educators and practitioners and many provincial physical education curricula now identify the development of physically literate students as the major outcome of physical education programs.

Physically literate individuals move enough to experience health, fitness, academic, and social benefits. For example, competent movers tend to be more successful academically and socially, understand how to be active for life, and are able to transfer physical competence from one area to another.

For more information, tools, and resources visit:
<http://www.phecanada.ca/programs/physical-literacy/what-physical-literacy>

WHAT IS PHYSICAL ACTIVITY?

Physical activity is any bodily movement that results in energy use from muscle contractions. It can take a wide variety of forms including activities of daily living like household chores, recreational play, exercise, and organized sport. Physical activity has been associated with a variety of health-related benefits such as improved strength, endurance, health of bones and muscles, weight control, lifespan, and self-esteem along with reduced blood pressure, cholesterol, anxiety, and disease.



PHYSICAL ACTIVITY ENVIRONMENTS

A vital feature of physical literacy is being physical active in many forms; Environments, Intensities and Activity Type.

Physical activity can occur in a variety of environments and settings. It is important for children and youth to be exposed to and participate in physical activities from multiple environments to ensure they develop a diverse set of skills and experiences.

land

Activities that involve contact with a dry surface (e.g., grass, gym floor, concrete) for the majority of the time. Basketball, soccer and archery are examples.

snow + ice

Activities that involve contact with snow and ice for the majority of the time. Ice hockey, tobogganing, skiing and broomball are examples.

water

Activities that take place on or in the water for the majority of the time. Swimming, snorkeling, canoeing and wake boarding are examples.

air

Activities that take place in the air for the majority of the time. Dirt jumping on mountain bikes, diving, ski jumping and trampoline are all examples of air activities.



PHYSICAL ACTIVITY INTENSITY (LEVELS)

Physical Activity can occur at a range of intensities. Children and youth should participate in physical activities at varying intensities to gain the health benefits associated with each level. Below is a list of different intensities and examples of physical activities each:



inactive
(sedentary)

- Requires little or no movement with slow breathing.
- This is often in the form of sleeping, lying down, sitting, or standing still.



light
(low)

- Requires some movement with normal breathing.
- Such activities can be done for a long time without feeling tired or running out of breath or sweating.



moderate
(quite a bit)

- Requires quite a bit of movement with a noticeable increase in breathing and may cause you to sweat a little.
- Can usually be performed for quite a long time.
- You tend to be able to maintain a conversation (talk) during such activity.



intense
(vigorous, hard)

- Requires lots of movement and effort so it is much more demanding than quick walking.
- It makes your heart beat and sweat and breathing rate go much faster.
- You tend to be too tired to maintain a conversation except for speaking in short sentences.
- You normally cannot keep this activity going for a long time without slowing down to moderate intensity.



examples

- Chatting with friends while inactive.
- Sitting in school or to eat, do homework, watch TV, or play video games.

- Getting ready for school.
- Walking or hiking on a flat surface (shopping).
- Doing light gardening or yard/house work.

- Brisk (quick) walking or slow jogging.
- Playing games or dancing in a recreational way such as going for an easy-going bicycle ride.

- Swimming or fast jogging/running or bicycle riding.
- Quickly hiking, climbing steep slopes (hills), or lifting/moving heavy loads again and again.
- Running and dodging as playing hard in games (tag, capture the flag), dance, or sports.

PHYSICAL ACTIVITY TYPES

There are numerous types of physical activities that one can engage in throughout the day. For example, activities of daily living, free play, organized/structured play, sport, and recreational pursuits. Listed below are various types of physical activity:

- ▶ Use safe routes to walk or bike with a friend to school.
- ▶ Going for a jog, brisk walk or bicycle ride.
- ▶ Drop-in play opportunities with others on the playground, sports field, in the gymnasium, or at the park.
- ▶ Drop-in play opportunities with others on the playground, sports field, in the gymnasium, or at the park.
- ▶ Be active at recess and lunch time.
- ▶ Opportunities for physical activity in the structured programs in school or the community (intramurals, running club, physical education, daily physical activity).



THE CANADIAN PHYSICAL ACTIVITY GUIDELINES

The Canadian Physical Activity Guidelines for Children Aged 12–14 are to participate in at least 60 minutes of moderate- to vigorous-intensity physical activity every day. This should include:

- ▶ Vigorous-intensity activities at least 3 days per week.
- ▶ Activities that strengthen muscle and bone at least 3 days per week.
- ▶ More daily physical activity provides greater health benefits.
- ▶ Reducing the amount of daily inactive time by, for example,
 - + Spending no more than 2 hours each day in “screen time” (TV, computer...)
 - + Spending less time in a motor vehicle (car, bus), sitting, and being indoors.

(Canadian Society of Exercise Physiology, 2011 at csep.ca/guidelines)

(Canadian Society of Exercise Physiology, 2011 at csep.ca/guidelines)

Few Canadian children (only 9% of boys and 4% of girls) meet these recommendations. Too many children and adolescents are also overweight and obese? (18% in 2004). These levels are higher in certain populations (e.g., adolescents, females, individuals with disabilities, of aboriginal origin, and lower incomes).

THE AFTER SCHOOL TIME PERIOD

THE CANADIAN ACTIVE AFTER SCHOOL PARTNERSHIP (CAASP)

Boys and Girls Club of Canada, Canadian Association for the Advancement of Women and Sport and Physical Activity, Canadian Parks and Recreation Association, National Aboriginal Friendship Centres, and Physical and Health Education Canada) working to enhance the quality of active after school programs with a view of improving the health of Canada's children and youth. Their objective is to enhance the delivery of quality after-school programs by way of increased access to, and opportunity for, healthy lifestyles with the ultimate goal of increasing physical activity levels and healthy eating practices of Canada's children and youth. For more information visit our website at: www.activeafterschool.ca



A QUALITY ACTIVE AFTER SCHOOL PROGRAM

Children and youth get a large portion of their daily physical activity - as much as 30 per cent – in the after school hours. Physical activity after school can have an important influence on how likely children are active at other times during the day. To realize these benefits, after school programs should be enriched with physical activity and healthy food choices. But what makes a quality after school program?

The Canadian Active After School Partnership (CAASP) has developed a working description of what it means to offer a quality after school program:

THE WORKING DESCRIPTION OF QUALITY ACTIVE AFTER SCHOOL PROGRAMS

A quality active after school program is evidence-based and provides an intentional, child centred, community based and needs driven environment for children. It begins the moment the school day ends and continues until the moment the parent/guardian or caregiver resumes care for their child. It is led by caring, trained and skilled adults, ideally supported by mentored youth leaders who, together, provide a safe environment for children to grow.

A quality program provides daily opportunities to enhance the well-being of all participant children, and ensures their physical, social, emotional and intellectual development. A variety of physical activity is provided everyday for at least 30 minutes. It is of moderate to vigorous intensity, is age and stage appropriate, and includes skill and knowledge components. Quality programs have a good balance of both play and instruction, to ensure the mastery of physical and life skills. Food provided is nutritious, and portions are appropriate.

Quality programs value, plan and budget for

inclusion of all children (Disabled, aboriginal, ethnic, economic, status, etc.). Friendships and positive social interactions are valued and nurtured between children.

Quality programs ensure all children have maximal access to a variety of indoor and outdoor community facilities which are safe and secure, have well maintained and modern equipment and are accessible for all. Programs are both fun and challenging and designed to bring about improvements in health and skill.

Quality programs are directed in part by valuing input from participants and their parents/guardians. Participating and having a voice from both, is encouraged.

Quality programs are regularly evaluated and lessons learned inform program enhancements.

Policies and procedures are drafted, taught, implemented and reviewed regularly, and are open to review by parents/guardians to ensure quality, as described above is maintained.



PHYSICAL ACTIVITY AND AFTER SCHOOL PROGRAMS

The after-school time period (3 – 6 p.m.) is a critical determinant of childhood physical activity as about 50% of total daily steps taken by children and youth occur in this time period.

Many children and youth are unsupervised and fail to use the after-school time to engage in active sport and physical activity. In such circumstances, children tend to resort to relatively sedentary, solitary, and less healthy activities such as watching television, playing video games, interacting on their phones, and eating less nutritious food. Research has also revealed poor eating habits and increased crime and antisocial behaviour during this time.

The 2010 Physical Activity Monitor reported that 72% of 5-17 year-olds did not have access to supervised after-school programs. The trend towards being unsupervised and inactive is due to factors such as a lack of motivation, less access to engaging alternatives, and an increase in single-working parents/guardians, dual-employed parents/guardians, and safety concerns.

It is clear that the after-school hours can be a prime time for children to engage in health-enhancing physical activity particularly if they are engaged in purposeful, safe, relatively supervised, supportive, and enjoyable activities both indoors and outdoors. As a result, government and private sector initiatives have targeted the after-school period to increase physical movement among children and youth.

For more information on after-school activity opportunities: <http://activeafterschool.ca/programs>

For physical activity ideas and resources check out: <http://activeafterschool.ca/resources>

PARTICIPANT WORKBOOK

INSTRUCTIONS

This section will provide you with the appropriate instructions to successfully implement the **Ready, Check, Go!** program. The Participant Workbook is divided into the following components:

1. Overview
2. Prior Knowledge Activity
3. Physical Activity Levels
 - a. Activity 1: How Intense Am I?
4. Daily Physical Activity Level Tracker
 - a. Activity 2 and 3: Weekday/Weekend Physical Activity Tracking Sheet
5. How Active was I?
 - a. Activity 4 and 5: Activity Calculators
 - b. Activity 6: Totally Weekly Activity Minutes
 - c. Activity 7: Canadian Physical Activity Guidelines
6. Goal Setting and Planning
 - a. What is a Goal?
 - b. How Should I set Goals?
 - c. Activity 8: My Physical Activity Goals and Plans
 - d. Activity 9: My Goal Setting Check-In

1 – OVERVIEW

Introduce participants to the Ready, Check, Go! program and participant workbook.

WHAT IS READY, CHECK, GO!?

The participant workbook will help you learn more about:

- ▶ Moderate- to vigorous-intensity physical activity;
- ▶ How physically active you are;
- ▶ The different activities you participate in
- ▶ How long you are active for;
- ▶ Way you can be more active.

WHAT YOU WILL BE DOING

Recording Physical Activity

For the next week we will be recording the amount and type of physical activity you do from the moment you wake until you fall asleep.

Leader note: remind participants this is a reflection of their regular day (i.e. follow daily routine), it is not a competition, and be honest with their answers.

Calculating Physical Activity

After we have recorded our physical activity we will figure out how active and inactive we really are.

Physical Activity Reflection

Once we have calculated our physical activity we will take some time to reflect on what this means to us.

Goal Setting

Using all the information we have collected we will set physical activity goals for ourselves.

2 – PRIOR KNOWLEDGE ACTIVITY

Using the “My Physical Activities” worksheet (pg. 3) have participants draw or list physical activities they engage in within each setting.

3 – PHYSICAL ACTIVITY LEVELS

ACTIVITY 1: HOW INTENSE AM I?

1. In a group discussion ask participants what they think the word “intensity” means.
2. Once participants have discussed their answer to the question describe what intensity means in relation to physical activity.
 - a. Intensity is how much energy and effort it takes to do a certain body movement. You notice the difference in intensity through how fast you breathe, how much you sweat, or how fast your heart beats. For example, sprinting is more intense than jogging, jogging is more intense than speed walking, and speed walking is more intense than walking. You can feel the difference in intensity in these movements by how much effort it takes and how quickly you get tired and “out of breath”.
3. Go through the “My Physical Activity Levels” worksheet information (pg. 3) with your group.
4. As a group come up with examples-not listed of the different intensity levels.
5. Using “My Physical Activities” worksheet get participants to write the correct intensity level from the “Physical Activity Intensities” chart to the picture/list they wrote.



4 – DAILY PHYSICAL ACTIVITY INTENSITY TRACKER

Before beginning to use the “Physical Activity Intensity Tracker” trackers please review the notes below and share relevant information with the class.

GENERAL SUGGESTIONS TO LEADERS

- ▶ It is best for participants to begin the “Weekday Physical Activity Intensity Tracker” in the presence of the instructor and then complete it at home that evening.
- ▶ Participants should complete the “Weekend Physical Activity Intensity Tracker” at home.
- ▶ Participants should be reminded to answer each question honestly and during the day for which they are listing their physical activities so they get a more clear and accurate estimate of their daily level of physical activity.
- ▶ Remind participants that this Ready, Check, Go! program is for learning NOT to have them comparing themselves to each other. The true value of this activity is the learning that takes place through and after the program, the goal setting exercises and the strategies selected for reaching them.
- ▶ Participants should complete the “Trackers” in pencil so they can make corrections more easily.
- ▶ Rating activities into one of the four intensity levels is a “best estimate” and not an exact science. In other words, the intensity can also depend on the frequency (how repetitiously and continuously), effort exerted, length of time, the location, and the equipment you use to perform the movement.
 - o For example, skating can vary between a light and a vigorous physical activity depending on each of those factors.
- ▶ Why the selected weekday can only be Tuesday, Wednesday, or Thursday and the weekend day must be Saturday..
 - o Research shows that these days most reflect typical weekends and/or weekends. For example, Mondays and Fridays are often linked to long-weekends and/or class and family field trips that remove children from their regular weekday routines. Activities on Sunday tend to widely vary between peoples of varying cultures and religions so they are less reflective of a typical weekend day than Saturdays.
- ▶ Participants should not begin or complete the next component (“My Physically Activity Goals”) until they complete both “Trackers” (one for the weekday and one for the Saturday) and until assigned to do so.
- ▶ Use the overall Ready, Check, Go! program results for each group to guide the planning of their subsequent activities towards improving the physical activity levels and physical literacy of their group.

ACTIVITY 2: WEEKDAY/WEEKEND PHYSICAL ACTIVITY TRACKING SHEET

In this activity participants will log their physical activities over a typical day and assign intensity values to each activity. The activity is structured around participants determining their:





- ▶ Daily Physical Activity Time - Total daily time participating in sedentary, light-to-moderate, and vigorous physical activity.
- ▶ Physical Activity Time During Different Phases of the Day- Total daily time of sedentary (inactive) and active behaviour for each phase of the day:
 - Weekday(s): Before School, During School, After School, and Evening
 - Weekend Day(s): Morning, Afternoon, and Evening

GENERAL SUGGESTIONS TO LEADERS

Below is an example of how participants will track their physical activity intensities throughout the day.

1. In the “**What Was I Doing?**” block write all of the activities you did during each time period.
2. In the “**How Active Was I?**” block write the number of minutes it took you to complete each activity in the correct activity intensity square. The total number of minutes for each time period must equal 30 (Row Sum).
3. To calculate the “**Row Sum**” add together the activity intensity numbers from each time period. Each “Row Sum” must equal 30.
4. To calculate the “**Total Before School Activity Minutes**” add together the numbers in each activity intensity column.
5. Once the participant has read the example chart (pg. 5) complete the “**My Weekday Physical Activity Tracker**” worksheet (pg. 6-15).

EXAMPLE

DAY PHASE	TIME PERIOD	WHAT WAS I DOING? EXAMPLES: SLEEPING; WATCHING TV; SITTING OR DOING HOMEWORK, WALKING; DANCING; PLAYING SPORTS	HOW ACTIVE WAS I?				Row Sum (must = 30)
			Inactive 	Light 	Moderate 	Vigorous 	
Before School	6:30-7:00	Sleeping; Seated for Breakfast	30	0	0	0	=
	7:00-7:30	Washed up; Brushed teeth; Got ready for school	0	30	0	0	=
	7:30-8:00	Walked fast to the bus stop; Sat on bus, Walked to	15	10	5	0	=
		Total Before School Checkmarks	45	40	5	0	90

ACTIVITY 3: WEEKEND PHYSICAL ACTIVITY TRACKER SHEET

In this activity students log their physical activities over a typical day and assign intensity values to each activity. The activity is structured around your child determining their:





- ▶ **DAILY PHYSICAL ACTIVITY TIME** - Total daily time participating in sedentary, light-to-moderate, and vigorous physical activity.
- ▶ **PHYSICAL ACTIVITY TIME DURING DIFFERENT PHASES OF THE DAY** - Total daily time of sedentary (inactive) time for each phase of the day:
 - Weekday(s): Before School, During School, After School, and Evening
 - Weekend Day(s): Morning, Afternoon, and Evening

INSTRUCTIONS:

Below is an example of how participants will track their physical activity intensities throughout the day.

1. In the “**What Was I Doing?**” block write all of the activities you did during each time period.
2. In the “**How Active Was I?**” block put the amount of time it took you to complete each activity in the correct activity intensity square. The total number of minutes for each time period must equal 30 (Row Sum).
3. To calculate the “**Row Sum**” add together the activity intensity numbers from each time period. Each “Row Sum” must equal 30.
4. To calculate the “**Total Before School Activity Minutes**” add together the numbers in each activity intensity column.
5. Once the participant has read the example chart (pg. 16) complete the “**My Weekday Physical Activity Tracker**” worksheet (17 & 20).

EXAMPLE

DAY PHASE	TIME PERIOD	WHAT WAS I DOING? EXAMPLES: SLEEPING; WATCHING TV; SITTING OR DOING HOMEWORK, WALKING; DANCING; PLAYING SPORTS	HOW ACTIVE WAS I?				Row Sum (must = 30)
			Inactive 	Light 	Moderate 	Vigorous 	
Morning	6:30-7:00	Sleeping; Seated for Breakfast	30	0	0	0	=
	7:00-7:30	Washed up; Brushed teeth; Got ready for school	0	30	0	0	=
	7:30-8:00	Walked fast to the bus stop; Sat on bus, Walked to	15	10	5	0	=
		Total Morning Checkmarks	45	40	5	0	90

5 – HOW ACTIVE WAS I?:





This section encompasses a cross curricular component as participants will mathematically calculate the amount of activity (inactive and active) they participate in each day. Each activity builds off the previous activities numbers sequentially (i.e., the numbers needed to complete activity 4b are determined from activity 4a).

ACTIVITY 4A: WEEKDAY TIME CALCULATOR





This activity will help participants understand the amount of physical activity they completed throughout the day .

1. Have participants use their “**My Weekday Physical Activity Tracker**” worksheet, copy the numbers from the “Total Minutes” boxes into the “**My Weekday Time Calculator**”.
2. Below is an example of the completed ‘**Before School**’ section of the “**Weekly Time Calculator**”.

EXAMPLE

DAY PHASE	TIME PERIOD	WHAT WAS I DOING? EXAMPLES: SLEEPING; WATCHING TV; SITTING OR DOING HOMEWORK, WALKING; DANCING; PLAYING SPORTS	HOW ACTIVE WAS I?					Row Sum (must = 30)			
			Inactive 	Light 	Moderate 	Vigorous 					
Before School	6:30-7:00	Sleeping; Seated for Breakfast	30	+	0	+	0	+	0	=	30
	7:00-7:30	Washed up; Brushed teeth; Got ready for school	0	+	30	+	0	+	0	=	30
	7:30-8:00	Walked fast to the bus stop; Sat on bus, Walked to	15	+	10	+	5	+	0	=	30
		Total Before School Checkmarks	45	=	40	=	5	=	0	=	90

“MY WEEKDAY TIME CALCULATOR”

PHASE OF DAY	INTENSITY			
	Inactive 	Light 	Moderate 	Vigorous 
Total Before School Activity Minutes	45	40	5	0

ACTIVITY 4B: DAILY ACTIVE AND INACTIVE CALCULATOR

This activity will help participants understand how active and inactive they were throughout the entire day.

1. Have participants copy the numbers from each of the “My Weekday Activity level Calculator” squares into the corresponding “Active and Inactive Chart”.
2. Next have participants calculate the total number in each activity level column.
3. Next, using “My Weekday Activity Level Calculator” have participants calculate their “Total Inactive Minutes” by adding together the Total Before School, Total During School, Total After School, and Total Evening Minutes in the inactive column.

ACTIVITY 5A: WEEKEND ACTIVITY TIME CALCULATOR

This section encompasses a cross curricular component as participants will mathematically calculate the amount of activity (inactive and active) they participate in each day and will calculate the total number of minutes for each part of the day. Each activity builds off the previous activities numbers sequentially (i.e., the numbers needed to complete activity 6b are determined from activity a).

1. Have participants take out their “My Weekend Physical Activity Tracker” worksheet and copy the numbers from the “Total Morning Minutes” boxes into the “My Weekend Time Calculator”. Participants should do this for their Afternoon and Evening times as well.

ACTIVITY 5B: ACTIVE AND INACTIVE

This activity will help participants understand how inactive and active they are during each phase of the day. Participants will be able to compare their active versus inactive behaviours that occur during each part of the day.

1. Participants will be calculating how much time they spend being inactive and active the whole day.
2. Participants will use their “My Weekend Activity Level Calculator” worksheet to calculate this “Total Light Active Minutes” by adding the Total Morning, Total Afternoon, and Total Evening Minutes in the light column.
3. Participants will repeat the same steps to calculate the Moderate and Vigorous Active Minutes.

“ACTIVE AND INACTIVE CALCULATOR EXAMPLE”

TOTAL NUMBER INACTIVE AND ACTIVE MINUTES	LIGHT ACTIVE MINUTES	MODERATE ACTIVE MINUTES	VIGOROUS ACTIVE MINUTES
Total Monday Active Minutes	— + — + — + = —	— + — + — + = —	— + — + — + = —

3. Participants will repeat the same steps to calculate the Moderate and Vigorous Active Minutes.

"INACTIVE CALCULATOR EXAMPLE"

TOTAL NUMBER OF INACTIVE MINUTES	INACTIVE MINUTES
Total Monday Inactive Minutes	$\text{---} + \text{---} + \text{---} = \text{---}$

ACTIVITY 5C: TOTAL WEEKLY ACTIVE MINUTES

This activity will help participants understand their total number of inactive minutes for the full week.

- To calculate the "Total Weekly Inactive Minutes" have participants calculate all Inactive minutes from the "My Weekday and Weekend Activity Level calculator" worksheets into the "Total Number of Inactive Minutes" chart.

"WEEKLY ACTIVE CALCULATOR"

TOTAL NUMBER OF INACTIVE MINUTES	INACTIVE MINUTES	LIGHT ACTIVE MINUTES	MODERATE ACTIVE MINUTES	VIGOROUS ACTIVE MINUTES
Total Weekly Inactive Minutes (Monday+Tuesday+Wednesday+Thursday+Friday+Saturday+Sunday = Total)	$\text{---} + \text{---} + \text{---} + \text{---} = \text{---}$	$\text{---} + \text{---} + \text{---} + \text{---} = \text{---}$	$\text{---} + \text{---} + \text{---} + \text{---} = \text{---}$	$\text{---} + \text{---} + \text{---} + \text{---} = \text{---}$

ACTIVITY 6: MY READY, CHECK, GO! JOURNAL

This reflection journal help capture participant learning and understanding regarding the importance of physical activity during the day.

1. Use the “My Ready, Check, Go! Journal” worksheet (pg 31) to help participants reflect on their daily physical activity participation.

ACTIVITY 7: CANADIAN PHYSICAL ACTIVITY GUIDELINES

This activity will help participants link their physical activity throughout the day to the Canadian Physical Activity Guidelines. This will show participants where they excel and need to improve on when focusing on physical activity throughout the day.

1. Read the instructions for this activity with the participants. Discuss why these are the recommendations for children in Canada, and the benefits of following them.
2. Once finished reading the checklist participants should take this opportunity to fill out the “Canadian Physical Activity Guideline-Check Chart”.
3. Once they have finished filling out the chart open up a group discussion and ask if any of the participants would like to share their findings.

“WEEKLY ACTIVE CALCULATOR EXAMPLE”

DAY OF THE WEEK	MODERATE ACTIVE MINUTES	VIGOROUS ACTIVE MINUTES	TOTAL ACTIVE MINUTES (MODERATE + VIGOROUS)	DID YOU MEET THE 60 MINUTES PER DAY GUIDELINE? (CIRCLE ONE)
Total Weekly Inactive Minutes (Monday+Tuesday+ Wednesday+Thursday+ Friday+Saturday+ Sunday = Total)	_____	_____	_____ + _____ = _____	YES NO

6 – GOAL SETTING AND PLANNING

Within a few days of completing and submitting the “Daily Physical Activity Intensity Tracker”, participants should complete the second component of the **Ready, Check, Go!** (the “**My Physical Activity Goals**” learning exercise). In this section, children report and comment on how physically active they actually were during (i.e. weekday and Saturday or Monday through Sunday) and its periods (e.g., evening) and then set several goals for improving their level of physical activity.

The leader they can discuss results with each participant and help them to set goals to improve their physical literacy particularly through increasing their levels of daily physical activity and in moderate-to-vigorous intensity. Leaders should also use the overall **Ready, Check, Go!** results for each group to guide the planning of their subsequent activities towards improving the physical activity levels and physical literacy of their group.

A

WHAT IS A GOAL?

1. In a group discussion ask participants what they think a goal is.
2. Describe the definition of a goal.
 - a. A goal is a target that someone can set to strive to reach.
 - b. For example: Tyrell wants to be more active at recess.

HOW SHOULD I SET GOALS?

B

1. Describe the definition of goal setting.
 - a. Goal setting helps individuals work towards their own goals.
 - b. For example: To make sure he is active at recess, Jimmy asked his friends to play with him during every recess.
2. Go through the “Goal Setting and Planning” worksheet information (pg. 33) with the participants.
 - a. One way to help individuals understand effective goals is to teach them **SMART** goals. In other words, chances of achieving a goal are enhanced if **SMART** goals are designed.
3. As a group come up with examples for each letter of the **SMART** goals.

	STANDS FOR	MEANING
S	Specific (Clear)	A specific and clear example is: "I want to increase my moderate-intensity physical activity time by reducing by 2 minutes my walk to school." An example of a goal that is not specific is: "I want to walk faster."
M	Meaningful and Measureable	A goal is meaningful when striving for it is MODERATE enjoyable and of value to you. (e.g., playing hop scotch, tag, or swimming). A goal is measureable when you can actually tell (see or feel) if you are meeting it (doing what you are trying to do).
A	Action-oriented	It needs to be something you actually do or perform not just write down.
R	Realistic	A goal is realistic if you can actually meet your goal with some challenge. It is unrealistic if the target you are trying to reach is too far from your current level that you won't be able to meet it.
T	Time-bound	You should try to meet your goal within a certain time period like day(s), week(s), or month(s).

ACTIVITY 8: MY PHYSICAL ACTIVITY GOALS AND PLANS

This activity will help participants understand how to set goals and develop strategies to help them meet these goals.

1. Using the "My Goal Planner" worksheet (pg. 34) have participants create three SMART goals for the week and three SMART goals for the weekend, that will help improve their physical activity.
2. Once their goals are created have participants write a strategy that will help them meet this goal.
3. Provide each participant with an index card to jot notes on. Use Think (on their own), Pair (with a partner), and Share (whole group) to discuss what goals they have set.

ACTIVITY 9: MY GOAL SETTING CHECK-IN

This activity will help participants understand the importance of reflection in the goal setting process. It is important participants understand that goal setting is a process with multiple check point and re-assessments along the way.

1. Have participants use their “My Goal Setting Check-In” worksheet to reflect on their goal setting process.
2. Participants can use their “My Goal Planner” worksheet as a reminder of the goals they set.



5 APPENDIX A

APPENDIX A – LETTER HOME TO PARENTS: DESCRIBING READY, CHECK, GO! PROGRAM

[Insert after school program phone and extension number and/or email address for easy contact.]

Note: Personalize this letter to suit your needs. Try to make it as reasonable as possible for parents to reach you about the program. Include appropriate contact information (school phone number, email address, etc.).

Dear Parents/Guardians,

As part of your son's/daughter's after school program, the **Ready, Check, Go!** program will be taking place at the *insert program name*. **Ready, Check, Go!** is a program aimed at providing children with the necessary knowledge and skills for physical activity.

The objective of this program is to help you and your children understand the importance of regular physical activity; your current physical activity behaviours; and strategies to help you engage in more physical activities. This knowledge can help increase the amount of physical activity you and your children engage in, value and enjoy, in ways that suit your personal beliefs and needs.

You will be receiving a Parent Guide that goes hand in hand with this program. Please look it over and participate in this activity with you child. If you have any questions or concerns please contact me.

I look forward to having your child participate in the **Ready, Check, Go!** program.

Sincerely,

6

APPENDIX B

PARENT/GUARDIAN READY, CHECK, GO! ACKNOWLEDGEMENT FORM

NAME of PARENT/GUARDIAN:

NAME of CHILD completing Ready, Check, Go!:

Although none is required, please inform your child's teacher/leader of your level of involvement with your child's assigned Ready, Check, Go! program by answering the following questions (circle one for each).

	<i>NO</i>	<i>SOME</i>	<i>YES</i>
1. I have read and understood all of this Parent's/Guardian's Guide.	<i>NO</i>	<i>SOME</i>	<i>YES</i>
2. In addition to my child, I also completed and participated in Ready, Check, Go!	<i>NO</i>	<i>SOME</i>	<i>YES</i>
3. I understood and helped explain to my child the necessary concepts (physical activity intensity) and calculations for this learning activity.	<i>NO</i>	<i>SOME</i>	<i>YES</i>
4. As my child completed Ready, Check, Go!, I emphasized mastery (learning, improvement, enjoyment) over performance and competitive goals.	<i>NO</i>	<i>SOME</i>	<i>YES</i>
5. I helped my child develop and strive for SMART daily physical activity goals.	<i>NO</i>	<i>SOME</i>	<i>YES</i>
6. I help my child understand the diversity of potential physical activities in which they can participate during the different periods of the day.	<i>NO</i>	<i>SOME</i>	<i>YES</i>
7. I checked in regularly with my child following the completion of the Ready, Check, Go! to see how they were progressing in their stated goals, to encourage and affirm my child, and to guide the alteration of their goals if necessary.	<i>NO</i>	<i>SOME</i>	<i>YES</i>
8. I completed, signed, and submitted this Parent/Guardian Acknowledgement Form to my child's teacher.	<i>NO</i>	<i>SOME</i>	<i>YES</i>
9. I would like to receive occasional update from my child's after school program leader about my child's level of physical activity and ways I might improve it.	<i>NO</i>	<i>SOME</i>	<i>YES</i>

If "Yes", please clearly print your e-mail address:

Please confirm the general accuracy of the above information and that provided by your child in their completed Ready, Check, Go! workbook by **signing here:**

APPENDIX C

DAILY PHYSICAL ACTIVITY TRACKER FOR LEADERS

WEEKDAY (circle one):

Monday





Tuesday

Wednesday





Thursday

Friday

DATE:

PHASE OF DAY	TIME OF DAY	WHAT WAS I DOING? <small>EXAMPLES: SLEEPING; WATCHING TV; SITTING OR DOING HOMEWORK, WALKING; DANCING; PLAYING SPORTS</small>	HOW ACTIVE WAS I?			
			Inactive 	Light 	Moderate 	Vigorous 
Before School	6:30-7:00					
	7:00-7:30					
	7:30-8:00					
	Total Before School Checkmarks (✓)					
During School	8:00-8:30					
	8:30-9:00					
	9:00-9:30					
	9:30-10:00					
	10:00-10:30					
	10:30-11:00					
	11:00-11:30					
	11:30-12:00					
	12:00-12:30					
	12:30-1:00					

continued on next page...

PHASE OF DAY	TIME OF DAY	WHAT WAS I DOING? <i>EXAMPLES: SLEEPING; WATCHING TV; SITTING OR DOING HOMEWORK, WALKING; DANCING; PLAYING SPORTS</i>	HOW ACTIVE WAS I?			
			Inactive 	Light 	Moderate 	Vigorous 
During School	1:00-1:30					
	1:30-2:00					
	2:00-2:30					
	2:30-3:00					
	Total During School Checkmarks (✓)					
After School	3:00-3:30					
	3:30-4:00					
	4:00-4:30					
	4:30-5:00					
	5:00-5:30					
	5:30-6:00					
	Total After School Checkmarks (✓)					
Evening	6:00-6:30					
	6:30-7:00					
	7:00-7:30					
	7:30-8:00					
	8:00-8:30					
	8:30-9:00					
	9:00-9:30					
	9:30-10:00					
	Total Evening Checkmarks (✓)					

HOW MUCH SLEEP DID I GET
THIS WEEKDAY NIGHT?

HOURS

8

APPENDIX D





WEEKEND PHYSICAL ACTIVITY TRACKER FOR LEADERS

WEEKDAY:





Saturday

Sunday

DATE:

PHASE OF DAY	TIME OF DAY	WHAT WAS I DOING? <i>EXAMPLES: SLEEPING; WATCHING TV; SITTING OR DOING HOMEWORK, WALKING; DANCING; PLAYING SPORTS</i>	HOW ACTIVE WAS I?			
			Inactive 	Light 	Moderate 	Vigorous 
Morning	6:30-7:00					
	7:00-7:30					
	7:30-8:00					
	8:00-8:30					
	8:30-9:00					
	9:00-9:30					
	9:30-10:00					
	10:00-10:30					
	10:30-11:00					
	11:00-11:30					
	11:30-12:00					
	12:00-12:30					
	12:30-1:00					
		Total Morning Checkmarks (√)				

continued on next page...

PHASE OF DAY	TIME OF DAY	WHAT WAS I DOING? EXAMPLES: SLEEPING; WATCHING TV; SITTING OR DOING HOMEWORK, WALKING; DANCING; PLAYING SPORTS	HOW ACTIVE WAS I?			
			Inactive 	Light 	Moderate 	Vigorous 
After Noon	1:00-1:30					
	1:30-2:00					
	2:00-2:30					
	2:30-3:00					
	3:00-3:30					
	3:30-4:00					
	4:00-4:30					
	4:30-5:00					
	5:00-5:30					
	5:30-6:00					
	Total Afternoon Checkmarks (√)					
Evening	6:00-6:30					
	6:30-7:00					
	7:00-7:30					
	7:30-8:00					
	8:00-8:30					
	8:30-9:00					
	9:00-9:30					
	9:30-10:00					
	Total Evening Checkmarks (√)					

HOW MUCH SLEEP DID I GET
SATURDAY NIGHT?

HOURS

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Physical & Health Education Canada (PHE Canada), founded in 1933, is a national not-for-profit organization. PHE Canada's vision is "all Canadian children and youth living physically active and healthy lives." As such, PHE Canada is committed to improving the quality of life for all children and youth through initiatives that contribute to greater participation in physical activity.

The Canadian Active After School Partnership is a comprehensive and collaborative initiative of six national organizations working to enhance the quality of active after school programs with a view of improving the health of Canada's children and youth.

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