

REDUCING  
**SEDENTARY  
BEHAVIOUR**



**A school-based toolkit**  
SUPPORTING THE FOUNDATIONS FOR A HEALTHY SCHOOL



**ML**  
BUREAU DE SANTÉ DE  
MIDDLESEX-LONDON  
HEALTH UNIT

# REDUCING SEDENTARY BEHAVIOUR

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First edition, November 2016

Published by Middlesex-London Health Unit

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[www.healthunit.com](http://www.healthunit.com)

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Original Source: Ministry of Education, Foundations for a Healthy School:  
A Companion Resource to the K-12 School Effectiveness Framework  
(<http://www.edu.gov.on.ca/eng/healthyschools/resourceF4HS.pdf>)

## Strategies to Reduce Sedentary Behaviour: Elementary School Toolkit



Children are spending an average of **8.5** hours per day during waking hours being sedentary.

The purpose of this resource is to provide educators with strategies to reduce sedentary behaviour. Strategies target multiple levels of influence including students' and parents' attitudes and knowledge, classroom and school level social and physical environments as well as school policies.

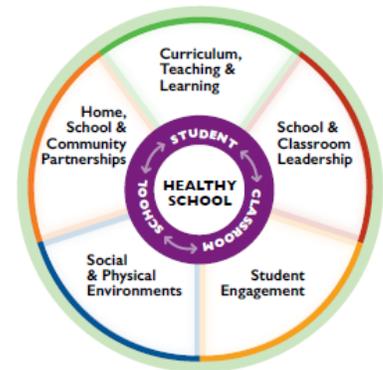
### Highlights of the Toolkit:

- Curriculum connected activities that can be used in the classroom and school to encourage students to move during the day.
- Activities to support school and classroom leadership and student engagement.
- School level initiatives to create supportive environments.
- Easy to implement activities that are comprehensive and build on each other.

### How was this resource developed?

This toolkit was designed to support *The Foundations for a Healthy School* resource, which recommends that health promotion activities in schools target each of the components of the framework which include:

- Curriculum teaching and learning;
- School and classroom leadership;
- Student engagement;
- Social and physical environments;
- Home, school and community partnerships



For more information about the *Foundations for a Healthy School* visit <http://www.edu.gov.on.ca/eng/healthyschools/foundations.html>

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***The evidence clearly demonstrates that for an initiative in the school setting to be impactful, it has to be multicomponent and delivered over an extended period of time versus single component or "one off" programming. Therefore, to effectively address sedentary behaviour the best action plan is to select various activities to implement from each component.***

**Why is the focus on sedentary behaviour instead of physical activity?**

For many years, the promotion of regular moderate to vigorous physical activity (MVPA) among children and youth has been a public health priority. Despite promotion efforts, data from Statistics Canada reveals that only 9% of 5 to 17 year-olds in Canada are meeting the recommended 60 minutes of daily MVPA (Canadian Society for Exercise Physiology, 2014; Statistics Canada, 2012). Although promoting MVPA among children and youth is important, time spent being sedentary is equally, if not more, of a health concern. Research shows that leading a sedentary lifestyle has independent and different effects as compared to being physically active (Neville, Sparling, Healy, et al., 2010; Tremblay, LeBlanc, Kho, et al., 2011). Thus, both physical activity and sedentary behaviours should be treated as separate constructs and addressed uniquely.

There is a growing concern that many children and youth are spending excessive amounts of the day being sedentary (Lou, 2014; ParticipACTION, 2015). Sedentary behaviour consists of sitting or lying during waking hours, using low energy expenditure (Canadian Society for Exercise Physiology, 2011). Common sedentary activities for children and youth may include sitting for long periods at school or at home, using motorized transportation such as the bus or car, watching television, playing passive video games and spending time on the computer, tablet or cell phone (Canadian Society for Exercise Physiology, 2011). Research shows that children and youth are spending an average of 8.5 hours per day during waking hours being sedentary (ParticipACTION, 2015). More specifically, 5 to 11 year olds are spending an average of 7.6 hours per day and 12-17 year olds are spending an average of 9.3 hours per day being sedentary (ParticipACTION, 2015). This means that for children and youth, over two-thirds of their day is spent either sleeping or being sedentary.

The health consequences of leading a sedentary lifestyle are extreme. A systematic review of sedentary behaviour and health indicators in school-aged children and youth found a dose-response relation between increased sedentary behaviour and unfavourable health outcomes (Tremblay et al., 2011). For example, watching TV for more than 2 hours per day was associated with unfavourable body composition, lowered scores for self-esteem and pro-social behaviour and decreased academic achievement. Additionally, sedentary behaviour has been shown to coexist with other 'unhealthy' behaviours such as increased consumption of energy dense foods (Pearson & Biddle, 2011), lower levels of physical activity (Melkevik, Torsheim, Iannotti, et al., 2010) and inadequate sleep (Foti, Easton, Lowry et al., 2011). Moreover, excessive sedentary behaviours are associated with increased cardiovascular disease and all-cause mortality (Neville et al., 2010). Alternatively, spending less time being sedentary can help maintain a healthy bodyweight, improve self-confidence, improve performance in school, improve fitness levels, increase fun with friends and promote the development of new skills (Canadian Society for Exercise Physiology, 2014).

### **Why schools should play a role?**

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Schools have been identified as an ideal setting to work with children and youth because of the universal enrollment of children in school and the consistent access to this target population. However, a more compelling reason aligns with *Ontario's Well-being Strategy for Education*. It is undisputed that healthy students are better prepared to learn. Studies demonstrate that promoting student health and wellbeing can help schools meet their educational goals, higher school-wide test scores and grades, reduced absenteeism, fewer behavioural problems ([http://www.cdc.gov/healthyschools/health\\_and\\_academics/pdf/health-academic-achievement.pdf](http://www.cdc.gov/healthyschools/health_and_academics/pdf/health-academic-achievement.pdf)).

A healthy school not only provides educational opportunities but creates a supportive environment for health and well-being. The *Foundations for a Healthy School* is an Ontario Ministry of Education resource that is designed to support student health and well-being. It emphasizes the importance of taking a comprehensive approach to address health-related topics that contribute to well-being. This approach demonstrates that multiple levels of influence determine individual behaviour and recognize that no single factor can adequately account for why children and youth engage in health risk or health promotion behaviours.

### **Why is student engagement important?**

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Students are arguably the most important stakeholders in the education system and thus student engagement should be at the heart of a healthy school. The Foundations for a Healthy School defines student engagement as “*the extent to which students identify with and value their learning; feel a sense of belonging at school; and are informed about, engaged with and empowered to participate in and lead academic and non-academic activities*”. While student engagement is one of the five components of a healthy school, student engagement is best achieved when it is integrated into all of the foundation’s components. When students are given the opportunity to be active contributors to their learning, and their learning environments, they derive a sense of belonging and connectedness to the school community, and gain feelings of competence and satisfaction from achievements in their work. The role of the adult is to empower students; give them the skills and confidence to contribute equally to decisions, lead meetings, and organize and implement activities. See Student Engagement Activities for ways to increase student engagement for reducing sedentary behaviour in your school.

### **What is Public Health’s Commitment to Schools?**

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The goal of Middlesex-London Health Unit’s (MLHU) Child and Youth Program Team is to improve the health of children and youth, and contribute to a positive and healthy school climate. Specifically, our team works with school boards and/or staff of elementary and secondary schools, using a comprehensive health promotion approach, to influence the development and implementation of healthy policies, and the creation or enhancement of supportive environments to address key topics. Each school in London and Middlesex County is assigned a Public Health Nurse (PHN). For a list of PHNs assigned to schools, visit <https://www.healthunit.com/public-health-at-your-school>. Contact your PHN to determine how they can support you and collaborate with your school to improve the health of children and youth.

### References

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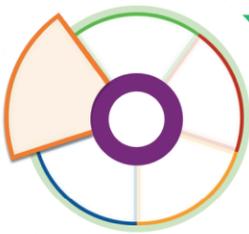
## Curriculum, Teaching and Learning

- [Announce It!](#)
- [Butterfly Life Cycle and Grow Kit](#)
- [Fuzzy Little Caterpillar: A Fun Movement Activity for Students](#)
- [Healthy Bodies. Happy Kids](#)
- [Murray and Bird Obstacle Course](#)
- [Outdoors, The Ultimate Playground \(OUP\)](#)
- [Pause to Play \(P2P\)](#)



## School and Classroom Leadership

- [Brainstorming: Mind Mania Mural](#)
- [Brainstorming: The Treasure Tree](#)
- [Effective Brainstorming](#)
- [Take 2 Every 30- Brain Breaks Ideas](#)



## Home, School and Community Partnerships

- [Family Activities](#)
- [Fun Family Activity Nights](#)
- [Get Up and Move Bingo](#)
- [Murray and Bird Story Book](#)



## Social and Physical Environments

- [Get up and Move: Strengthening School Culture](#)
- [Rethink Recess](#)
- [School Travel Planning \(STP\)](#)



## Student Engagement

- [Student Led Organized Active Activities](#)



## RELATED FOUNDATIONS:

- Home, School & Community Partnerships
- Student Engagement

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## RESOURCES:

- [Announce It!](#)

## Announce It!

**ACTIVITY GOAL:** To raise awareness about the harmful effects of sedentary behaviour and promote physical activity using various media strategies.

## ACTIVITY IDEAS:

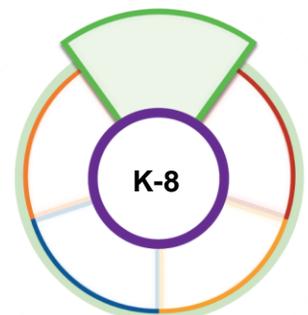
- Use communication strategies such as daily announcements, parent newsletters, posters and social media to raise awareness about sedentary behaviour. Visit Announce It! [www.healthunit.com/announce-it](http://www.healthunit.com/announce-it)
- These communication strategies should be a part of a comprehensive healthy schools' approach and have the most impact when used together.
- For a more youth-friendly approach, engage students from committees or a class to compose announcements and health wall content.

[Back to Overview of Activities](#)

### Curriculum Connections

- FDK: OE6: Demonstrate an awareness of their own health and well-being
- Grade 1-8: A1. Active Participation
- Grade 1-8: A3. Safety
- Grade 1-8: C1. Understanding Health Concepts
- Grade 1-8: C2. Making Connections for Healthy Living

Other Connections: Communications, English, Art



## Daily Announcement Examples

- Get up, and get active! Try changing up your “after school” routine and go for a short walk with a family member or friend once you get home from school. Get your body moving!
- We sure do a lot of sitting these days. Get outside, go for a nice walk and enjoy the sunshine!
- Technology is great for connecting with the world but instead of calling or texting your friend to chat why don't you walk over to their house and get moving!
- “I can't stop the feeling” (song rhythm) Nothing I can see but you when you dance, dance, dance.... Feeling good, good, creeping up on you so just dance, dance, dance,....come on....Hey (school name)!!! No better way to get moving than to just dance, dance, dance!
- “I like to move it, move it (x3) Ya like to... move it”... You know what time it is (school name) It's time to move it!
- Ah a good ol' night's sleep! Getting enough sleep is so important to be able to focus and learn properly in our classes throughout the school day
- Limit the amount of time you spend sitting! It's easy. Every 30 minutes, get up and stand for 2 minutes. Just keep movin' n' groovin'.
- Today when you get home, ask your family to go for a walk after dinner! Some light physical activity after a meal is great for digestion and will make you feel great before bedtime.

**From your Public Health Staff**

## Tweeting Examples

- When is the last time you tried a new outdoor physical activity? Go for a hike, bike ride or a walk. #movemore
- How did you get to school today? Try walking, biking to or from school to get your heart rate going for the day!
- Movement does the body good. #movemore
- Good morning sunshine! Open those curtains and let the sun shine in! #sleephygienetip
- Get up and move throughout the day. This will help you sleep at night. #sleephygienetip
- Put the screens away and get a better night's #sleep. #sleephygienetip
- Walking the dog (or cat) is a great way to get moving. #movemore
- Take a break from the TV- Walk and meet up with a friend #movemore
- Replace screen time with something else. #movemore

**From your Public Health Staff**

## RELATED FOUNDATIONS:

- Home, School & Community Partnerships
- Student Engagement

## RESOURCES:

- Butterfly Grow Kit
- [Murray & Bird Story Book: "Murray's Outdoor Adventure"](#)
- The Butterfly Life Cycle Activity Sheet
- Label the Butterfly Activity Sheet
- The Butterfly "Show & Tell" Activity Sheet
- Murray & Bird Outdoor Adventure Colouring Sheets

## Butterfly Life Cycle & Grow Kit

**ACTIVITY GOAL:** To observe and identify the characteristics of the life cycle of a butterfly using an interactive hand on method that includes movement in the classroom.

### ACTIVITY INSTRUCTIONS

1. Purchase a Butterfly Grow Kit. Kits can be purchased from board approved store or online.
2. Obtain a copy of the book Murray and Bird's Outdoor Adventure by the Middlesex London Health Unit.
3. Read the book to the class.

### Educator Prompts:

- o How did Murray & Bird get to the caterpillar (ie running up the hill jumping in puddles, walking on logs)
  - o Ask students to list (or draw) the ways in which the caterpillar changed during the course of the story
4. Set up the kit with student involvement and interaction.
  5. Make necessary adjustments to ensure proper conditions of air, light, temperature, and moisture for the developing organisms
  6. Observe the gradual changes that occur as the caterpillars pass through successive stages of development in their life cycles, and mark on a calendar the amount of time spent in each developmental stage.
  7. Have students make daily observations of the development of the butterflies in their "field journal," paying careful attention to the butterfly's: colour, shape, activity and diet.
  8. Release adult butterflies into the outside environment when weather conditions are suitable.
  9. Have students complete *The Butterfly Life Cycle Activity* and other curriculum connected activity sheets in the resource section.



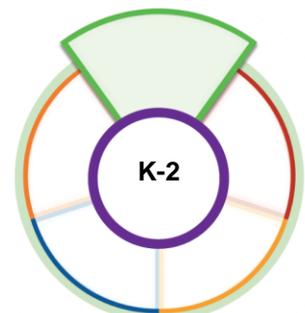
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### Curriculum Connections

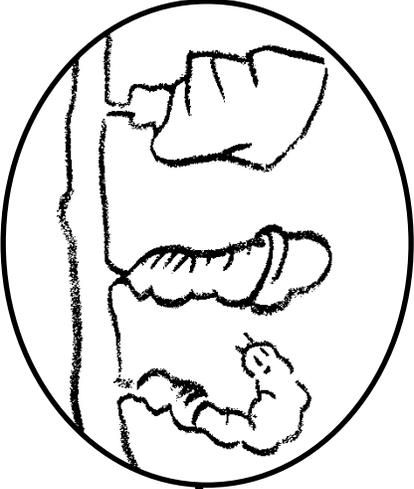
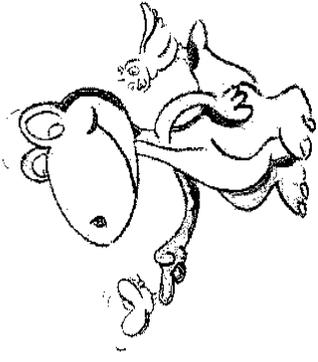
- FDK: OE7: Participate actively and regularly in a variety of activities; OE8: Develop movement skills
- Grades 1-2: A1 Active Participation (A1.1, A1.2, A1.3)
- Grades 1-2: A2 Physical Fitness (A2.1, A2.2)
- Grades 1-2: A3 Safety (A3.1, A3.2)
- Grades 1-2: B1 Movement Skills (B1.1, B1.2)

#### Other Connections:

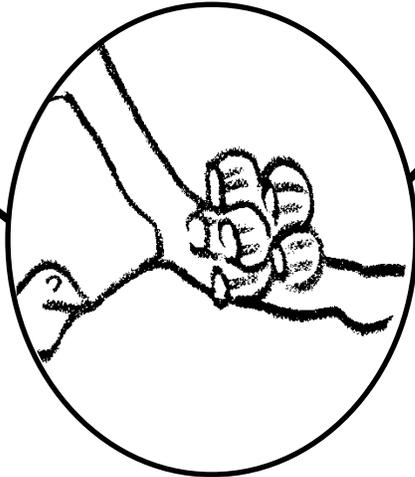
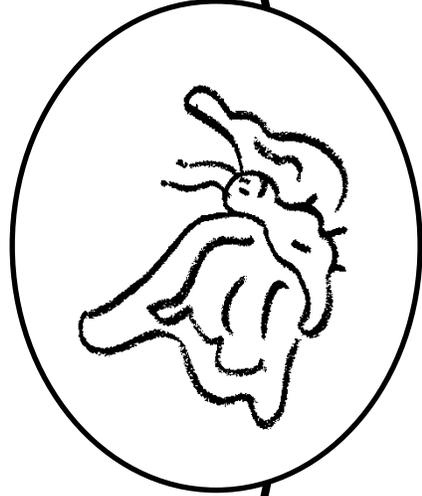
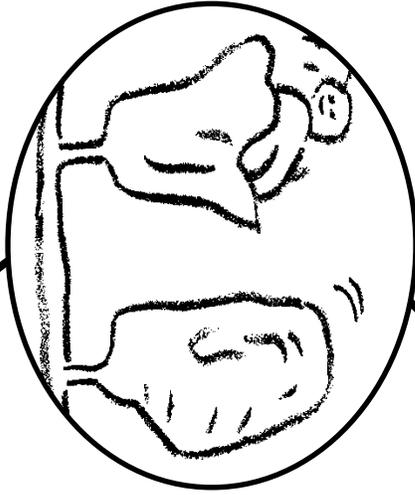
- Grade 2: Science and Technology: Understanding Life Systems-Needs and Characteristics of Living Things



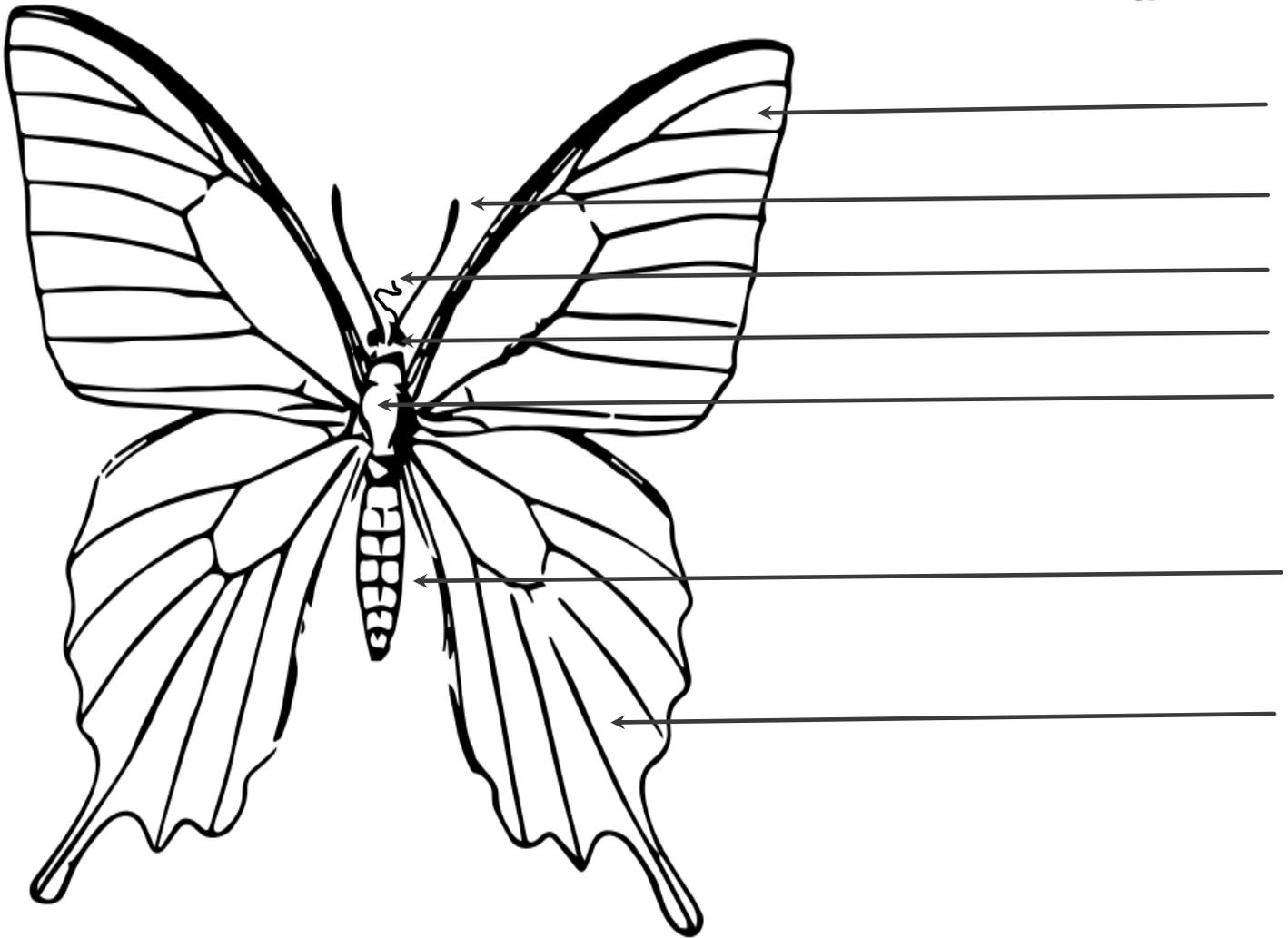
# The Butterfly Life Cycle



Help Murray and Bird label the stages of the Butterfly Life Cycle in the boxes:



Help Murray and Bird label the butterfly below.



**Word Bank**

Abdomen

Antennae

Back Wings

Front Wings

Head

Proboscis

Thorax

NAME: \_\_\_\_\_

GRADE: \_\_\_\_\_

## Butterfly “Show and Tell” Activity



1. Read “Murray & Bird’s Outdoor Adventure to the class
2. Help Murray and Bird colour the butterfly below.
3. “My butterfly likes to \_\_\_\_\_
4. Fly your butterfly to a special spot on the wall

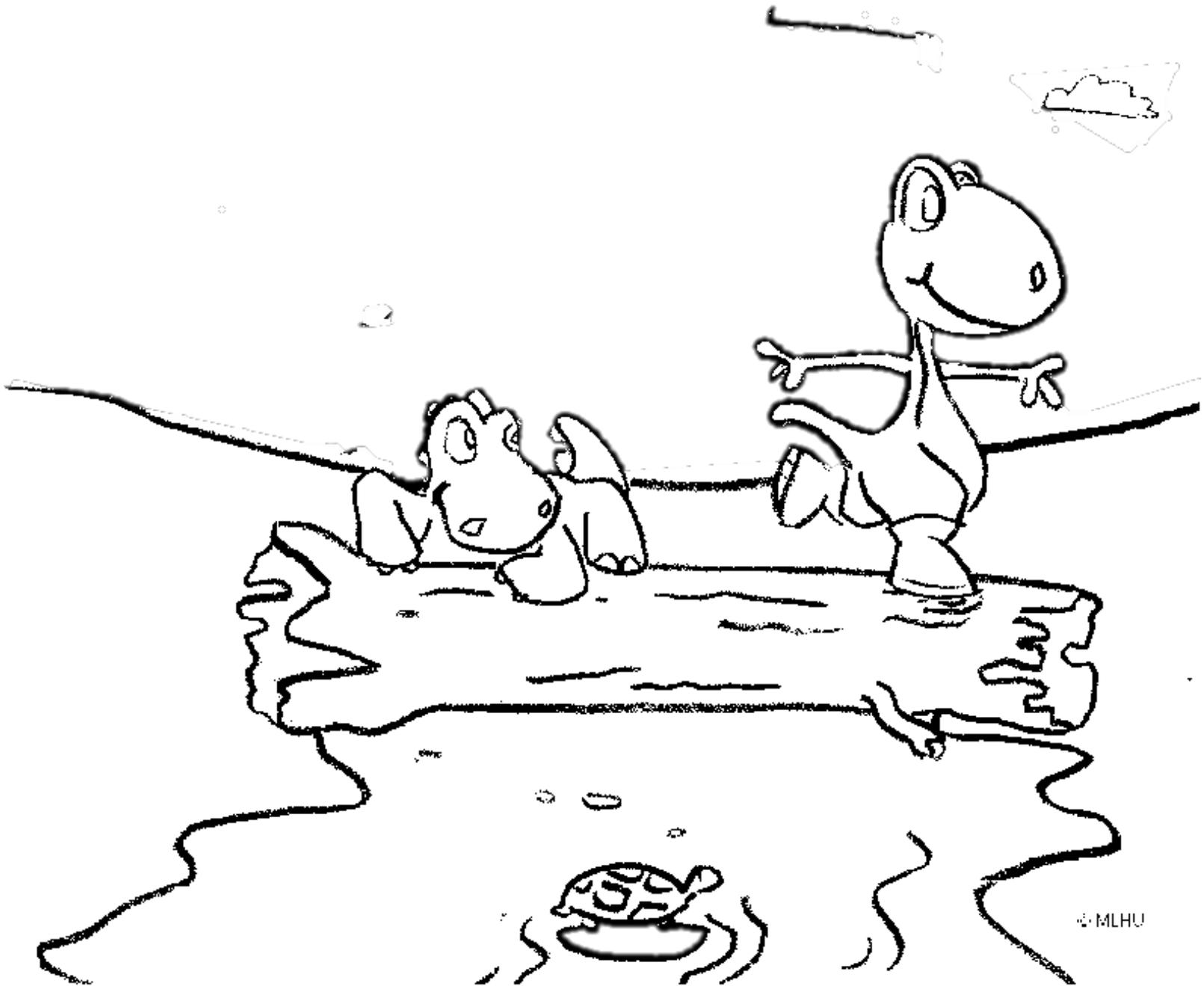


NAME: \_\_\_\_\_

GRADE: \_\_\_\_\_

# Murray's Outdoor Adventure

## Colouring Pages ©MLHU



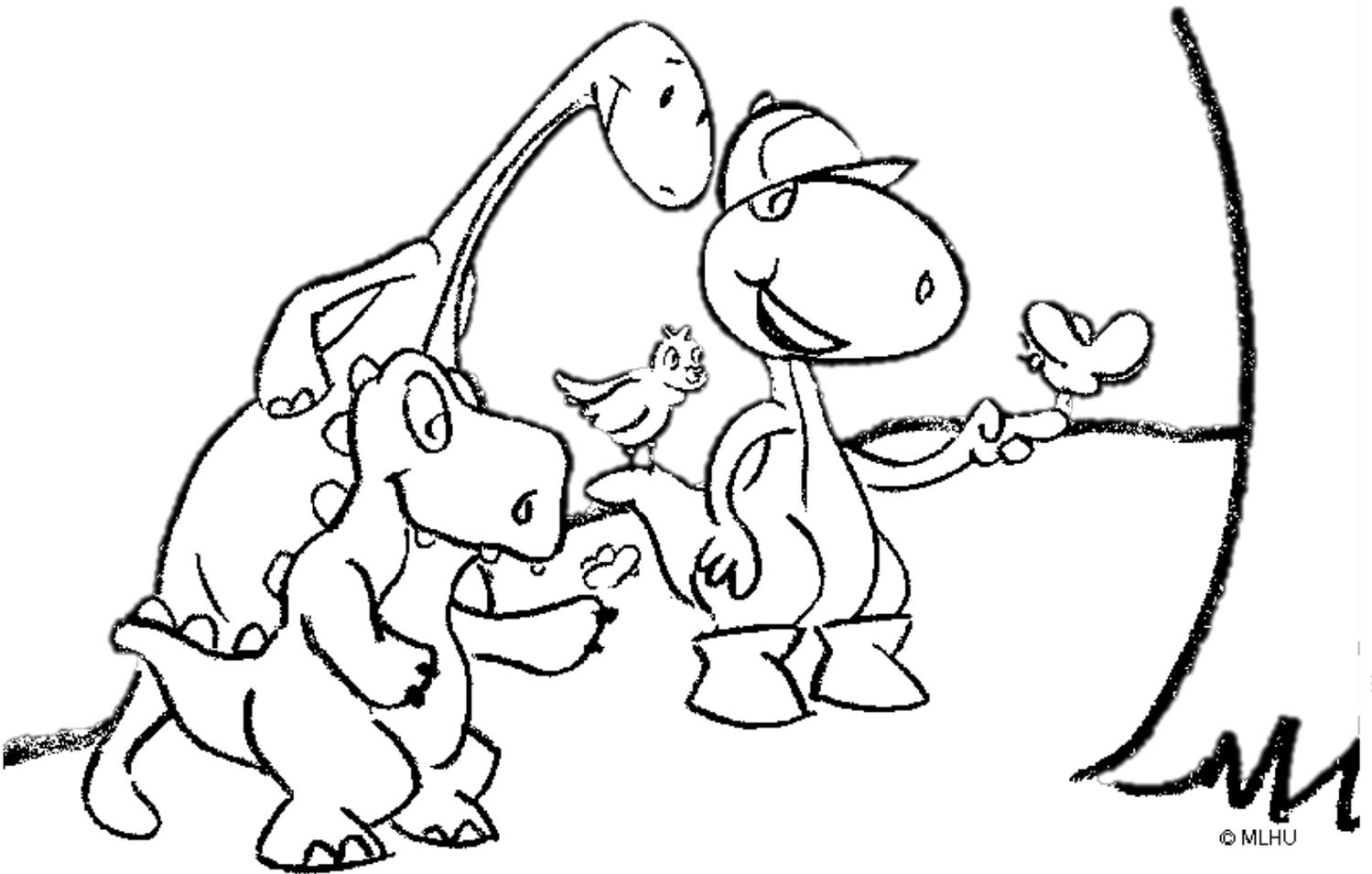
# Murray's Outdoor Adventure

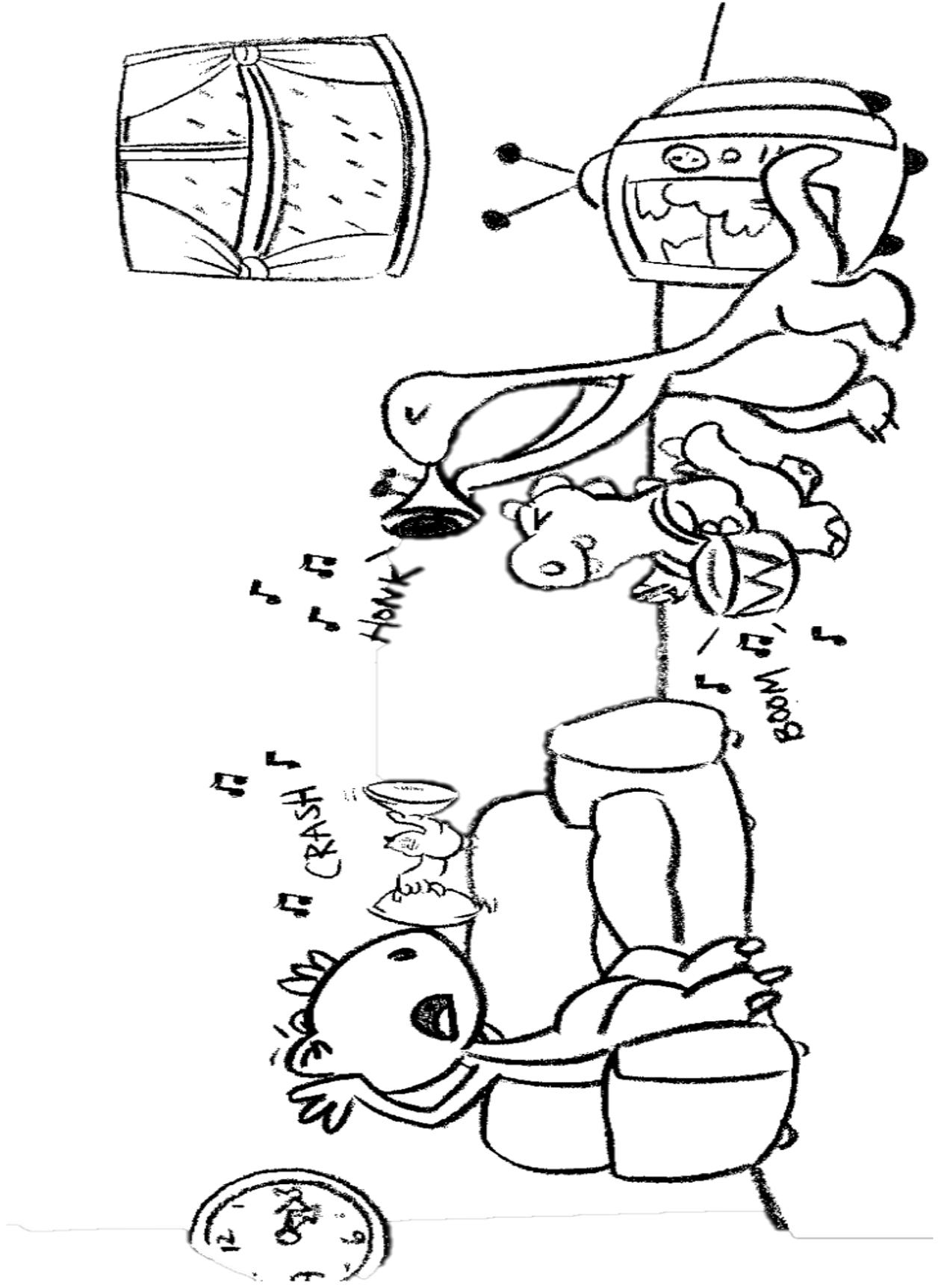
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# Murray's Outdoor Adventure

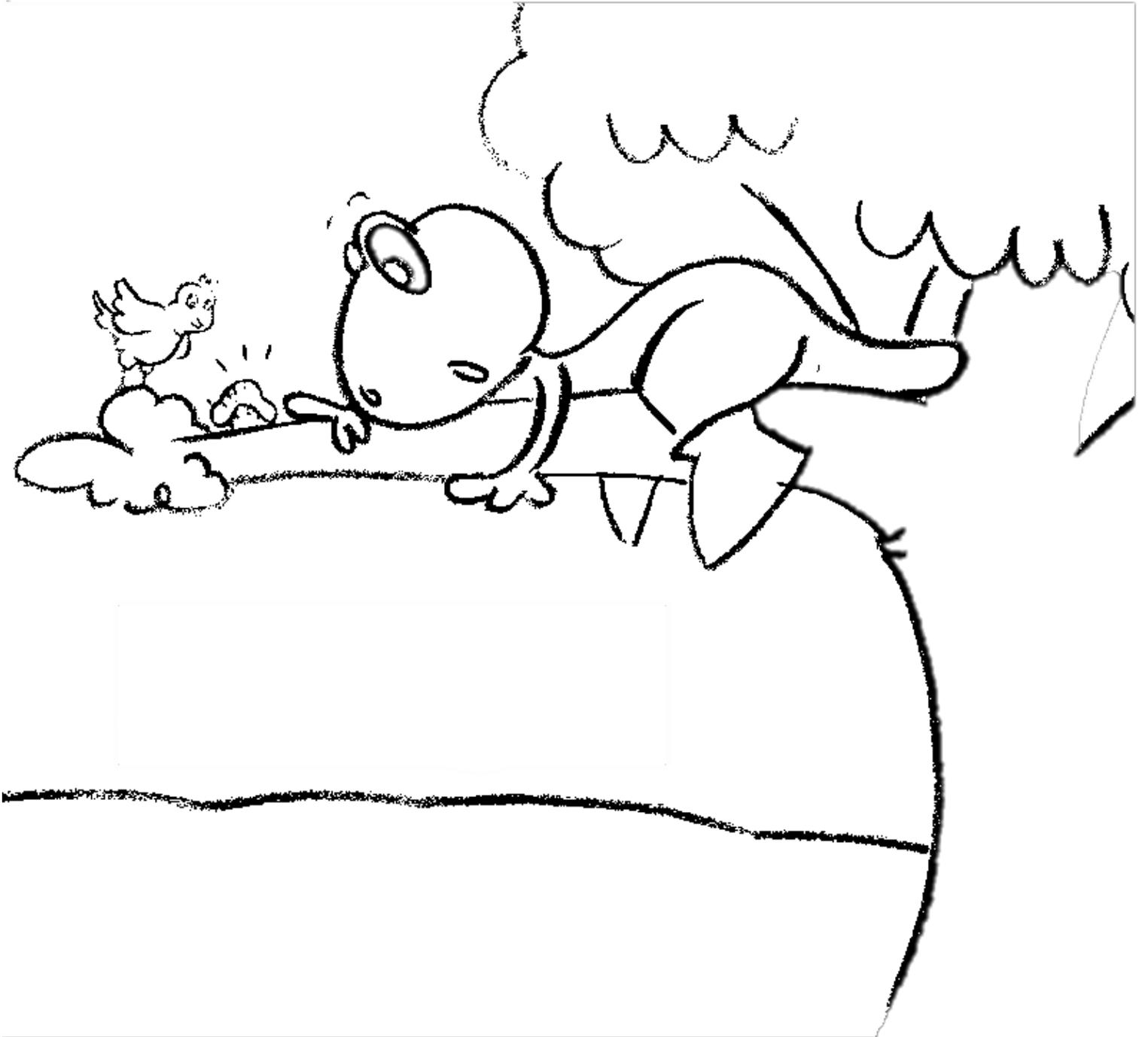
## Colouring Pages ©MLHU





# Murray's Outdoor Adventure

## Colouring Pages ©MLHU



## RELATED FOUNDATIONS:

- School & Classroom Leadership
- Student Engagement

## RESOURCES:

- [Murray & Bird Storybook: "Murray's Outdoor Adventure"](#)

## Fuzzy Little Caterpillar: A Fun Movement Activity for Students

**ACTIVITY GOAL:** To decrease sedentary behaviour by providing students with brief physical activities that are related to the children story "Murray's Outdoor Adventure".

### ACTIVITY INSTRUCTION:

1. Contact MLHU's Child Health Team to discuss getting copies of the book.
2. This story will involve students moving so ask students to spread out on the floor/carpet. Activity can be done after or during the story.
3. Read the story "Murray's Outdoor Adventure" to the class.
4. Tell the students that they will now be acting like the caterpillar from Murray & Bird
5. Begin the activity by having students sit on the floor curling up their legs to their body to look like a butterfly egg.
6. Begin the sing along below.

### Educator Prompts:

**Teacher Sings: "Little fuzzy caterpillar crawling on the ground. Look at you go back and forth as you move around"**

Have students start to crawl on the ground.

**Teacher Sings "Little fuzzy caterpillar in your warm cocoon. Now spin yourself a blanket and you will wake up soon"**

Have students roll around and spin on the ground wrapping themselves with a pretend blanket and then be still with knees bent

**Teacher Sings "Little fuzzy caterpillar its time for you to try. Look at that you have two wings. You're a butterfly!"**

Have students move around the room with their arms stretched out.

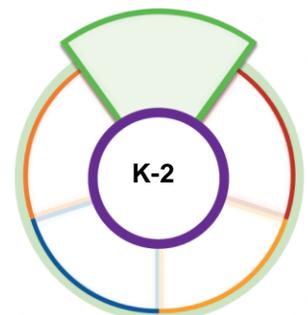
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### Curriculum Connections

- FDK: OE7: Participate actively and regularly in a variety of activities; OE8: Develop movement skills
- Grades 1-2: A1 Active Participation (A1.1, A1.2, A1.3)
- Grades 1-2: A2 Physical Fitness (A2.1, A2.2)
- Grades 1-2: A3 Safety (A3.1, A3.2)
- Grades 1-2: B1 Movement Skills (B1.1, B1.2)

### Other Connections:

- Grade 2: Science and Technology: Understanding Life Systems-Needs and Characteristics of Living Things



## RELATED FOUNDATIONS:

- Social & Physical Environments
- Student Engagement

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## RESOURCES:

- [Healthy Bodies. Happy Kids.](#)

## Healthy Bodies. Happy Kids.

**ACTIVITY GOAL:** To decrease sedentary behaviour by providing opportunities to be physically active, while increasing knowledge related to healthy eating.

### ACTIVITY INSTRUCTIONS:

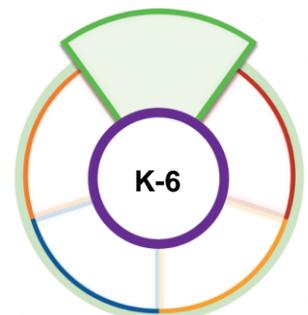
*Healthy Bodies. Happy Kids.* is an easy “grab and go” healthy eating and physical activity resource for children aged 6-12 years. The resource contains information on healthy eating combined with physical activities to enhance the learning experience. It includes interactive activities and fun games that can be played in different spaces and are adaptable to meet the age and needs of students.

1. Refer to the Healthy Bodies. Happy Kids Resource, [www.healthunit.com/Healthy-Bodies-Happy-Kids](http://www.healthunit.com/Healthy-Bodies-Happy-Kids)
2. Adapt activities where necessary to accommodate different ages and needs of students.
3. Activities require little or no equipment.

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### Curriculum Connections

- FDK: OE7: Participate actively and regularly in a variety of activities; OE8: Develop movement skills
- Grade 1-6: A1. Active Participation (A1.1, A1.2,)
- Grade 1-6: B1. Movement Skills and Concepts (B1.1, B1.2, B1.3, B1.4, B1.5)
- Grade 1-3: A1. Active Participation (A1.3)
- Grade 1-4: C1. Understanding Health Concepts (C1.1)
- Grade 1-4: C2. Making Healthy Choices (C2.1, C2.2)



## RELATED FOUNDATIONS:

- School & Classroom Leadership
- Social and Physical Environments
- Student Engagement

## RESOURCES:

- Murray & Bird Story “Murray’s Outdoor Adventure
- Floor Decals/Stickers
- Balance Beam or Floor Tape
- Bean bags

## Murray & Bird Obstacle Course

**ACTIVITY GOAL:** To decrease sedentary behaviour by providing various brief physical activities for students related to the children story “Murray’s Outdoor Adventure and other butterfly related themes”

### ACTIVITY IDEAS:

#### Murray’s Outdoor Adventure Obstacle Course

Read the story Murray’s Outdoor Adventure to the class.

Have the classroom or gym set up with an obstacle course similar to the adventure in the book.

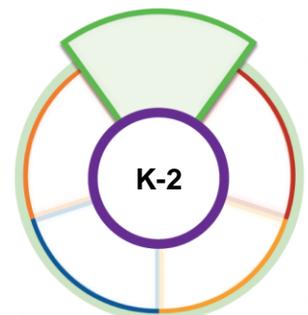
The “walking across log” could be balance beams set up.

“Jumping in puddles” could be hula hoops or floor decals for students to jump on

Running up the hill to find the caterpillar could be a small ramp or painted lines with a stuffed caterpillar or bean bag to “find” at the end.

### Curriculum Connections

- FDK: OE7: Participate actively and regularly in a variety of activities; OE8: Develop movement skills
- Grade 1-6: A1. Active Participation (A1.1, A1.2,)
- Grade 1-6: B1. Movement Skills and Concepts (B1.1, B1.2, B1.3, B1.4, B1.5)
- Grade 1-3: A1. Active Participation (A1.3)
- Grade 1-4: C1. Understanding Health Concepts (C1.1)
- Grade 1-4: C2. Making Healthy Choices (C2.1, C2.2)



## RELATED FOUNDATIONS:

- School & Classroom Leadership
- Social & Physical Environments
- Student Engagement

## RESOURCES:

- [OUP resource](#)

## Outdoors: The Ultimate Playground (OUP)

**ACTIVITY GOAL:** To reduce sedentary behaviour by increasing time spent being physically active during recess, lunch and physical education classes.



## ACTIVITY INSTRUCTIONS:

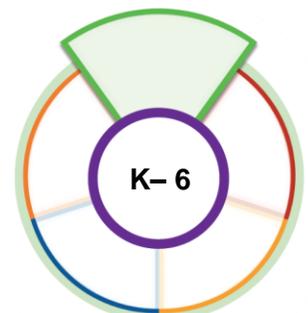
The OUP resource contains fifty easy games with instructions and guidelines for skill development. All resources can be found in English & French along with additional information at [www.healthunit.com/outdoors-the-ultimate-playground](http://www.healthunit.com/outdoors-the-ultimate-playground).

1. Games are divided into five colour-coded sections so you have the option of viewing just one category of interest. Red section: Go Play Ball; Purple section: Go Play Group Games; Blue section: Go Play Hopscotch; Teal section: Go Play Rope Games; and Green section: Go Play Tag.
2. Choose the appropriate space and equipment for the game, adapting for different needs of students that may be participating.

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### Curriculum Connections

- FDK: OE7: Participate actively and regularly in a variety of activities; OE8: Develop movement skills.
- Grade 1-6: A1. Active Participation
- Grade 1-6: A2. Daily Fitness (A2.1)
- Grade 1-6: B1. Movement and Skills Concepts



## RELATED FOUNDATIONS:

- Home, School & Community Partnerships
- School & Classroom Leadership
- Social & Physical Environments

## RESOURCES:

- [P2P Website](#)
- Announcements
- Newsletter Before Campaign
- P2P Poster
- P2P Log Sheet
- Activity Ideas for Families
- Activity Suggestions for Schools
- Certificate of Achievement
- Newsletter After Campaign
- Tips for Sitting Less and Moving More

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## Pause to Play (P2P)

**ACTIVITY GOAL:** To help students and families become aware of how much time they spend being sedentary and replace that time with physical activity.

### ACTIVITY INSTRUCTIONS:

P2P can be a whole school or classroom activity. All resources can be found in English & French at [www.healthunit.com/physical-activity-children-resources](http://www.healthunit.com/physical-activity-children-resources).

1. Lead a discussion about sitting less and moving more.

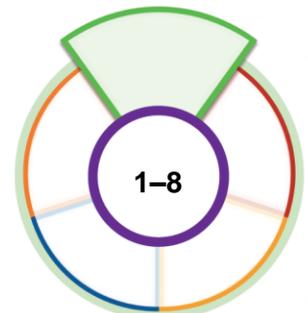
#### Educator Prompts:

- When you go home, how much time do you spend sitting in front of a screen?
  - What can you do so you sit less and move more?
  - Name some activities that you could do with your family.
2. Give students a P2P Log Sheet to take home. Consider sending home, Tips for Sitting Less and Moving More and Activity Ideas for Families.
  3. Students complete the log for one week, typically beginning on a Monday and ending on a Sunday.
  4. Throughout the week, encourage students to incorporate more active activities in their day. Ensure that you provide students with the opportunity to be active during school. See Activity Suggestions for Schools. If P2P is a whole school activity, consider using daily announcements or posters.
  5. Once the log is completed, have students graph how much time they spent being active and sedentary.
  6. Have students discuss results.
  7. Celebrate success. Consider providing students with a Certificate of Achievement.

### Curriculum Connections

- Grade 1-8: A1. Active Participation
- Grade 1-8: A2. Physical Fitness (A2.3)
- Grade 1-8: C3. Making Connections for Healthy Living (C3.1)

Other Connections: Math



## RELATED FOUNDATIONS:

- Curriculum, Teaching & Learning
- Social & Physical Environments
- Student Engagement

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## RESOURCES:

- Paper
- Markers/Pens
- Box
- Sticky notes

## Brainstorming: Mind Mania Mural

**ACTIVITY GOAL:** To provide the opportunity for the school community to brainstorm activity ideas to decrease sedentary behaviour.

### ACTIVITY INSTRUCTIONS:

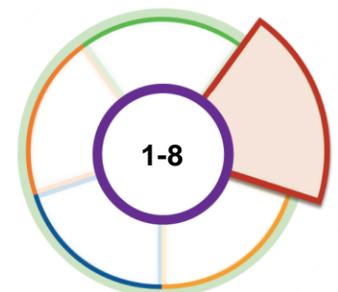
This activity can be a whole school or a classroom activity.

1. Create a box titled “Brain Buster Box” and place in a common area.
2. Invite students and teachers to write their ideas to decrease sedentary behaviour on provided colourful sticky notes and place them in the box.
3. Post a large piece of mural paper titled “Mind Mania Mural” in the classroom or a common area of the school for a whole school activity.
4. Have student volunteers review the sticky notes and then post ideas in themes on the “Mind Mania Mural”.
5. Have student volunteers compile ideas and bring them to related committees for further discussion and implementation.

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### Curriculum Connections

- Grade 1-8: A1. Active Participation
- Grade 1-8: A2. Physical Fitness (A2.1, A2.2)
- Grade 1-8: B2. Movement Strategies (B2.1, B2.2)



## RELATED FOUNDATIONS:

- Curriculum, Teaching & Learning
- Social & Physical Environments
- Student Engagement

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## RESOURCES:

- Chart Paper
- Markers

## Brainstorming: The Treasure Tree

**ACTIVITY GOAL:** To provide the opportunity for multiple classes to work together in creating ideas for the school community to reduce sedentary behaviour.

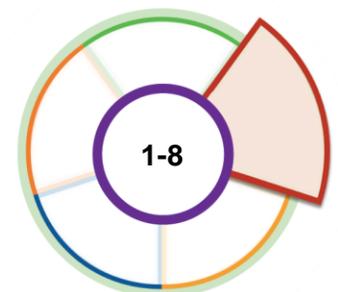
### ACTIVITY INSTRUCTIONS:

1. Select the first class to begin the activity. Give this class a sheet of chart paper titled “Treasure Tree”. The idea is to have students brainstorm ways to reduce sedentary behaviour.
2. Give the next class the first classes ideas. They come up with 2-3 ideas to branch off (like the branches of a tree).
3. After every class has participated, collect the papers and compile all ideas.
4. The completed tree can be posted in a common area of the school.
5. Use the ideas for activities derived from the tree.

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### Curriculum Connections

- Grade 1-8: A1. Active Participation
- Grade 1-8: A2. Physical Fitness
- Grade 1-8: B2. Movement Strategies



## RELATED FOUNDATIONS:

- Social & Physical Environments
- Student Engagement

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## RESOURCES:

- Flip chart/white board/graffiti wall
- Coloured markers

## Effective Brainstorming

**ACTIVITY GOAL:** To encourage students to engage in a brainstorming session to create a list of classroom activities to decrease sedentary behaviour.

### ACTIVITY INSTRUCTIONS:

Brainstorming is a large or small group activity that encourages students to focus on a topic (i.e. sedentary behaviour) and contribute to the free flow of ideas.

### Steps for Effective Brainstorming

1. The students will select a leader, a recorder and a time keeper. This may need to be modified depending on the age group. Teacher may need to conduct session.
2. Set up rules for the session. (i.e., allow everyone to contribute, no discussion of ideas until all contributions have been made)
3. Begin the session by writing down the question/topic on flip chart/white board /graffiti wall so it is visible to everyone.
4. Sample Question - What activities can be done in classroom to sit less and move more?
5. Group ideas by common themes.
6. Decide on a priority.
7. Implement an action plan.

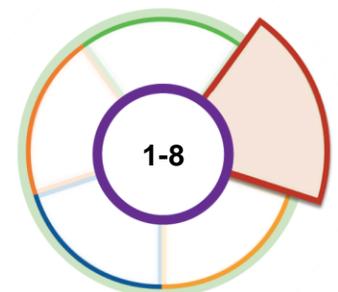
For more information on Brainstorming, visit

- The Centre of Teaching and Learning  
<http://humber.ca/centreforteachingandlearning/instructional-strategies/teaching-methods/classroom-strategies-designing-instruction/brainstorming/brainstorming.html>
- SpeakUp Project Proposal Toolkit for Students  
[http://www.edu.gov.on.ca/eng/students/speakup/speakup\\_toolkit.pdf](http://www.edu.gov.on.ca/eng/students/speakup/speakup_toolkit.pdf)

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### Curriculum Connections

- Grade 1-8: A1. Active Participation (A1.1, A1.2, A1.3)



## RELATED FOUNDATIONS:

- Curriculum, Teaching & Learning
- Student Engagement

## RESOURCES:

- Activity dependent

## Take 2 Every 30 - Brain Break Ideas

**ACTIVITY GOAL:** To reduce sedentary behaviour by encouraging brief physical activity breaks in the students' day.

### ACTIVITY IDEAS:

To incorporate student engagement, have students assume responsibility for leading the activities.

- **Minute to Win it Games**

Challenges students to perform simple but challenging activities in one minute or less. Designed to give students a break from sitting and encourages movement throughout the day.

<https://www.youtube.com/playlist?list=PLyOXyW4AoPQrvyqKrkfrivyANS06i13sG>

- **Instructional Videos from LDCSB Healthy Schools Healthy Kids**

Brief videos that teachers can use to get students moving.

<https://www.youtube.com/playlist?list=PLXYSd3E5ACShxFQMUneqNIhuUImO3KD8n>

- **Just Dance Kids**

Brief video incorporating music and active movement in a short video.

<https://www.youtube.com/watch?v=7wIKFjMj93I>

- **GoNoodle**

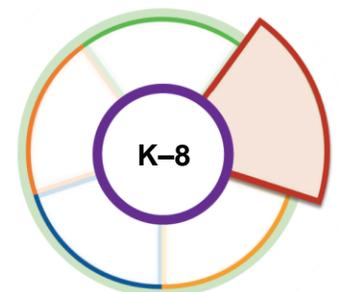
Videos to get students active at school and in the classroom.

<https://www.gonoodle.com/>

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### Curriculum Connections

- FDK: OE6: Demonstrate an awareness of their own health and well-being. OE7: Participate actively and regularly in a variety of physical activities
- Grade 1-8: A1. Active Participation
- Grade 1-8: B1. Movement Skills and Concepts



## RELATED FOUNDATIONS:

- Curriculum, Teaching & Learning
- School & Classroom Leadership
- Social & Physical Environments

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## RESOURCES:

- Activity specific

## Student Led Organized Active Activities

**ACTIVITY GOAL:** To provide students with opportunities to coordinate and lead organized sport games during recess to reduce sedentary behaviour.

### ACTIVITY INSTRUCTIONS:

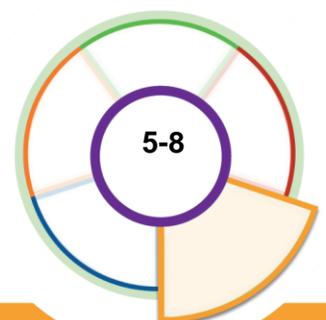
Frequency of activities is dependent on school capacity from daily to less frequent. With success and greater support, the committee may choose to offer more organized sport activities and different variations.

1. Recruit students to create a committee. Appoint a student chair.
2. Have a group of students plan, coordinate, and engage other students to participate in various sport activities.
3. A posted sign-up sheet can be used to determine number of participants and aid with planning for the next week.
4. During the event, student leaders explain the activity and the rules.
5. Students referee and supervise the game with staff supervision. Students can choose to keep score and declare a winner or maintain a non-competitive atmosphere.
6. Students may choose to periodically offer non-food related prizes or acknowledgements for participation.

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### Curriculum Connections

- Grade 5-8: A1. Active Participation
- Grade 5-8: A2. Physical Fitness (A2.1, A2.2)
- Grade 5-8: A3. Safety (A3.1, A3.2)
- Grade 5-8: B1. Movement Skills and Concepts (B1.1, B1.2)
- Grade 5-8: B2. Movement Strategies (B2.1, B2.2)



## RELATED FOUNDATIONS:

- School & Classroom Leadership
- Home, School & Community Partnerships

## RESOURCES:

- Equipment (balls, nets)
- List of age appropriate resources
- Parent Letter-See Appendix A

## Get up and Move: Strengthening School Culture

**ACTIVITY GOAL:** To enhance access to supportive environments for being physically active.

### POLICY IDEA:

- **Policy Rationale:** Providing students with spaces and opportunities to be physically active can reduce sedentary behaviours and can improve their overall health and well-being.
- **Example Policy Statement:** “Our school commits to providing students with space and resources to be physically active throughout the day”.

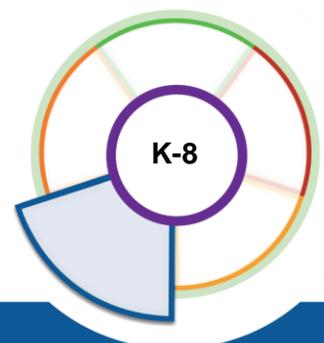
### To support the adoption of the policy:

1. Provide staff with information or an in-service explaining the rationale for why it’s important for students to have opportunities and space available to be physically active.
2. Consider sending a letter home to parents to increase the link between school and home.
3. Provide sports equipment for recess and lunch.
4. Explore options for changes to the indoor and outdoor grounds. Some examples include:
  - Painted games on the tarmac
  - Trees for shade
  - Playground structures
  - Painted lines on the field
5. Encourage intramurals and drop-in or open activities during lunch or recess breaks. Activities may be organized and coordinated by a student group. See Student Led Organized Activities in this toolkit
6. Encourage staff to participate with students to role-model being active.

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### Curriculum Connections

- FDK: OE7 Participates actively and regularly in a variety of activities; OE8 Develops movement skills and concepts
- Grade 1-8: A1. Active participation
- Grade 1-8: A2. Physical fitness (A2.1, A2.2)
- Grade 1-8: A3. Safety (A3.1)
- Grade 1-8: B1. Movement Skills and Concepts
- Grade 1-8: B2. Movement Strategies (B2.1, B2.2)



## **Appendix A**

### **Parent Letter to Support Get up and Move: What's the Low Down on the Slow Down?**

Hello Parents,

For healthy growth and development, parents and caregivers should minimize the time our children and youth spend being sedentary during waking hours. Sedentary behaviours are those that involve very little physical movement while children are awake. Examples include sitting or reclining for prolonged periods, watching television or playing with electronic devices. Parents and caregivers are encouraged to limit sedentary behaviour as it can have negative effects on children's physical and mental development.

#### **Did you know?**

Even if your child is meeting or exceeding the Canadian Physical Activity Guidelines of getting 60 minutes of moderate to vigorous activity per day, sometimes the rest of the day is spent being sedentary. Too much screen time is associated with unhealthy body weight, poor behaviour and learning skills. To reduce children's sedentary time, parents and caregivers can:

- Explore and play with your child. Take children outside every day
- Set limits and have rules about screen time. Keep TVs and screens out of bedrooms.

Less time sedentary can help children:

- Maintain a healthy body weight and improve their fitness
- Improve their self-confidence
- Have more fun with their friends
- Do better in school

Our school commits to providing students with space and resources to be physically active during recess and lunch breaks. Let's make it easy so kids can play!

Here are tips on how parents and caregivers can help including how to prepare for the weather! (Modify as needed)

#### **It's Canada, Eh!**

After working hard in class, students need a break. Recess is important and some active outdoor play gives them the exercise and fun they need. Keep recess fun and safe by dressing for the weather.

In the winter please have your child wear:

- A winter coat and snow pants
- Insulated boots
- Mittens or gloves
- A hat and neck warmer

#### **Sun safe tips**

- When the UV Index is 3 or higher, protect skin as much as possible
- Seek or make shade (e.g. from trees or an umbrella).
- Remember the 'Shadow Rule': If your shadow is shorter than you, seek shade!
- Wear a hat!
- Use sunscreen labelled 'broad spectrum' and 'water resistant' with a sun protection factor (SPF) of 30 or higher. Don't forget the lips too!
- Wear sunglasses or eyeglasses with UV-protective lenses when outside year-round.

### **Water Does Wonders! Choose water first to quench your thirst!**

- Water helps everything work in the body. It regulates the temperature of the human body, carries nutrients and oxygen to cells, cushions joints, protects organs and tissues, and removes wastes. Our body loses water throughout the day.
- You will need more water when you are active and during hot weather. Water is always a great choice when you are thirsty. Have a refillable water bottle with you during the day to make it easier to drink small amounts frequently. Remember, water bottles should be washed daily in warm, soapy water, rinsed and left to air-dry upside down. The nozzle of a sports cap should be opened and flushed through.

Thanks for helping make (INSERT SCHOOL NAME) a healthy place to learn and play.

Signature

Here are some additional resources for your information:

<http://www.csep.ca/home>

[www.participACTION.com/reportcard](http://www.participACTION.com/reportcard)

## RELATED FOUNDATIONS:

- Social & Physical Environments
- Student Engagement

## RESOURCES:

- [Healthy Schools in motion: Recess toolkit](#)
- [Strategies for Recess in Schools](#)
- Parent Letter- See Appendix B

## Rethink Recess

**ACTIVITY GOAL:** To reduce sedentary behaviour of students by increasing physical activity during recess.

### POLICY IDEA:

**Policy Rationale:** To encourage all students to be more physically active to improve overall health and well-being. Allow all students to participate in recess. In situations of unacceptable behaviour or incompleteness of schoolwork, withholding recess should not be used. Recess is an important part of a student's day.

**Example Policy Statement:** "Our school commits to providing students with space and resources to be physically active at recess."

### To support the adoption of the policy:

#### 1. Make a detailed recess plan

- Involve students in the planning and leading recess activities.
- Provide space for outdoor and indoor activities.
- Plan for both organized and self-directed student activities.

For more information, visit *Healthy Schools in motion: Recess Toolkit*

[https://www.gov.mb.ca/health/activeliving/tools\\_resources/school/recess\\_toolkit.pdf](https://www.gov.mb.ca/health/activeliving/tools_resources/school/recess_toolkit.pdf)

#### 2. Explore options to provide a supportive environment

- Provide equipment for outdoor and indoor activities.
- For outdoor activity ideas go to *Strategies for Recess in Schools*  
[https://www.cdc.gov/healthyschools/physicalactivity/pdf/2016\\_12\\_16\\_schoolrecessstrategies\\_508.pdf](https://www.cdc.gov/healthyschools/physicalactivity/pdf/2016_12_16_schoolrecessstrategies_508.pdf)
- For creative indoor activity ideas

[https://www.gov.mb.ca/health/activeliving/tools\\_resources/school/recess\\_toolkit.pdf](https://www.gov.mb.ca/health/activeliving/tools_resources/school/recess_toolkit.pdf)

#### 3. Schoolwide communication

- Inform staff, students and parents of appropriate behaviour and expectations of students during recess.
- Consider sending a letter home to parents about the importance of recess. See parent letter in resources.
- Train staff and students in conflict resolution.

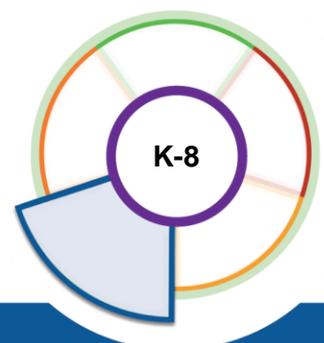
#### 4. Participate in recess

Encourage staff to participate in recess activities to role model being active.

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### Curriculum Connections

- FDK: OE7 Participates actively and regularly in a variety of activities; OE8 Develops movement and skills concepts
- Grade 1-8: A1. Active participation
- Grade 1-8: A2. Physical fitness (A2.1, A2.2)
- Grade 1-8: A3. Safety (A3.1)
- Grade 1-8: B1. Movement Skills and Concepts
- Grade 1-8: B2. Movement strategies (B2.1, B2.2)



## Appendix B

### Example Parent Letter for Supporting Rethink Recess

Hello Parents,

For healthy growth and development, parents and caregivers should minimize the time children and youth spend being sedentary during waking hours. Sedentary behaviours are those that involve very little physical movement while children are awake. Examples include sitting or reclining for prolonged periods, watching television or playing with electronic devices. Sedentary behaviour can have negative effects on children's physical and mental development and therefore, recess is an important part of their day.

Research has shown that increased physical activity during recess positively affects students' behaviour:

- Socially (relationships with others)
- Intellectually (learning and problem solving skills)
- Emotionally (self-esteem and confidence)
- Physically (movement skills and decreasing sedentary behaviour)

Our school is committed to Rethink Recess, in an effort to support children and youth in meeting the 24-hour movement guidelines and decreasing sedentary behaviour. We encourage parents and caregivers to provide opportunities for active play at home.

Thanks for helping make our school a healthy place to learn and play.

Signature,

Resources

ParticipACTION : <https://www.participaction.com/en-ca/home>

## RELATED FOUNDATIONS:

- Curriculum, Teaching & Learning
- School & Classroom Leadership
- Home, School & Community Partnerships
- Student Engagement

## RESOURCES:

- [Middlesex London Health Unit- Public Health Nurse](#)
- [STP Manual](#)
- [Active & Safe Routes to School](#)

## School Travel Planning

### ACTIVITY GOAL:

To reduce sedentary behaviour of students by increasing student active transportation (e.g. walking, biking or scootering) to and from school.

### ACTIVITY IDEAS:

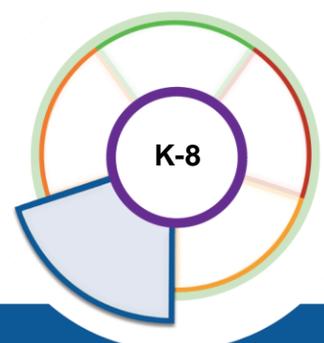
- Active & Safe Routes to School (ASRTS) is a committee of community partners from several organizations throughout the Counties of Elgin, Middlesex, Oxford, and the cities of London and St. Thomas, working together to promote and sustain ASRTS programs that encourage children and families to choose active transportation.
- School Travel Planning (STP) is a program which encourages active transportation to and from school by developing an action plan to build upon strengths and work to remove concerns around your school.
- The ASRTS website is a resource to support schools to deliver simple campaigns or more comprehensive activities, such as STP, involving partnerships with the Middlesex-London Health Unit and the Human Environmental Analysis Laboratory at the Western University.
- For more information about the process and resources for STP visit <http://activesaferoutes.ca/>
- The STP Manual, available on this website, is a guide which will provide you everything you need to work through the 5-step STP program at your school.
- Connect with the Public Health Nurse assigned to your school to learn how you can benefit from the resources online and/or available from ASRTS and/or the Middlesex London Health Unit.

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### Curriculum Connections:

- FDK: OE6: Demonstrate an awareness of their own health and wellbeing; OE7: Participates actively and regularly in a variety of activities
- Grade 1-8: A1. Active participation (A1.1, A1.2, A1.3)
- Grade 1-8: A2. Physical Fitness: (A2.1, A2.2)
- Grade 1-8: A3. Safety (A3.1, A3.2)

Other Connections: Math, Science and Technology, Arts, Language



## RELATED FOUNDATIONS:

- Curriculum, Teaching & Learning
- Student Engagement

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## RESOURCE S:

- Canadian 24-Hour Movement Guidelines
- Active for Life website
- ParticipACTION website
- Get Up and Move BINGO

## Family Activities

**ACTIVITY GOAL:** To promote physical activities where families participate together.

### ACTIVITY INSTRUCTIONS:

Being active as a family can be a fun way to get everyone moving more and sitting less. The more children see others being active, the more likely they will be active as well.

1. Engage students in a discussion about active activities that can be done at home with members of their family. Refer to the Canadian 24-Hour Movement Guidelines for Children and Youth on the importance of what a healthy 24 hours includes at: <http://www.csep.ca/CMFiles/Guidelines/24hrGlines/Canadian24HourMovementGuidelines2016.pdf>.

### Educator Prompts:

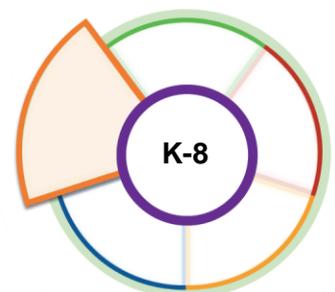
- What kind of active activities do you do at home? Where and when do you do activities? What are other members of your family doing?
  - Do you do any activities (indoors/outdoors) with your family?
  - What is a fun activity that you can do all together as a family to get everyone moving more and sitting less?
2. See “Get up and Move” (Active Bingo) for an example of a take home activity that students can take part in with their families.
  3. Consider including information about family activities in school newsletters.

### For More Activity Ideas:

- Active For Life [www.activeforlife.com](http://www.activeforlife.com)
- ParticipACTION [www.participACTION.com](http://www.participACTION.com)

### Curriculum Connections

- FDK - OE6: Demonstrate an awareness of their own health and wellbeing
- Grade 1-8: A1. Active Participation (A1.2, A1.3)
- Grade 1-8: A2. Physical Fitness (A2.1, A2.2)



## RELATED FOUNDATIONS:

- Curriculum, Teaching & Learning
- Social & Physical Environments
- Student Engagement

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## RESOURCES:

- Activity dependent

## Fun Family Activity Nights

**ACTIVITY GOAL:** To provide students and their families the opportunity to be physically active together while promoting the home-school connection.

### ACTIVITY INSTRUCTIONS:

Plan 3 to 4 Fun Family Activity Nights throughout the school year and/or integrate with other events at the school such as math/science nights or parent-teacher nights. Activity ideas for the night may include: family yoga or stretching, Minute to Win It games, dodge ball, soccer, basketball, dance, floor hockey, capture the flag or obstacle courses. Consider including culturally diverse activities. A calendar of the different activities can be made and shared with staff, parents and students.

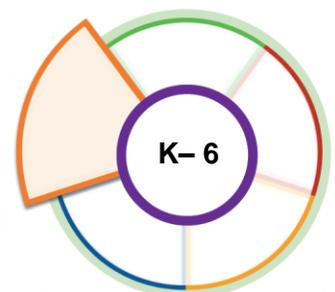
1. Promote event: posters, announcements, newsletters, agenda inserts and social media.
2. Plan an incentive for parents attending the event (e.g., draw prize).
3. Create a welcoming environment for the event.
4. Separate participants into teams as needed.
5. Consider naming a winner of the event and provide prizes to winning team.
6. Consider providing a snack of vegetables and/or fruit for participants.
7. Remember to promote water consumption throughout the activities!

Contact your school Public Health Nurse for help running these sessions or for additional suggestions and ideas.

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### Curriculum Connections

- FDK: OE7 Participate actively and regularly in a variety of activities that require the application of movement concepts; OE8 Develop Movement skills and concepts
- Grade 1-8: A1. Active Participation
- Grade 1-8: A2. Physical Fitness (A2.2)
- Grade 1-8: B1. Movement Skills and Concepts (B1.1, B1.2, B1.3, B1.4)



## RELATED FOUNDATIONS:

- Student Engagement

## RESOURCES:

- Get Up and Move  
Bingo Card

## Get Up and Move BINGO

**ACTIVITY GOAL:** To decrease the sedentary behaviour of students and their families through an interactive game played at home.

### ACTIVITY INSTRUCTIONS:

1. Engage students in a discussion about active activities that can be done at home to increase the amount of active time.

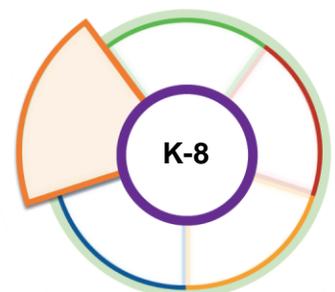
#### Educator Prompts:

- What kind of activities you do at home?
  - What are other members of your family doing?
  - Do you do any active activities (indoors/outdoors) with your family?
2. Send a BINGO card home with each student that includes different types of physical activities to be completed with a member of the family.
  3. Provide students with instructions on how to complete the BINGO card including having an adult initial the squares to signify that it has been completed. The end goal is to have either a line or all of the squares on the card initialed.
  4. Activities can be low intensity (e.g., go for a 20-minute walk with a parent), or more vigorous intensity (e.g., shovel a neighbour's driveway with a sibling). Modifications can be made to the activities.
  5. Get Up and Move BINGO can be a great activity to send home over a school break such as December or March Break.

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### Curriculum Connections

- FDK: OE7: Participate actively and regularly in a variety of activities; OE8: Develop movement skills
- Grades 1-8: Active Participation (A1.2, A1.3)
- Grades 1-8: Physical Fitness (A2.1, A2.2)



# Get Up and Move BINGO

**B**

**I**

**N**

**G**

**O**

Help clear the dishes after dinner tonight	Play music on and do a silly dance for 1 song		Crab walk from one end of the room to the other	Go for a walk with a family member after dinner, and explore your neighbourhood
Do something kind for a neighbour (shovel the driveway, rake the leaves)	10 Push-ups	Kick a ball with a friend in your yard or park	Play an animal game: Act out different animal actions but let everyone guess what you are	Do an activity you enjoy – dance, walk, run, play ball
Do chores together around the house	Play a game of tag with friends or family	Free Choice- Do an activity you enjoy – dance, walk, run, play ball	Turn your tunes on and get up and move	Swap 1 hour of device time for 1 hour of outside play time
Have a dog? Take it for a walk. No dog, take a friend/ family member for a walk	Go screen free for 2 hours. Help with family chores- help with yard work- collect sticks, rake leaves, shovel snow, help bring in groceries	Have a family dance off	Walk to or from school or bus stop	Invite a family member to play a game of Hopscotch with you
20 Sit-ups	Jump rope with a family member	Go for a Bear Walk: Imitate movements of a bear with a family member	Go for a walk with a family member or friend.	Copy Cat Dance with a friend or family member

**Note to Parent/Student:** Students can keep track of time spent being active and have an adult initial each square after the activity has been completed.

**Return your form on \_\_\_\_\_**

**Name: \_\_\_\_\_**

**Teacher: \_\_\_\_\_**

## RELATED FOUNDATIONS:

- Curriculum, Teaching & Learning

## RESOURCES:

- [Murray & Bird Storybook \(provided by MLHU\)](#)
- Parent Letter
- Murray & Bird Obstacle Course
- Fuzzy Little Caterpillar Activity
- Butterfly Life Cycle and Grow Kit Activity Sheet

## Murray & Bird Storybook

**ACTIVITY GOAL:** To have children learn about the importance of playing outdoors and reduce the amount of times they are on screens.

### ACTIVITY INSTRUCTIONS:

1. Contact the Middlesex London Health Unit to discuss getting copies of the book for your class.
2. Prepare a letter for parents/guardians which describes the purpose of the book. See example letter.
3. Send the letter and a copy of the book home with each child.
4. Have children read the book at home and return to class.
5. Lead a discussion about the importance of limiting screen time.
  - o What is your favourite thing to do outdoors?
  - o What do you use screens for at home and at school?
  - o Do you know how much screen time is too much?
  - o What are some fun active things you could do when taking a break from screens?
  - o What is the life cycle of a butterfly?
6. To complement learning have students complete other Murray & Bird Activities from the Reducing Sedentary Behaviour Toolkit.



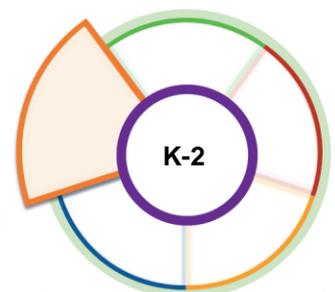
[Back to Overview of Activities](#)

### Curriculum Connections

- FDK: OE7: Participate actively and regularly in a variety of activities; OE8: Develop movement skills
- Grades 1-2: A1 Active Participation (A1.1, A1.2, A1.3)
- Grades 1-2: A2 Physical Fitness (A2.1, A2.2)
- Grades 1-2: A3 Safety (A3.1, A3.2)
- Grades 1-2: B1 Movement Skills and Concepts (B1.3, B2.2)
- Grades 1-2: C1 Healthy Living (C3.1, C3.2)

#### Other Connections:

- Grade 2: Science and Technology: Understanding Life Systems-Needs and Characteristics of Living Things



*Example letter to parents about Murray and Bird Storybook*



Dear Parent/Guardians,

We hope that you will read **Murray's Outdoor Adventure** with your child(ren) and discuss the importance of limiting screen time and getting outdoors to play. Research shows that health education needs to be addressed both in the classroom and at home. You will see throughout the book additional text boxes with questions. You may wish to use these questions to encourage discussion.

We will also be discussing the book in class and engaging in some activities related to reducing screen time and discovering fun outdoor activities including \_\_\_\_\_ and  
\_\_\_\_\_

Thank you for your support.