



Lead the Change Elementary School Application



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We encourage you to **Lead the Change** and **Power Off and Play!** Click on the [link](#) to access the online application. Deadline for your submission is **February 21st, 2018**. We thank you for your application and your commitment to supporting Healthy Kids!

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Introduction to Theme 4

Theme 4 is all about helping children and families build a balanced day that is not filled with recreational and sedentary screen time. Less than 25% of children in Canada meet the guidelines for screen time.

Age	Recommended hours of screen time
under 2 years	None ^{A,C}
2-4 years	Less than 1 hour a day ^{A,C}
5-17 years	No more than 2 hours of recreational screen time a day ^{A,B}
<small>A. Canadian Society for Exercise Physiology's Canadian Sedentary Behaviour Guidelinesⁱ B. Canadian Society for Exercise Physiology's 24-Hour Movement Guidelines for Children and Youth^{ii,iii} C. Canadian Pediatric Society's Position Statement on Screen Time and Young Children^{iv}</small>	

Excess screen time can harm children's early development, physical and psychosocial health:

- **Early development:** Higher screen time is linked to poor brain development, language development and attention skills in the early years.
- **Physical health:** Higher screen time is linked to lower levels of physical fitness, higher weight and higher risks of cardio-metabolic disease (e.g. blood pressure, cholesterol, insulin).
- **Psychosocial health:** Higher screen time is linked to behavioural issues, lower self-esteem and lower psychological well-being.

In terms of meal time, research shows that screen time can interfere with mindful eating. As well, research shows that, during or shortly after being exposed to ads for unhealthy foods, children eat more and prefer less healthy food and beverages. Children who eat away from screens eat more vegetables and fruit and drink fewer sugar-sweetened beverages.

For more information and for references to the above research click [here](#).

Recommendations for Action

While research on screen time is still emerging, it supports minimizing screen time as part of a balanced day in three key ways. Communities participating in the Healthy Kids Community Challenge are tasked to help children and families to build a balanced day that includes:

1. **Staying within recommended screen time limits**
2. **Putting screens away during important times of day, including mealtime and bedtime**
3. **Replacing some screen time with other activities**

The [Lead the Change Award Package](#) is designed to support agencies across the County of Middlesex, including schools, in helping children and families **Power Off and Play!** considering the above three ways!



Award Criteria

Click on the links to read more details. To be a recipient of the award your school would need to agree to:

- ☐ adopt one or more [environmental-level changes](#)
- ☐ support the implementation of the [Playground Activity Leaders in Schools Program](#)
- ☐ support the [Power Off and Playbook Challenge](#)
- ☐ support [evaluation](#)

Environmental-level change

In a school setting, screens can be used for learning and can enhance the student experience. However, too much sedentary or recreation screen time may mean that kids have fewer opportunities to learn from other activities like playing and reading. It's important to ensure that parts of the school day, like recess, during meal time, and before and after school care, are filled with screen-free activities.

The environmental-level changes proposed in the application aim to reduce the use of screens for recreation in the school environment. You are encouraged to choose a **minimum of one** of the following as a priority area for change:

- ☐ **Recreational Screen Time Use during Recess Guideline:** We understand that TV and other electronic media can get in the way of learning and healthy physical and social development that occurs during exploration, play, and interacting with others. Therefore we will consider other forms of engagement of our students aside from television, videos, computers, and video games when

recess is moved indoors. Other forms of engagement could include charades, board games or playing cards.

- **Use of Recreational Screen Time for Recognition Guideline:** We understand that TV and other electronic media can get in the way of learning and healthy physical and social development that occurs during exploration, play, and interacting with others. Therefore when we are wanting to recognize our students, we will aim to consider other forms of recognition aside from television, videos, computers, and video games. Other ideas for recognition could include more gymnasium time or outdoor play.
- **Use of Recreational Screen Time for Meal Time Guideline:** We understand that TV and other electronic media can get in the way of being mindful of eating and listen to their body cues for satiety. Therefore during lunch hour and other eating occasions, we will aim to keep screens including television, videos, computers and video games off.
- **Personal Device Use during Recess Guideline:** We understand that personal devices can get in the way of learning and healthy physical and social development that occurs during exploration, play, and interacting with others. Therefore we will encourage our students to not use their personal devices during recess in order to encourage them to engage in physical and social activities.

Playground Activity Leaders in Schools Program (P.A.L.S.)

The use of personal devices on the school yard can get in the way of students being active, playing, exploring and interacting, all of which support healthy physical and social development. To support schools in encouraging students to power off and play, we are offering as part of the Lead the Change Award Package training and supporting equipment/resources for a program called Playground Activity Leaders in Schools Program.

Playground Activity Leaders in Schools Program or P.A.L.S. is a playground leadership program adapted from Peel Public Health that encourages all children to participate in activities regardless of their gender, size, or ability.

The objectives of the programs are to:

- Increase physical activity
- Decrease conflict and reduce the incidence of playground bullying
- Provide a leadership opportunity for students

[Feedback](#) from participating schools in other municipalities has been positive, including reports of a positive impact on physical activity levels and physical and verbal behaviour.

Student in Grades 4 through 6 act as playground activity leaders for younger students, and plan and lead, fun and safe outdoor activities during nutritional breaks/recess times. A teacher champion(s) supervise the program.

Each school program may run differently based on the number of staff supervisors, and quantity of outdoor play time. Communication between staff supervisors and student leaders is recommended on a weekly basis and as situations arise. A weekly commitment of approximately 30 minutes is projected for



supervisors. As the program evolves, adjustments may be made to best suit the changing needs of each school.

For more information on the program, visit [Peel Health](#).

Power Off and Playbook Challenge

In May 2018, students in Grades JK to Grades 6 will be given the opportunity to participate in a Power Off and Playbook Challenge. Each school will receive copies of the resource for each student as well as four weekly incentives.

Students will be engaged in 4 weeks of goal setting. Each week there will be 5 categories:

- **Kids in the Kitchen:** This category encourages children and youth to help prepare a meal or snack. Each time they do, they can place a sticker in the appropriate column.
- **Family Meals:** This category encourages children and youth to sit at the table as a family with no screens. Each time they do, they can place a sticker in the appropriate column.
- **Get Active:** This category encourages children and youth to run, jump and play. Each time they do, they can place a sticker in the appropriate column.
- **Play:** This category encourages children and youth to consider literacy-oriented activities such as board games, reading, colouring, journaling etc. Each time they do, they can place a sticker in the appropriate column.
- **Power Off at Bedtime:** This category encourages children and youth to power off one hour before bed. Each time they do, they can place a sticker in the appropriate column.



In addition to the stickers, the playbook includes a journaling component to appeal to older children and make a connection to curriculum expectations. Parents will be involved in notarizing the playbook.

At the end of each week, students will be encouraged to bring their playbook into the school for retrieval of a weekly incentive. These incentives will link back to the healthier alternative categories.

The student leaders will be asked to support the distribution of these incentives. An idea would be to allow for the students to set up a booth in the gym or library over recess and/or lunch and distribute the incentives to respective grades. The student leaders may also wish to deliver PA announcements and other school-wide activities in support.

Full detailed instructions will be outlined in the package awarded schools receive.

Evaluation

In late May 2018, Healthy Kids will follow up with your school to collect information on the following:

1. Progress in adopting environmental-level change through an online survey of the applicant
2. Report on allocation of provided funds
3. P.A.L.S. program successes, challenges and recommendations for improvement through an online and/or paper survey of student leaders and supervisors
4. Perceptions of the impact of the Power Off and Play! Book Challenge on behaviour of children and families through an online and/or paper survey of teachers and parents

Award Package

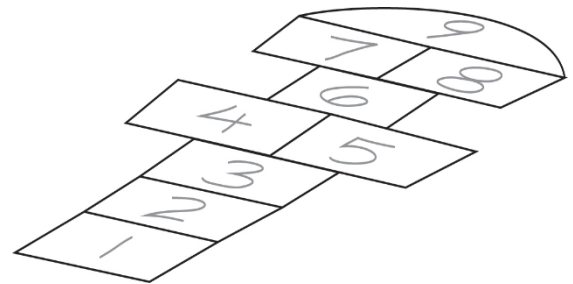
The following items are included in the Lead the Change Award Package. More details on each of these components are outlined below.

- 1) [Funding](#) (up to \$800) to support increasing your school's capacity in delivering food literacy, outdoor play, physical literacy or literacy initiatives.
- 2) [Indoor Recess Ideas Booklet](#)
- 3) [Training for Youth Leaders](#) and [supporting equipment](#) in support of the delivery Playground Activity Leaders in Schools Program. The value of each equipment bin is equal to upwards of \$1000.

Funding

Awarded sites will be provided with funding to support enrichment of equipment or material in one or more of the following areas:

1. Food Literacy (including cooking equipment or gardening supports)
2. Physical Literacy (e.g. balls, hula hoops)
3. Literacy (e.g. books, board games)
4. Outdoor Play (e.g. sand toys)



Each of the above are considered healthier alternatives to screen time use for children.

Funding will need to be spent **before May 1, 2018**. Funding for schools has been capped at \$15,000, and the maximum amount a school will be allocated is \$800. The total amount a school receives will be dependent on the number of sites that apply. *Please note that the following are not applicable: food costs or costs for material such as napkins, paper towels; office supplies such as paper, folders.*

Indoor Recess Ideas Booklet

Schools will be provided with a resource that includes indoor recess ideas. One copy of the resource for each class in the school will be provided. This resource will include ideas that use minimal equipment.

Training for Youth Leaders

On Thursday April 5th, 2018, County of Middlesex Healthy Kids Community Challenge invites up to ten (10) Grades 4 to 6 students with leadership qualities, as well as up to 3 teacher champion to attend a leadership opportunity. Participants will hear about Power Off and Play! and receive specific training on the P.A.L.S. program. This event will be held at the Caradoc Community Centre, 9:30a.m. to 12p.m. Lunch will be provided. The training session, led by Healthy Kids Middlesex, will cover safety, leadership qualities, communication skills, games and conflict resolution.

Supporting Equipment

Schools are provided with a P.A.L.S. game manual that includes a variety of games suited for different ages, number of participants and space/environment needed.

Minimal equipment is required for games (skipping ropes, assortment of balls, hula hoops, etc.). Healthy Kids will provide a bin and supporting equipment. The amount of equipment in each equipment bin will be dependent on the number of sites that apply, with the maximum allocation set at approximately \$1000.

Application

Click on the [link](#) to access the online application.

References

ⁱ Canadian Society for Exercise Physiology. (2011). Canadian Sedentary Behaviour Guidelines. <<http://www.csep.ca/view.asp?ccid=508>>

ⁱⁱ Tremblay, M.A., Carson, V., Chaput, J.P., Connor Gorber, S., Dinh, T., Duggan, M. et al. (2016). Canadian 24-hour movement guidelines for children and youth: An integration of physical activity, sedentary behaviour, and sleep. *Appl Physiol Nutr Metab*, 41 S311-S327. <dx.doi.org/10.1139/apnm-2016-0151>

ⁱⁱⁱ Canadian Society for Exercise Physiology. (2016). 24-Hour Movement Guidelines. <<http://www.csep.ca/en/guidelines/canadian-24-hour-movement-guidelines>>

^{iv} Canadian Pediatric Society. (2017). Screen time and young children: Promoting health and development in a digital world. <<http://www.cps.ca/en/documents/position/screen-time-and-young-children>>

