

3 - Creating a Physical Activity and Sedentary Behaviour e-Learning Module for ECE Students

Start of Block: Block 7

Q33 The Development of an e-Learning Physical Activity Module for Early Childhood Education Candidates:

A Delphi Study Principal Investigator: Trish Tucker, PhD, Faculty of Health Sciences, Western University PhD Student Investigator: Brianne Bruijns, PhD Student, Health and Rehabilitation Sciences, Western University Letter of Information and Consent Invitation to Participate You are being invited to participate in this Delphi study regarding the generation of an e-Learning physical activity module for Early Childhood Education (ECE) candidates because you have experience in the ECE field. Purpose of the Letter The purpose of this letter is to provide you with information required for you to make an informed decision regarding participation in this research study. Purpose of this Study The purpose of this study is to rank the importance of physical activity and sedentary behaviour-related topics, generated by physical activity experts, to be included in an e-Learning module for ECE candidates in Canadian college/university ECE programs. Inclusion Criteria ECE instructors/professionals working at a Canadian post-secondary institution invited by the research team who have experience working in the ECE sector. Exclusion Criteria ECE instructors/professionals not invited by the research team. Study Procedures If you agree to participate in this study you will be asked to complete a 10-minute survey online through Qualtrics. Possible Risks and Harms There are no known risks or discomforts associated with participating in this study. Possible Benefits You may not directly benefit from participating in this study; however, by participating, you will contribute to the development of an e-Learning physical activity module for ECE candidates, a training tool that is being created to better support those in the ECE profession to promote physical activity among young children.

Compensation There is no direct compensation for your participation in this study. Voluntary Participation Participation in this study is voluntary. You may refuse to participate, skip any survey questions or withdraw from the study during survey participation at any time during survey completion (until your survey is submitted at which time, it will be included in the study - as the anonymous nature of the survey will inhibit us from knowing which survey is yours). You do not waive any legal right by consenting to this study. Consent Completion of the survey is indication of your consent to participate. Confidentiality The information collected will be used for research purposes only, and no personally identifiable information, other than your email address, will be collected within the Delphi surveys. Your email address will be collected should you wish to receive the study results, and will be collected through a survey not linked to your data. All data will be grouped with other

participants for publishing or presentation purposes. All information collected for the study will be kept confidential. Only the investigators of this study will have access to any data collected. Representatives of Western University's Non-Medical Research Ethics Board may require access to your study-related records to monitor the conduct of the research. Your survey responses will be collected anonymously through a secure online survey platform called Qualtrics. Qualtrics uses encryption technology and restricted access authorizations to protect all data collected. In addition, Western's Qualtrics server is in Ireland, where privacy standards are maintained under the European Union safe harbor framework. The data will then be exported from Qualtrics and securely stored on Western University's server. All electronic files will be saved on password-protected computers. Data will be saved for 7 years before it is properly destroyed.

Contacts for Further Information If you have any questions about the conduct of this study or your rights as a research participant you may contact the Office of Human Research Ethics at Western University (519) 661-3036, email: ethics@uwo.ca. If you have any questions about this study, please contact Dr. Trish Tucker (519) 661-2111, ext. 88977, email: ttucker2@uwo.ca.

Publication If you would like to receive a copy of the overall results of the study, please indicate so by answering the final question of the survey.

End of Block: Block 7

Start of Block: Block 1

Q4 Please enter your participant ID (sent to you in your initial invitation email)

End of Block: Block 1

Start of Block: Block 10

Q36 What is your current position/role at your organization/institution?

Q37 How many years of experience do you have working in the Early Childhood Education field?

End of Block: Block 10

Start of Block: Default Question Block

Q2 Physical activity and sedentary behaviour-related topics were generated by a panel of physical activity and sedentary behaviour experts in early childhood research. A total of 19 content areas were suggested for inclusion in the e-Learning module, and these have been assembled into 4 modules:

Module 1: An Introduction to Physical Activity and Sedentary Behaviour in the Early Years ***Module 2: Physical Activity and Sedentary Behaviour in the Childcare Environment*** ***Module 3: How to Promote Physical Activity and Minimize Sedentary Time in Childcare*** ***Module 4: Training, Resources, and Practical Examples of Activities***

Page Break

Q5 Please rank your perceived importance of the following list of topics for inclusion in a Physical Activity and Sedentary Behaviour e-Learning Module for Early Childhood Education students. Each content area is listed along with a description of what would be covered in this section of the e-Learning module.

Q12 Module #1 - An Introduction to Physical Activity and Sedentary Behaviour in the Early Years

Q1

Content Area #1 - Defining Physical Activity and Sedentary Behaviour

- What is physical activity, and what does this behaviour look like in infants (<1y), toddlers (1-2y), and preschoolers (3-4y)?
 - o What are the intensities of movement behaviours? (i.e., sedentary, light, moderate, and vigorous activity)
 - o Structured vs. unstructured physical activity
 - o What is active play?
- What is sedentary behaviour, and what does this behaviour look like in infants, toddlers, and preschoolers?
- What is screen-viewing?
 - o Active vs. passive screen-viewing
 - o Media usage in childcare – appropriate for educational purposes?

	Unimportant (1)	Of Little Importance (2)	Moderately Important (3)	Important (4)	Very Important (5)
Defining Physical Activity and Sedentary Behaviour (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q38 Do you have any comments or feedback on this content area?

Q6

Content Area #2 - The Canadian 24-Hour Movement Guidelines for the Early Years (<5 years)

- How much light, and moderate-to vigorous-intensity physical activity should young children engage in each day?
- How much continuous sitting time should young children be limited to?
- How much screen-viewing should young children be limited do each day?
- How can these guidelines be adapted to the childcare day?

	Unimportant (1)	Of Little Importance (2)	Moderately Important (3)	Important (4)	Very Important (5)
The Canadian 24-Hour Movement Guidelines for the Early Years (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q39 Do you have any comments or feedback on this content area?

Q7

Content Area #3 - Prevalence of Physical Activity, Sedentary Behaviour, and Screen-Viewing Among Young Children

- Overall prevalence rates, and in various childcare settings (home-based childcare vs. centre-based childcare vs. full-day kindergarten)
- How do these compare to guidelines?

- Sociodemographic differences in movement behaviours

	Unimportant (1)	Of Little Importance (2)	Moderately Important (3)	Important (4)	Very Important (5)
Prevalence of Physical Activity, Sedentary Behaviour, and Screen-Viewing Among Young Children (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q40 Do you have any comments or feedback on this content area?

Q8

Content Area #4 - What are the Benefits of Physical Activity in the Early Years?

- Links with improved physical, psychosocial, and cognitive development (e.g., improved bone and skeletal health, weight status, brain development, emotional regulation)
- Importance of the early years for establishing physical activity habits that set the foundation for an active childhood, adolescence, and adulthood

	Unimportant (1)	Of Little Importance (2)	Moderately Important (3)	Important (4)	Very Important (5)
What are the Benefits of Physical Activity in the Early Years? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q41 Do you have any comments or feedback on this content area?

Q9 Content Area #5 - Physical Literacy and Fundamental Movement Skills

- Fundamental movement skills and sport skills · APPLE Model – Active Play and Physical Literacy Every day · Building confidence and competence in a variety of physical activity settings (via mastery experiences, vicarious experiences, verbal persuasion)
- Importance of physical literacy for lifelong participation in physical activities

	Unimportant (1)	Of Little Importance (2)	Moderately Important (3)	Important (4)	Very Important (5)
Physical Literacy and Fundamental Movement Skills (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q42 Do you have any comments or feedback on this content area?

Q10

Content Area #6 - What are the Risks of Excessive Sedentary Behaviour, Particularly Screen-Viewing?

- Independent of physical activity, links with physical health (e.g., weight status), behaviour, cognitive development (including language development), irregular sleep patterns
- Establishing sedentary behaviour and screen-viewing habits that set the foundation for a

healthy future

	Unimportant (1)	Of Little Importance (2)	Moderately Important (3)	Important (4)	Very Important (5)
What are the Risks of Excessive Sedentary Behaviour, Particularly Screen-Viewing? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q43 Do you have any comments or feedback on this content area?

End of Block: Default Question Block

Start of Block: Block 2

Q11 **Module #2 - Physical Activity and Sedentary Behaviour in the Childcare Environment**

Q13

Content Area #7 - Factors Influencing Physical Activity and Sedentary Behaviour in Childcare

- ECEs are important influences on young children’s movement behaviours (in terms of programming, role modeling, and training in physical activity)
- Presence/size of indoor and outdoor play areas
- Fixed and portable play equipment
- Scheduling of outdoor time

- Physical activity and screen-viewing policies

	Unimportant (1)	Of Little Importance (2)	Moderately Important (3)	Important (4)	Very Important (5)
Factors Influencing Physical Activity and Sedentary Behaviour in Childcare (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q44 Do you have any comments or feedback on this content area?

Q14

Content Area #8 - Outdoor Play

- Importance of outdoor play for physical, psychosocial, and cognitive health (e.g., increased physical activity, improved mood and creativity)
- Outdoor play in various climates (cold, rain, snow, extreme heat) and solutions if outdoor time is not an option
- How to make the most out of outdoor space for physical activity

	Unimportant (1)	Of Little Importance (2)	Moderately Important (3)	Important (4)	Very Important (5)
Outdoor Play (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q45 Do you have any comments or feedback on this content area?

Q15

Content Area #9 - Risky Play

- Importance of risky/adventurous play (building confidence through appropriate challenge)
- Difference between risky and dangerous/hazardous play
- How to encourage risky play among young children
- Cost/benefit analysis of engaging in risky play

	Unimportant (11)	Of Little Importance (12)	Moderately Important (13)	Important (14)	Very Important (15)
Risky Play (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q46 Do you have any comments or feedback on this content area?

End of Block: Block 2

Start of Block: Block 3

Q16 Module #3 - How to Promote Physical Activity and Minimize Sedentary/Screen Time in Childcare

Q17

Content Area #10 - Monitor Physical Activity and Sedentary Time in Your Classroom

- How are movement behaviours measured in research?
- How can movement behaviours be monitored by ECEs?
- Models of behaviour change to inform physical activity promotion strategies
- How can ECEs create goals and track progress after implementing physical activity-promoting changes?

	Unimportant (1)	Of Little Importance (2)	Moderately Important (3)	Important (4)	Very Important (5)
Monitor Physical Activity and Sedentary Time in Your Classroom (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q47 Do you have any comments or feedback on this content area?

Q18

Content Area #11 - Become a Role Model and Champion for Physical Activity

- Benefits of role modeling and co-participation
- Actively participating in outdoor play (not simply supervising)

	Unimportant (1)	Of Little Importance (2)	Moderately Important (3)	Important (4)	Very Important (5)
Become a Role Model and Champion for Physical Activity (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q48 Do you have any comments or feedback on this content area?

Q19

Content Area #12 - Promote Physical Activity and Minimize Sedentary Time through Instruction and Interaction

- Avoid withholding physical activity and outdoor time as punishment, or using screens as a reward
- Involve children in daily activities (hanging coats, clearing the table, etc.)
- Notice individual differences and learn how each child responds to forms of encouragement to be active
- How to facilitate active play

	Unimportant (1)	Of Little Importance (2)	Moderately Important (3)	Important (4)	Very Important (5)
Promote Physical Activity and Minimize Sedentary Time through Instruction and Interaction (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q49 Do you have any comments or feedback on this content area?

Q20

Content Area #13 - Program Time for Physical Activity and Active Breaks to Limit Sitting Time

- How to design curriculum to be supportive of physical activity and minimize sitting time
- Teacher-led physical activity
- Developing physical activity opportunities for children of all abilities
- Scheduling indoor free play time
- How to incorporate muscle and bone-strengthening activities into programming
- Programming active breaks between sedentary tasks to break up prolonged sitting

- How to minimize sedentary behaviour during transition times

	Unimportant (1)	Of Little Importance (2)	Moderately Important (3)	Important (4)	Very Important (5)
Program Time for Physical Activity and Active Breaks to Limit Sitting Time (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q50 Do you have any comments or feedback on this content area?

Q21

Content Area #14 - Incorporate Physical Activity into Other Educational Objectives

- How to integrate physical activity into other curriculum areas and typically sedentary activities (e.g., reading circles, arts and crafts)

	Unimportant (1)	Of Little Importance (2)	Moderately Important (3)	Important (4)	Very Important (5)
Incorporate Physical Activity into Other Educational Objectives (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q51 Do you have any comments or feedback on this content area?

Q22

Content Area #15 - Create and Make Use of Environments to be Supportive of Physical Activity

- How to set up your classroom to promote movement
- Making use of limited spaces/resources (moving furniture, using hallways)

	Unimportant (1)	Of Little Importance (2)	Moderately Important (3)	Important (4)	Very Important (5)
Create and Make Use of Environments to be Supportive of Physical Activity (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q52 Do you have any comments or feedback on this content area?

Q23

Content Area #16 - Suggest the Creation of Physical Activity and Screen-Viewing Policies at your Centre

- Having a written physical activity and screen-viewing policy will aid in achieving goals to increase physical activity and minimize screen-viewing

- This will help parents understand that the centre prioritizes their child's health

	Unimportant (1)	Of Little Importance (2)	Moderately Important (3)	Important (4)	Very Important (5)
Suggest the Creation of Physical Activity and Screen- Viewing Policies at your Centre (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q53 Do you have any comments or feedback on this content area?

Q24

Content Area #17 - Get Parents/Guardians on Board!

- Communicate with parents about the importance of physical activity and minimizing screen-viewing in early childhood
- Communicate with parents about their child's movement behaviours at childcare, and how they can support progress at home

	Unimportant (1)	Of Little Importance (2)	Moderately Important (3)	Important (4)	Very Important (5)
Get Parents/Guardians on Board! (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q54 Do you have any comments or feedback on this content area?

End of Block: Block 3

Start of Block: Block 4

Q25 **Module #4 - Training, Resources, and Practical Examples of Activities**

Q26

Content Area #18 - Resources and Professional Development

- Importance of background training in physical activity and sedentary behaviour, and on-going professional development
- Many childcare organizations provide professional development workshops for ECEs
- Examples of professional development in physical activity and health (e.g., HighFIVE, Physical Literacy Instructor Program)
- Resources – Sport for Life, Active for Life, OPHEA, Healthy Kids Healthy Future
- Resources – Colleagues, social media (e.g., Pinterest)

	Unimportant (1)	Of Little Importance (2)	Moderately Important (3)	Important (4)	Very Important (5)
Resources and Professional Development (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q55 Do you have any comments or feedback on this content area?

Q27

Content Area #19 - Example Activities

- Video examples of teacher-led physical activities and active breaks

	Unimportant (1)	Of Little Importance (2)	Moderately Important (3)	Important (4)	Very Important (5)
Example Activities (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q56 Do you have any comments or feedback on this content area?

End of Block: Block 4

Start of Block: Block 5

Q31 Are there any topics that you believe were missed and should be included in the e-Learning module? If so, please describe:

Q57 Does the proposed Physical Activity and Sedentary Behaviour e-Learning Module for Early Childhood Education students:

	Strongly disagree (8)	Disagree (9)	Neither agree nor disagree (10)	Agree (11)	Strongly agree (12)
Align with ECE curriculum objectives? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complement the current ECE curriculum? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Align with ECE accreditation standards/vocational learning outcomes? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q59 Please provide any comments or feedback you have related to the above:

Q58 How important do you believe this type of training is for Early Childhood Education students?

- Unimportant (1)
- Of Little Importance (2)
- Moderately Important (3)
- Important (4)
- Very Important (5)

End of Block: Block 5

Start of Block: Block 6

Q29 Please rank order the content areas proposed by your perceived **importance of their inclusion in the e-Learning module**:

- _____ Defining Physical Activity and Sedentary Behaviour (1)
 - _____ The Canadian 24-Hour Movement Guidelines for the Early Years (2)
 - _____ Prevalence of Physical Activity, Sedentary Behaviour, and Screen-Viewing Among Young Children (3)
 - _____ What are the Benefits of Physical Activity in the Early Years? (4)
 - _____ Physical Literacy and Fundamental Movement Skills (5)
 - _____ What are the Risks of Sedentary Behaviour, Particularly Screen-Viewing? (6)
 - _____ Factors Influencing Physical Activity and Sedentary Behaviour in Childcare (7)
 - _____ Outdoor Play (8)
 - _____ Risky Play (9)
 - _____ Monitor Physical Activity and Sedentary Time in Your Classroom (10)
 - _____ Become a Role Model and Champion for Physical Activity (11)
 - _____ Promote Physical Activity and Minimize Sedentary Time through Instruction and Interaction (12)
 - _____ Program Time for Physical Activity and Active Breaks to Limit Sitting Time (13)
 - _____ Incorporate Physical Activity into Other Educational Objectives (14)
 - _____ Create and Make Use of Environments to be Supportive of Physical Activity (15)
 - _____ Suggest the Creation of Physical Activity and Screen-Viewing Policies at Your Centre (16)
 - _____ Get Parents/Guardians on Board! (17)
 - _____ Resources and Professional Development (18)
 - _____ Example Activities (19)
-

Q30 Please rank order the content areas proposed by **the order you would introduce them in the e-Learning module**:

- _____ Defining Physical Activity and Sedentary Behaviour (1)
- _____ The Canadian 24-Hour Movement Guidelines for the Early Years (2)
- _____ Prevalence of Physical Activity, Sedentary Behaviour, and Screen-Viewing Among Young Children (3)
- _____ What are the Benefits of Physical Activity in the Early Years? (4)
- _____ Physical Literacy and Fundamental Movement Skills (5)
- _____ What are the Risks of Sedentary Behaviour, Particularly Screen-Viewing? (6)
- _____ Factors Influencing Physical Activity and Sedentary Behaviour in Childcare (7)
- _____ Outdoor Play (8)
- _____ Risky Play (9)
- _____ Monitor Physical Activity and Sedentary Time in Your Classroom (10)
- _____ Become a Role Model and Champion for Physical Activity (11)
- _____ Promote Physical Activity and Minimize Sedentary Time through Instruction and Interaction (12)
- _____ Program Time for Physical Activity and Active Breaks to Limit Sitting Time (13)
- _____ Incorporate Physical Activity into Other Educational Objectives (14)
- _____ Create and Make Use of Environments to be Supportive of Physical Activity (15)
- _____ Suggest the Creation of Physical Activity and Screen-Viewing Policies at Your Centre (16)
- _____ Get Parents/Guardians on Board! (17)
- _____ Resources and Professional Development (18)
- _____ Example Activities (19)

Page Break

Q32 The Physical Activity and Sedentary Behaviour e-Learning module will have roughly 6 hours of content. **Please drag the module sections to the time allotment you perceive should be dedicated to that module section:**

<1 hour	1 - 1.5 hours	1.5 - 2 hours	>2 hours
_____ Module 1: An Introduction to Physical Activity and Sedentary Behaviour in the Early Years (1)	_____ Module 1: An Introduction to Physical Activity and Sedentary Behaviour in the Early Years (1)	_____ Module 1: An Introduction to Physical Activity and Sedentary Behaviour in the Early Years (1)	_____ Module 1: An Introduction to Physical Activity and Sedentary Behaviour in the Early Years (1)
_____ Module 2: Physical Activity and Sedentary Behaviour in the Childcare Environment (2)	_____ Module 2: Physical Activity and Sedentary Behaviour in the Childcare Environment (2)	_____ Module 2: Physical Activity and Sedentary Behaviour in the Childcare Environment (2)	_____ Module 2: Physical Activity and Sedentary Behaviour in the Childcare Environment (2)
_____ Module 3: How to Promote Physical Activity and Minimize Sedentary/Screen Time in Childcare (3)	_____ Module 3: How to Promote Physical Activity and Minimize Sedentary/Screen Time in Childcare (3)	_____ Module 3: How to Promote Physical Activity and Minimize Sedentary/Screen Time in Childcare (3)	_____ Module 3: How to Promote Physical Activity and Minimize Sedentary/Screen Time in Childcare (3)
_____ Module 4: Training, Resources, and Example Activities (4)	_____ Module 4: Training, Resources, and Example Activities (4)	_____ Module 4: Training, Resources, and Example Activities (4)	_____ Module 4: Training, Resources, and Example Activities (4)

End of Block: Block 6

Start of Block: Block 9

Q35 Please list the name(s) of any ECE professionals you believe should be included on the ECE expert panel for the creation of this module:

End of Block: Block 9

Start of Block: Block 8

Q34 If you wish to receive a copy of the study results, use the following link and enter your email:

https://uwo.eu.qualtrics.com/jfe/form/SV_1NyBSEg2ZzJQp5H

Thanks for your participation! Please submit this page with the arrow below.

End of Block: Block 8
