

INTRODUCTION

The Healthy Tomorrow Foundation (HTF) is committed to helping Nova Scotians experience the powerful benefits of movement. Building on the success of our Girls-only Kids Run Club, Let's Move is a new program that will offer all youth a welcoming, recreational atmosphere where they can experience the benefits of movement, connect with peers and have fun. Each Let's Move program will offer participants the opportunity to experience a variety of activities and help them discover new ways of being active. The goal is to help build a passion for movement that will stay with them into adulthood.



Research has consistently demonstrated a decline of physical activity during adolescence. This, combined with the effects of the COVID-19 pandemic, has had a cumulative negative impact on overall activity rates. It is particularly important to provide opportunities for youth to gain the confidence, skills and motivation to be more active.

Additionally, many young people, including girls, and those who belong to the LGBTQ+ community or living with disabilities, experience increased barriers to being active during adolescence. We have an even stronger obligation to provide opportunities that bridge this gap.

The Let's Move program is built on the foundation of providing a safe and welcoming environment to all. The program offers youth the opportunity to achieve self-defined goals with support from coaches and fellow participants.

Let's Move participants will come together twice per week, once for a walk or a run, and a second time to take part in another type of movement. Teachers will be encouraged to create opportunities for participants to try out a variety of activities, such as hiking, geocaching, yoga, photo scavenger hunts and biking. Experiencing a variety of activities will enable participants to find ones they enjoy, so they can discover how good they can feel when being active.

Let's Move offers the tools and flexibility each school needs to create a program that aligns with their goals and student population. The pillars of the program – welcoming, non-competitive, progressive, non-judgmental and fun – exist to support all participants equitably.

PROGRAM GOALS

1.

To offer participants the opportunity to experience movement in a positive way that results in increased/continued motivation and confidence to include movement in their everyday lives.

2.

To offer participants the opportunity to set and achieve goals around walking/running, culminating in a final 5K event.

3.

To provide participants with the experience of belonging to a club in a school setting.

4.

To provide teachers with a program that will enable them to support, inspire and empower students with the knowledge, skills and motivation required to incorporate movement into their daily lives.



AUDIENCE

Students in junior and senior high schools who are interested in the opportunity to be active in a fun, safe and welcoming environment.

SCHOOL COMMITMENT

At least one staff member will be required to champion Let's Move. They must commit to supporting two sessions per week. Ideally, participants will be involved in organizing and leading the sessions with support from the staff member(s). Access to an indoor space will be required for any indoor activities, as well as a location for participants to safely leave their belonging during outdoor activities. Ideally, this space will include AV equipment (for showing videos), fitness mats and space for a small group (10 to 20 people) to participate in activities such as yoga, dance or stretching.

FORMAT

- A spring program lasting approximately eight weeks.
- Each club will determine time of day and days of week they meet.
- There will be two sessions per week of 30 to 60 minutes: one walk/run day and one “variety day.”
- The HTF will provide options for walk/run training programs; an HTF team member will be available to assist with designing the program and provide a running clinic for those who are interested.
- Clubs can determine who they invite (for example, girls only, LGBTQ+ only, co-ed).
- Ideally, participants will take the lead on organizing and leading the sessions, with support from the school staff.
- To support “variety day” activities, Let's Move provides ideas for potential activities as well as a list of free fitness-related videos (**see page 9**).
- Let's Move groups will receive a \$100 grant to support their program (to purchase healthy snacks, prizes or equipment or to put towards fees for activities).
- Each school will be encouraged to plan a special event as a final celebration, such as a community fun run, a scavenger hunt or meeting at a special venue with snacks and prizes.
- Participants and teachers will receive a Let's Move water bottle.



TIPS FOR A SUCCESSFUL LET'S MOVE PROGRAM

Recruiting participants for a physical activity program can be challenging, especially with an adolescent audience. How the program is promoted and implemented can make a difference in how successful you are at recruiting and retaining participants. Here are some tips for achieving success:

INCLUDE YOUTH IN THE PLANNING, PROMOTION AND IMPLEMENTATION

Inclusion gives students an opportunity to grow as leaders and creates a sense of ownership of the program. Young people also tend to be more effective at motivating their peers to join. Ideas for ways participants can contribute to the program:

- Picking a group name.
- Brainstorming ideas to recruit more participants.
- Picking the day and time the group will meet.
- Picking a walking/running route.
- Leading warm-up and cool-down.
- Being a pace-setter or time-keeper.
- Picking activities they'd like to experience.
- Deciding how to spend the \$100 grant provided by the HTF.
- Choosing topics they'd like a guest speaker to address.
- Planning their final event.

PROMOTE THE PROGRAM IN PERSON

In-person promotion is more powerful than posting a sign. Inviting youth leaders to make announcements or do small presentations to classes or at school assemblies can be effective ways to ensure the welcoming and fun nature of the program is relayed and to attract the participants the program is designed for.

INCLUDE PRIDE PROGRESS FLAGS WHEN PROMOTING LET'S MOVE



Representation matters. Having a visual cue included in any information about your club is a welcome invitation for members of LGBTQ+ community to feel safe joining. Describing your program as “inclusive” may not be as welcoming as displaying a Pride Progress flag, a rainbow flag that also includes black and brown to represent people of colour, and pink, light blue and white to represent people who are trans, gender non-binary, intersex and those across the gender spectrum.



CREATE A NAME

Pick a group name – it makes people feel like they are a part of something special. Increase engagement by providing some swag to indicate group membership, for example, a shirt, hat, bandana, sweatband or water bottle.

FIND COACHES WHO ARE ROLE MODELS

It's important for adolescents to see a diverse group of adults enjoying being active. This helps create an environment where all youth feel safe and welcome.

CREATE PROGRESSIVE GOALS

Progressive goals are important for ensuring all participants experience success. In terms of the walking and running goals, it's ideal to increase the distance and/or time spent on the activity gradually (**see training programs on page 9**). Selecting a route that is shorter and uses loops rather than one longer route is helpful as it means participants are not too far apart and can adjust the total distance by completing different number of laps. Those who want to challenge themselves can use a walk/run method and gradually increase the time they spend running.

FOCUS ON FUNCTION, NOT FORM

Society places more importance on how our bodies look rather than what they can do. The standards for “attractiveness” are ones few of us can meet, yet we are surrounded by pressure to look a certain way. Viewing our bodies through a functional lens can help create a stronger acceptance of and love for the skin we live in. Help participants appreciate their physical accomplishments, such as improving their endurance in running or being able to successfully do a new activity rather than focusing on how they look. Celebrate these accomplishments individually and as a group.

RUN/WALK TOGETHER

Training side-by-side, despite differing fitness levels, reinforces the group support system and can make it more fun. It also provides a chance for participants to encourage one another, especially those who find running more challenging. Whenever possible, make sure participants have others to walk/run with.

ZERO TALK ABOUT WEIGHT OR DIETING

Set a ground rule that no comments related to your own body or those of others will be permitted, whether meant as a compliment or criticism. Comments such as “You look great. Have you lost weight?” or “I feel so fat in these clothes” can inspire or reinforce negative and unhealthy weight control behaviours and negative body image. Conversations around nutrition should be focused on consuming foods/drinks that create strong, healthy bodies, rather than restricting consumption to achieve a certain weight.



REINFORCE THE BENEFITS OF PHYSICAL ACTIVITY OTHER THAN WEIGHT LOSS

Focus on benefits such as increased energy, improved concentration, creativity and memory, reduced stress, improved sleep, increased confidence and generally feeling better.

ENCOURAGE PARTICIPANTS TO WEAR SUITABLE GEAR FOR BEING ACTIVE

Some type of sneaker should be worn for walking/running and for most of the other activities. Clothing should be comfortable, supportive and not restrict movement.

TRACK WALK/RUN DISTANCES

Progress logs can be maintained by individual participants and/or displayed on poster board. This makes it easy for each participant to track their progress or track the group progress (accumulated group distance towards a specific destination) on a poster. The Kids Run Club Running Log can be found in the resources section of www.kidsrunclub.ca.

PLAY MUSIC INDOORS

Ask participants for suitable songs to add to the playlist and allow them to select the songs of the day.

CHECK-IN AND CHECK-OUT

Start and end each group session with a casual group chat about how everyone is feeling in general and how they feel about the activity for the day. An easy way to do this is ask each participant to provide one or two words about how they feel before and after the session.

USE SOCIAL MEDIA

Social media provides a platform for sharing information, news and progress. For participation under 13 years of age, this connection may be made through parents.

ARRANGE FOR SPECIAL GUESTS

Guests can join participants for their activities or speak about topics such as mindfulness, exciting adventures they've experienced, supporting mental health, self-esteem, positive body image or healthy cooking. Try to provide as many positive role models as possible in these situations.

PROVIDE SNACKS

Snacks make everything more fun. Having healthy snacks and water after each run adds to the overall experience and is an opportunity to expose participants to healthy options.

PROVIDE PRIZES

Prizes can play a big role in encouraging participation. Try to obtain small prizes for weekly random draws and possibly a couple bigger prizes for the end of the program. You can use these prizes to encourage ongoing participation by providing participants with ballots for the final prizes when they come to each session. The more times they show up, the more chances they have at winning.



PARTICIPATE IN A LOCAL FUN RUN

Getting involved with a fun run is a great way to finish the program. This goal will motivate participants to continue running and will bring the program to an end with a real celebration of accomplishment. (The HTF can assist with access to bursaries for entries to the Emerald Blue Nose Marathon 5K event in May).

GET FEEDBACK FROM PARTICIPANTS

Seek feedback during the program and at its conclusion to assist with creating a successful program. As Let's Move is a new program, the HTF will be seeking input from teachers and participants at its conclusion to help determine its value and ways it can be improved.

SPEAK THOUGHTFULLY

Words matter. Not only do terms and expressions allow people or groups to feel excluded, but they can also convey or embed stereotypes, expectations or limitations. For this reason, it's important to be aware of terms and words that can be used to create a welcoming environment. Just as gender is fluid, so too is the terminology related to sexual orientation and gender identity. (For more information, see [Glossary page 12.](#))

WALK/RUN TRAINING

There are many ways to structure your walk/run training, including time-based programs or those that progress by distance. Let's Move offers both, along with the option to choose walking, alternating between walking and running, or running. Regardless of the format they choose, encourage participants to work at a pace that is moderate to vigorous and to challenge themselves by adding even short bouts of running to get their hearts pumping a little.

Starting each workout with five minutes of walking is a great warm-up and allows the group to be together. Finishing off with some stretching and a check-in with the group is a good way to bring the group back together at the end of the session.

If your group chooses to only walk, check out [NS Walks](#) for their free resources and training.

ROUTE

Choose the route ahead of time so you can share a description or map with participants. Avoid routes that are hilly, too long or complicated. As your maximum distance goal will be 5 km, choosing a shorter loop that participants repeat based on distance means they won't get too spread out and can complete different distances based on whether they are walking or running. Also, try to avoid a running route that involves running near other students (such as on school grounds or by a bus stop).



TRAINING PROGRAMS

Ideally, participants will do these walks/runs at least twice a week, once with the group and once or more on their own. If you have participants who want to walk only or run only, suggest they use program one, which offers gradual increases in distance. For those who want to use a run/walk method or gradually increase the amount they run, suggest they use program two, which gradually increases the time spent running.

Plan on starting with approximately 30 minutes of available time and increase as the weeks progress to allow for more time spent walking/running.

WEEK	#1 RUN DISTANCE (KM)	#2 RUN/WALK INTERVALS (MIN)
1	2	2/1
2	2.5	3/1
3	3	5/1
4	3	7/1
5	3.5	8/1
6	4	9/1
7	4.5	10/1
8	FUN RUN!	FUN RUN!

IDEAS FOR "VARIETY DAY" ACTIVITIES

Let's Move is designed to last eight weeks, which means you'll need to decide on eight activities for your variety days. Involving the group in deciding on which activities to do will ensure the choices are suitable and there is buy-in. Ideally, you'll want to alternate the types of activities and possibly come up with ideas of your own. Try to choose activities that don't require a lot of equipment, significant skill or fitness, and are ones that participants can continue to do for life. Here are some ideas to consider:

- **Geocaching** is a type of global treasure hunt of people looking for caches, or hidden stashes of objects. Geocaching may also be described as a series of hide-and-seek games, where hiders provide online clues for seekers. Seekers use global positioning system (GPS) devices or [apps](#) to find hidden caches. Caches are everywhere! Download the app onto a phone and start the hunt.



- **Orienteering** is the sport of navigation with map and compass. The object is to move through a series of points shown on the map, choosing routes – both on and off trail – that will help you find all the required points and get back to the finish in the shortest amount of time. First, [learn how to read a map](#). Next, download a virtual orienteering app called [MapRun6](#). With this app, you can download orienteering events and do them virtually within certain provincial parks.
- Check out your **local recreation centre** to see if they can provide access to activities such as badminton, pickleball, kayaking or paddleboarding. Also check out [NS Connect](#) for recreation opportunities in your community.
- Try **biking or spin class**. [Bicycle NS](#) is a good resource in discovering safe bike trails plus possible bike rentals in your area. If outside riding isn't an easy option, contact a local spin studio and see if they would be interested in hosting your group.
- Go **hiking** – pack a snack and head to a nearby trail for a hike. [Hike NS](#) and [All Trails](#) have lots of information on provincial trails.
- Try **circuit training**. See the [KRC Coach's Handbook](#) for ideas.
- Explore **fitness classes** such as Pilates, yoga or bootcamps – many facilities offer these activities. Reach out to your local fitness facility and see if an instructor could come to the school and offer a class or have your group go to their space.
- Do the [Alphabet Activity Challenge](#). Kids Run Club has [25 videos](#) on our YouTube Channel based on the Alphabet Activity Challenge. Pick a few of the existing videos to do as a group or make up your own version based on the Alphabet Activity Table.
- Complete a **photo scavenger hunt**. Each team or individual is given a sheet with a list of items to find and photograph. Set a time when participants must be back at school. Whoever has successfully snapped the most pictures wins. Teams must always stay together. There are even [apps](#) available to help with ideas and tips.
- Do a **good deeds day** – have a community clean-up/litter run, reach out to a local charity and volunteer for an afternoon, have a bake sale and donate the profits to a charity, etc.
- **Try rock climbing or bouldering**. Contact a local climbing/bouldering gym and see if they would be open to hosting your group at a reduced rate.
- **Play ultimate (frisbee)**, a non-contact, team-based game played on a field similar in size to a soccer field. Two teams of seven players use a flying disc (frisbee) and try to score in the end zone.



VIDEO OPTIONS FOR INSIDE "VARIETY DAY" ACTIVITIES:

YOGA

[Yoga for teens](#)

(Yoga with Adriene, Lots of various videos)

PILATES

[30-minute full-body Pilates HIIT](#)

[Full Body Toning Pilates \(17 mins\)](#)

[Total Body Pilates \(20mins\)](#)

FITNESS WORKOUTS

[Boxing workout \(15 mins\)](#)

HIIT WORKOUT

[20 minutes Full Body Cardio HIIT](#)

[HIIT Workout for Beginners \(9 mins\)](#)

TABATA WORKOUT

[Full Body workout \(4:30\)](#)

LES MILLS

[Free workouts of a variety of lengths](#)

including Body Jam (dance), Hip Hop, HIIT, and Body Combat.

DANCE

[Mambo #5, Cardio Dance \(3:45\)](#)

[Cardio Dance \(30 mins\)](#)

[Kickboxing \(30 minutes\)](#)

[Assortment of videos](#) including Lady Gaga, Bad Romance (5 mins) Lots of videos with Caleb Marshall, the Fitness Marshall

ZUMBA

[30-minute Zumba](#)

[Cheap Thrills, Zumba with Meta \(3:30 min\)](#)

WALK/DANCE

[2 Mile Walk Dance \(22 minutes\)](#)

HIP-HOP FIT

[30 minutes](#)



APPENDIX: SEXUAL ORIENTATION AND GENDER IDENTITY (SOGI) GLOSSARY*

ALLY	Refers to an individual who believes in dignity and respect for all people and supports or advocates for groups experiencing social injustice.
BISEXUAL	Refers to a person who experiences attraction to two or more genders.
CISGENDER	Refers to a person whose sense of personal identity and gender corresponds with their birth sex.
GENDER EXPRESSION	Refers to how a person publicly presents their gender.
GENDER IDENTITY	Refers to a person's internal and external expression of gender which may be the same or different from their sex at birth.
LESBIAN	Is a term for a woman whose enduring physical, romantic and/or emotional attraction is to other women.
LBGTQI2S	Is an acronym for Lesbian, Gay, Bisexual, Transgender, Queer (or questioning), Intersex, and Two-Spirited. Other versions include LBGTQ+, LBGTQIA2S LGBT.
NON-BINARY/ NON-CONFIRMING	Refers to someone who does not identify as exclusively male or female or conform to society's expectations of how they should look, act or interact based on their gender.
PANSEXUAL	Or omnisexuality, is sexual attraction, romantic love or emotional attraction toward people of any sex or gender identity. Pansexual people may refer to themselves as gender-blind, asserting that gender and sex are insignificant or irrelevant in determining whether they will be sexually attracted to others.



PRONOUNS	Gendered pronouns include “she/he,” “her/him” and “herself/himself.” Gender-neutral pronouns include “they/them/themselves.”
QUEER (QUEER-IDENTIFIED)	Is a term that has been reclaimed by some in the LGBTQ+ community as a symbol of pride and affirmation of diversity.
QUESTIONING	Is an umbrella term for those reconciling their gender identity and expression.
SEX	Refers to the external physical characteristics used to classify humans at birth.
SOGI	Is an acronym for ‘Sexual Orientation and Gender Identity’.
TRANS	Is an umbrella term that describes those with diverse gender identities and expressions that don’t confirm to society’s stereotypical ideas about what it means to be a girl/woman or boy/man. It includes but is not limited to people who identify as transgender, transsexual, cross dressers or gender non-conforming (gender diverse or genderqueer).
TRANSGENDER	Is an umbrella term to describe a wide range of people whose gender identity and/or gender expression differ from the sex they were assigned at birth and/or the societal and cultural expectations of their assigned sex.
TWO-SPIRIT	Is a term used by some Indigenous people who identify as having both a masculine and a feminine spirit to describe their sexual, gender and/or spiritual identity.

*Definitions adapted from All Youth Matter: Inclusion Training from ViaSport BC.



RESOURCES:

Women and Sport Canada: Leading the Way: Working with LGBTQ Athletes and Coaches:

<https://womenandsport.ca/learning-opportunities/presentations/lgbtqi2s-inclusion-in-sport/>

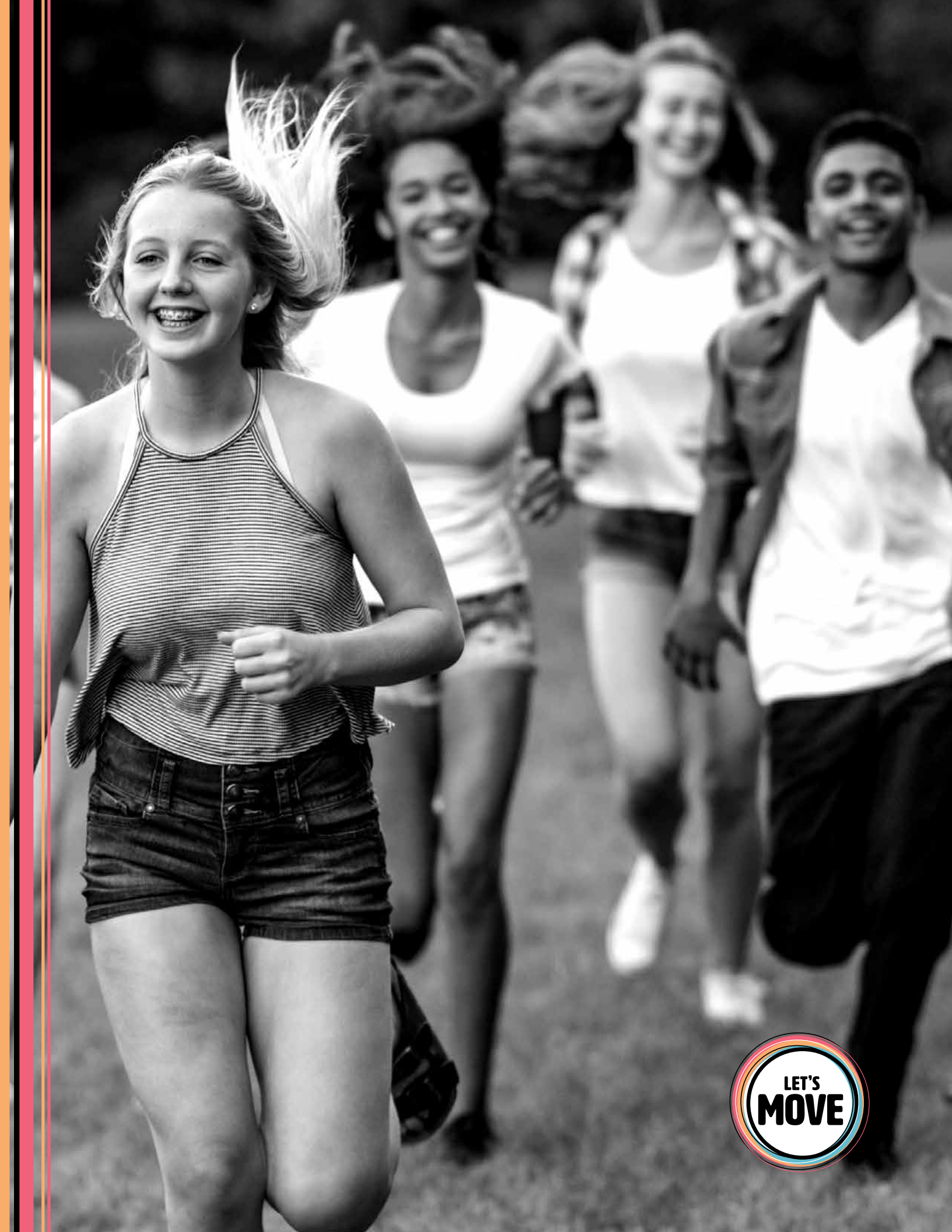
Creating Inclusive Environments for Trans Participants in Canadian Sport, The Canadian Centre for Ethics in Sport:

<https://cces.ca/sites/default/files/content/docs/pdf/cces-transinclusionpolicyguidance-e.pdf>

SOGI Professional Development Resources:

<https://bc.sogieducation.org/pro-d>





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