

# THE IMPACT OF APPETITE TO PLAY:



## PROGRAM EVALUATION RESULTS AND NEXT STEPS



**Patti-Jean Naylor**, Professor, School of Exercise Science, Physical and Health Education, University of Victoria

**Kasra Hassani**, Research Associate, Child Health BC

**Sana Fakhri**, Provincial Lead, Early Years Health and Wellness, Child Health BC



# Land acknowledgement

- We acknowledge with respect the **Lekwungen peoples** on whose traditional territory University of Victoria stands and the **Songhees, Esquimalt and WSÁNEĆ peoples** whose historical relationships with the land continue to this day.
- We acknowledge that we are sitting on the unceded territory of the **Coast Salish peoples**, including the territories of the **x<sup>w</sup>məθkwəy̓əm** (Musqueam), **Skwxwú7mesh** (Squamish), and **Səlílwətaʔ/Selilwitulh** (Tsleil-Waututh) Nations.

# We are a Partnership



# TECH SUPPORT

Mute

Turn on Webcam

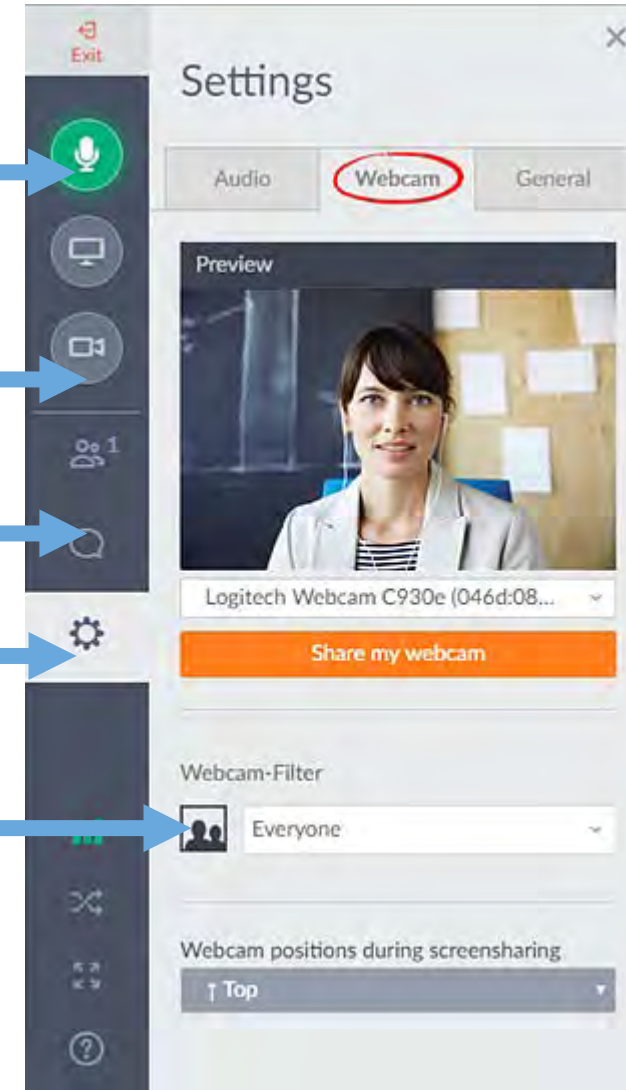
Chat

Settings

Filter Webcams  
You See

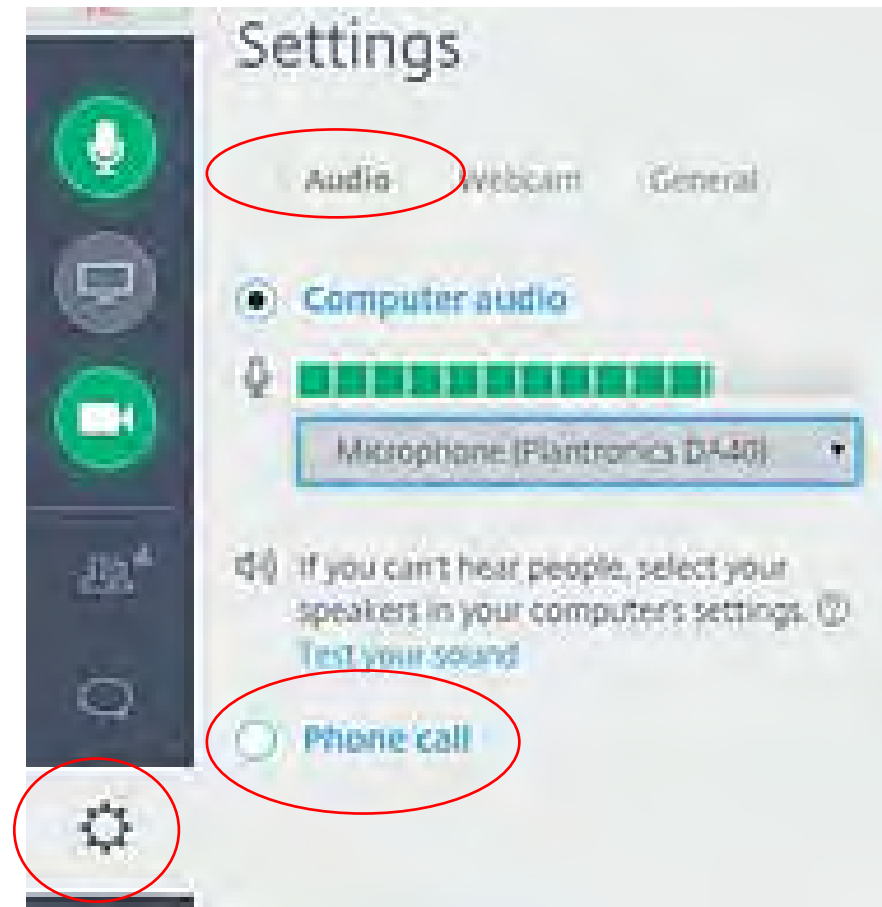
Other questions?

Send a chat message to the organizers



# TECH SUPPORT

- Bandwidth issues? Try changing your webcam filter
- Audio issues? Try connecting by phone instead
- Chat issues? Try logging out and back in



# Housekeeping

- Please **mute your microphones** until the question period.
- The webinar will run until 2:00PM. 2:00-2:30 will be for questions and answers. Please save your questions for the end.
- If you have any technical difficulties please let us know in the message box.
- We will post a recording of this webinar online.

# About us

## Patti-Jean Naylor, PhD

*Professor, University of Victoria*

Early Years Research Initiative, design and implementation of Appetite to Play's Evaluation



## Kasra Hassani, PhD MPH

*Researcher, Child Health BC*

Appetite to Play Evaluation and Quality Improvement Lead



## Sana Fakh, MPH

*Provincial Lead, Early Years Health & Wellness, Child Health BC*

Appetite to Play Initiative Lead



# About you!

- In the **GoToMeeting Chat Box**:

## Tell us a bit about yourself

- Where are you calling in from?
- What do you want to learn from this webinar?



# Objectives

1. Intro to the evidence behind the importance of healthy eating and physical activity in the early years on early childhood development.
2. Discuss the Director of Licensing Standards of Practice for Active Play (DOLSOP) and it's connections to Appetite to Play
3. Discuss Appetite to Play's origins, components, and implementation
4. Discuss the evaluation of Appetite to Play's intervention
5. Discuss lessons learned and our plans for sustainability moving forward

# Background & Evidence



- Healthy eating and physical activity are essential to healthy child development.



A Window of Opportunity



# CHANGING ENVIRONMENT



↓ fruits and  
vegetable  
consumption



↓ in physical  
activity levels

↑ marketing  
and  
advertising



↑ sedentary  
and screen  
time



# Background & Evidence



- Early years providers have an important role in creating environments that support food literacy and physical literacy in children 0-5 years

# Director of Licensing Standards of Practice for Active Play (DOLSOP)

| Required/must  | Recommended practice                     |
|--|--|
| Minimum of <u>60 minutes</u> of outdoor active play*     | 120 minutes of physically active play    |
| <30 minutes of screen-time*                              |  |
| Facilitated and Un-facilitated play                      |  |
| Activities that develop fundamental movement skills      |  |
| Model appropriate active play and screen-time behaviors  |  |
| Break up prolonged sitting with short bursts of activity |  |
| Active Play Policy                                       |  |
| Screen-use policy  | * Depending on the length of the program |

# Enter Appetite to Play...



## *THE CONTEXT*

# Development of Appetite To Play

Market Research with Early  
Years Providers  
(n=269 online survey;  
13 Focus Groups;  
2 online bulletin boards)

Stakeholder Interviews  
(n=18)

Working Groups

Guidelines

Curriculum

BC Childcare Licensing Regulations

BC Physical Activity Strategy

Director of Licensing Standards of Practice for Active Play (DOLSOP)



# Appetite to Play – Launched Summer 2017



- **Build the capacity of early years providers** by providing:
  - Resources, ideas, games, activities
  - Tools
  - Training
  - All based on latest evidence
- **“One-stop-shop”**
- **Support the implementation of the DOLSOP**

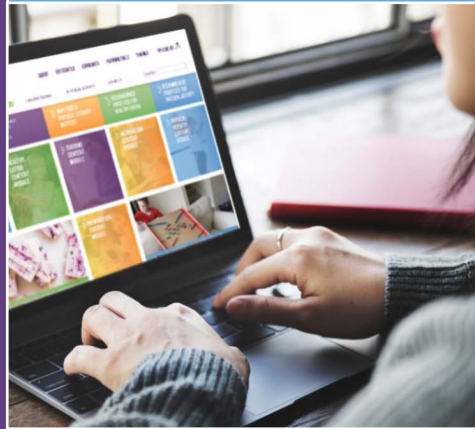


# Appetite to Play Components

## Recommended Practices



## Web Resource



## Food & Physical Literacy Training



## Support and Communication



## Networking



# 1. Recommended Practices

- Developed through evidence/research and through Technical Expertise group from BC
- Recommended Practices are linked to Childcare Licensing Regulations and DOLSOP
- Self-Assessment is based on the Recommended Practices
- Embedded in training and the website “posts”

- ♥ Indicates an area with specific requirements under the CCLR
- ① Indicates an area with specific requirements under the DOLSOP Active Play (AP)
- 👟 Indicates an area with specific requirements under the DOLSOP Safe Play Space (SPS)

# Overview of Recommended Practices

## Healthy Eating

1. OFFER A VARIETY OF FOODS FROM CANADA'S FOOD GUIDE FOR MEALS AND SNACKS.
2. MAKE WATER AVAILABLE THROUGHOUT THE DAY.
3. SUPPORT INFANT FEEDING.
4. SUPPORT CHILDREN TO BECOME GOOD EATERS.
5. OFFER SAFE FOOD AND BEVERAGES.
6. CREATE A PHYSICAL SPACE THAT SUPPORTS HEALTHY EATING.
7. EDUCATE STAFF TO MODEL AND PROMOTE HEALTHY EATING HABITS.
8. COMMUNICATE REGULARLY WITH FAMILIES AND SHARE INFORMATION ABOUT FOOD AND HEALTHY EATING.
9. DEVELOP POLICIES FOR FOOD AND FEEDING.

## Physical Activity

1. PROVIDE FACILITATED AND UNSTRUCTURED PHYSICAL ACTIVITY AND OUTDOOR PLAY EVERYDAY.
2. INTRODUCE FUNDAMENTAL MOVEMENT SKILLS INTO ACTIVE PLAY EVERYDAY.
3. CREATE INDOOR AND OUTDOOR SPACES THAT SUPPORT A VARIETY OF PHYSICAL ACTIVITIES.
4. LIMIT RECREATIONAL SCREEN TIME AND PROLONGED SITTING
5. EDUCATE AND EMPOWER STAFF TO MODEL AND PROMOTE PHYSICAL ACTIVITY HABITS.
6. COMMUNICATE REGULARLY WITH FAMILIES AND PROVIDE EDUCATION ABOUT PHYSICAL ACTIVITY AND PHYSICAL LITERACY
7. DEVELOP POLICIES ON PHYSICAL ACTIVITY, PHYSICAL LITERACY AND SCREEN TIME.

## 2. Web Resource:

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

- Name of web resource, features, and content were **led by input from early years providers**
  - Recommended practices for healthy eating and physical activity in the early years
  - Resources, ideas, games, activities, recipes, tips for families
  - Meal Planner and Physical Activity Planners
  - Self-Assessment Tool
  - Sign-up for e-learning modules, online workshops, and in-person workshops
  - Updated with **new** content on a weekly basis





HEALTHY EATING &  
PHYSICAL ACTIVITY  
IN THE EARLY YEARS

ABOUT GET STARTED PLANNING TOOLS TRAINING JOIN LOG IN



FILTER BY: ALL HEALTHY EATING PHYSICAL ACTIVITY

SORT BY: DATE >

STEP-BY-STEP  
ASSESSMENT TOOL FOR  
EARLY YEARS PROVIDERS

INITIAL ASSESSMENT  
IDENTIFY GAPS  
SET GOALS  
TAKE ACTION

WHY FOOD &  
PHYSICAL LITERACY  
MATTERS

E-LEARNING  
MODULE ON  
HEALTHY EATING

E-LEARNING  
MODULE ON  
PHYSICAL LITERACY

RECOMMENDED PRACTICES:

INTRODUCTION TO  
PHYSICAL ACTIVITY  
RECOMMENDED  
PRACTICES

DEVELOPING AND  
IMPLEMENTING A  
HEALTHY EATING  
POLICY

DEVELOPING AND  
IMPLEMENTING A  
PHYSICAL ACTIVITY  
POLICY

RECOMMENDED PRACTICES:  
INTRODUCTION TO  
HEALTHY EATING  
RECOMMENDED  
PRACTICES

ALL AROUND THE MULBERRY BUSH

BEAN HEADS

PANTRY STAPLES

CANADIAN 24-  
HOUR MOVEMENT  
GUIDELINES FOR  
THE EARLY YEARS

FISH CAKES

www.appetitetoplay.com



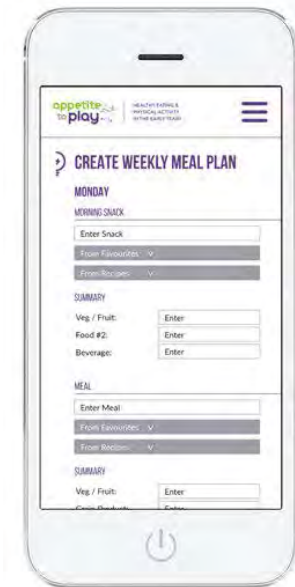
# Web tools for desktop and mobile phone

## SELF ASSESSMENT

- The Self assessment tool identifies current healthy eating and physical activity practices in your early years settings and helps you set goals to enhance your practices.

## MEAL & ACTIVITY PLANNER

- The Meal and Activity Planning Tool allows you to save, print & share weekly and monthly plans, building from recipes and activities on the website and/or incorporating some of your own.







[HOME](#) > [HEALTHY EATING](#) > [RECIPES](#)



## SIMPLE ROASTED SQUASH

Known as winter squash, these harder varieties like acorn, butternut, kabochi, hubbard and of course, pumpkin, can be stored throughout the season to feed us into the spring. Packed with great nutrients and energy for busy kids, squash is a great addition to the table in the fall and winter and can make a great centerpiece for a plate. Consider roasting a couple of different varieties to allow kids to taste test the difference. Be sure to talk about how squash grow on vines along the ground and throughout most of our province. Save the seeds to roast and taste too!

[SHARE THIS PAGE](#) [PRINT/DOWNLOAD](#)

Yield: 12 child size portions    Preparation Time: 15 minutes    Cooking Time: 40 minutes

**Common Allergens**  
none

### EQUIPMENT LIST

Oven  
Vegetable peeler  
Cutting board  
Knife  
Baking sheet  
Spatula

### INGREDIENTS

1 - 2 winter squash like acorn, butternut, kabocha, hubbard  
1/4 cup olive oil  
1/2 tsp salt and pepper

### INSTRUCTIONS

1. Preheat the oven to 450F.
2. Peel the squash then cut in half and scoop out the seeds. These can be rinsed and dried, tossed with oil and a sprinkle of salt and roasted as well.
3. Cut the squash into 1-inch (2.5 cm) cubes, toss with olive oil to coat, sprinkle with salt and pepper and spread in an even layer on the baking sheet.
4. Roast for 30-45 minutes, stirring after 20 minutes, until crispy on the outside but tender on the inside.

Source: Nicole Fetterly, RD

1. OFFER A VARIETY OF FOODS FROM CANADA'S FOOD GUIDE FOR MEALS AND SNACKS.

5. OFFER SAFE FOOD AND BEVERAGES.

BEAN BURRITOS

CAULIFLOWER POPCORN



[HOME](#) > [PHYSICAL ACTIVITY](#) > [GAMES & ACTIVITIES 3-5 YEARS](#)



## PUMPKIN BOWLING

### AGE

2 - 5

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### CHILD DEVELOPMENT

Throwing, running

### EQUIPMENT

Orange balls (or small pumpkins if available)  
Orange buckets or cups

### WHERE THIS CAN BE PLAYED

Indoors or outdoors

### HOW TO PLAY

Stack or line up the buckets/cups about 2 metres away from a 'bowling' line. Participants then roll the ball (or pumpkin) towards the target to knock it down. Encourage the kids to stand the buckets up themselves and move farther away from the target if they were successful.

### CHANGE IT UP / ALTERNATIVES / ADDITIONAL OPTIONS

- Draw faces on the buckets/cups to make them look like jack-o-lanterns
- Play this game with a larger group by giving each child one bucket/cup and seeing how many times they can knock it down with the ball.
- If you have a participant who uses a wheelchair, be ready to assist in picking the balls up so they are able to try again.
- For a participant that has any gross motor limitation that affects their throwing, consider using a ramp for the ball to roll down, wheeling in to a larger ball or kicking a ball.
- If you have a child with another type of disability not mentioned above, they may be able to participate in this activity without adaptations or modifications

ONE PIECE OF CHALK. 8 ACTIVE GAMES

1. 2. 3. JUMP!

1. PROVIDE FACILITATED AND UNSTRUCTURED PHYSICAL ACTIVITY AND OUTDOOR PLAY EVERYDAY.

7. DEVELOP POLICIES ON PHYSICAL ACTIVITY, PHYSICAL LITERACY AND SCREEN TIME.

## CREATE WEEKLY MEAL PLAN

The Meal Planner tool lets you plan your weekly menu. Select snacks or meals from your Favourites or from the full list of Recipes. You can choose to enter your own snack or meal in the blank field if you like.

In the summary section check which foods are included in your snack or meal. Use Canada's Food Guide as a guide to help you make healthy meals or snacks. As a reminder you should include a vegetable and/or fruit for every snack and meal. Snacks should include one other food (e.g. a protein food or whole grain food) and meals should include foods in these proportions: 1/2 vegetables/fruit; 1/4 whole grain foods; and 1/4 protein foods.

TITLE \*

MONDAY

### MORNING SNACK

Select From Favourites

Select From Recipes

Or Enter Your Own

Meals should include a vegetable or fruit, whole grain foods and protein foods.

### SUMMARY

☐ Vegetables and fruit

☐ Whole grain foods

☐ Protein foods

Beverage

### MEAL

Select From Favourites

Select From Recipes

Or Enter Your Own

Meals should include a vegetable or fruit, whole grain foods and protein foods

### SUMMARY

☐ Vegetables and fruit

☐ Whole grain foods

☐ Protein foods

Beverage

### AFTERNOON SNACK

Select From Favourites

Select From Recipes

Or Enter Your Own

Meals should include a vegetable or fruit, whole grain foods and protein foods.

### SUMMARY

☐ Vegetables and fruit

☐ Whole grain foods

☐ Protein foods

Beverage

TUESDAY

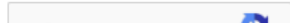
WEDNESDAY

THURSDAY

FRIDAY

CAPTCHA

This question is for testing whether or not you are a human visitor and to prevent automated spam submissions.



## CREATE WEEKLY ACTIVITY PLAN

The Activity Planner tool lets you plan your physical activity opportunities for the week. Select games/activities from your Favourites or from the full list of activities. You can choose to enter your own game/activity in the blank field if you like. Identify activities that are facilitated (led by an early year provider) and free play (unstructured activity). For each activity, identify which fundamental movement skill(s) is incorporated.

As a reminder, you should include daily facilitated activities and free play and incorporate fundamental movement skill development. When your plan is complete, you can print or save a pdf to share with others. To save activities to Favourites and to save your Activity Plan you will need to login or create an account.

TITLE \*

MONDAY

### EARLY LEARNING PROVIDER LED ACTIVITY

Select From Favourites

Select From Activities

Or Enter Your Own

LOCATION

DURATION

Fundamental Movement Skills

☐ BALANCE

☐ COORDINATION

☐ LOCOMOTION

### ACTIVITY FREE PLAY

Select From Favourites

Select From Activities

Or Enter Your Own

LOCATION

DURATION

Fundamental Movement Skills

☐ BALANCE

☐ COORDINATION

☐ LOCOMOTION

### ADDITIONAL ACTIVITY

REMOVE

Select From Favourites

Select From Activities

Or Enter Your Own

LOCATION

DURATION



# 3. Physical Activity and Healthy Eating Training for Early Years Providers

- **Train the Trainer Model**
  - Trained Master Trainers (1 in physical activity and 1 in healthy eating)
  - Master Trainers trained and supported regional trainers (n=88)
- **In-person workshops (3 hours)**
  - Regional Trainers provide workshops for early years providers across the province
- **Live online workshops (2 hours)**
  - Delivered by Master Trainers through GoToMeeting
- **Self-paced e-learning modules (1.5 hours each)**
  - Separate modules for physical activity and healthy eating

**Note:** Professional development credits, required for early childhood educators (ECEs) to complete are provided, and information on DOLSOP and recommended practices

# Pictures of training workshops



# 4&5. Support, Communication and Networking

- 1 minute promotional video
- E-Newsletter for Regional Trainers and general population
- Social Media (Facebook, Pinterest, Twitter, Instagram)
- Regional Trainer Refresh
- Conference booths
- Outreach from Regional Trainers
- Print Material (brochures, books, mail-outs, bubbles)
- Pilot Community of Practice








# So many collaborators!

- BC Children's Hospital
- Strong Start and Ready, Set, Learn
- BCRPA (BC Recreation and Parks Association)
- ECE BC
- Success by 6 Coordinators
- Early Years Professional Development Portal (EYPD)
- Health Link BC
- Public Health Dietitians who are focusing on the early years (all healthy authorities)
- Public Health Nurses (VCH)
- Interior Health (Licensing Officers, early years centres, and 750 childcare centres)
- Island Health (Licensing Officers, early years centres)
- Fraser Health (Licensing Officers, early years centres, 2500 childcare centres )
- Vancouver Coastal Health (Licensing Officers, early years centres, 1600 childcare centres)
- Northern Health (Licensing Officers – information, early years centres)
- Aboriginal Head Start Program On Reserve and Off Reserve
- Food Skills for Families Program
- Settlement Organizations
- Early Years Conferences in BC
- Healthy Families BC
- ECE Colleges in British Columbia
- BC Farmer's Market Coupon Program
- Municipalities in the Lower Mainland
- ParticipACTION
- Active for Life

# Community of Practice




Find EventsPost an EventEdit EventsmyEYPD

  
Leave Group














HomeForumAnnouncementsDocsmyEYPD 0Members 21Send Invites

## Appetite To Play Community of Practice

Subscribe

This forum contains 23 topics (+ 1 hidden) and 331 replies, and was last updated by  YAN YUN LI 2 weeks, 1 day ago.

Viewing 6 topics - 1 through 6 (of 25 total)

| Topic   | Votes | Posts | Created/Updated   |
|---|-------|-------|---|
| <b>Tell Us About Yourself!</b>   <br>Started by  Bradner Family Place | 20    | 41    | 3 weeks, 3 days ago<br> Lizeth Escobedo        |
| <b>Welcome To Appetite To Play – Community of Practice! Helpful Resources</b><br>Started by  Bradner Family Place  | 1     | 1     | 3 months, 2 weeks ago<br> Bradner Family Place |
| <b>Certificate of hours</b><br>Started by  YAN YUN LI  | 1     | 1     | 2 weeks, 1 day ago<br> YAN YUN LI              |
| <b>Meal Planning Resource—what would be useful to you?</b><br>Started by  Nicole Festerly  | 8     | 11    | 2 weeks, 6 days ago<br> Lizeth Escobedo      |
| <b>THANK YOU!</b><br>Started by  Mara Delara   | 2     | 2     | 2 weeks, 6 days ago<br> Lizeth Escobedo      |
| <b>What's Your ECE Desert Island List?</b>  | 11    | 16    | 3 weeks ago   |

# Evaluating Appetite to Play





# Why evaluate?

We wanted to study:

- the **implementation** process of the Appetite to Play initiative
- the **effectiveness** of the initiative

AND

- Make **recommendations** for improvement of the initiative and to move into sustainability

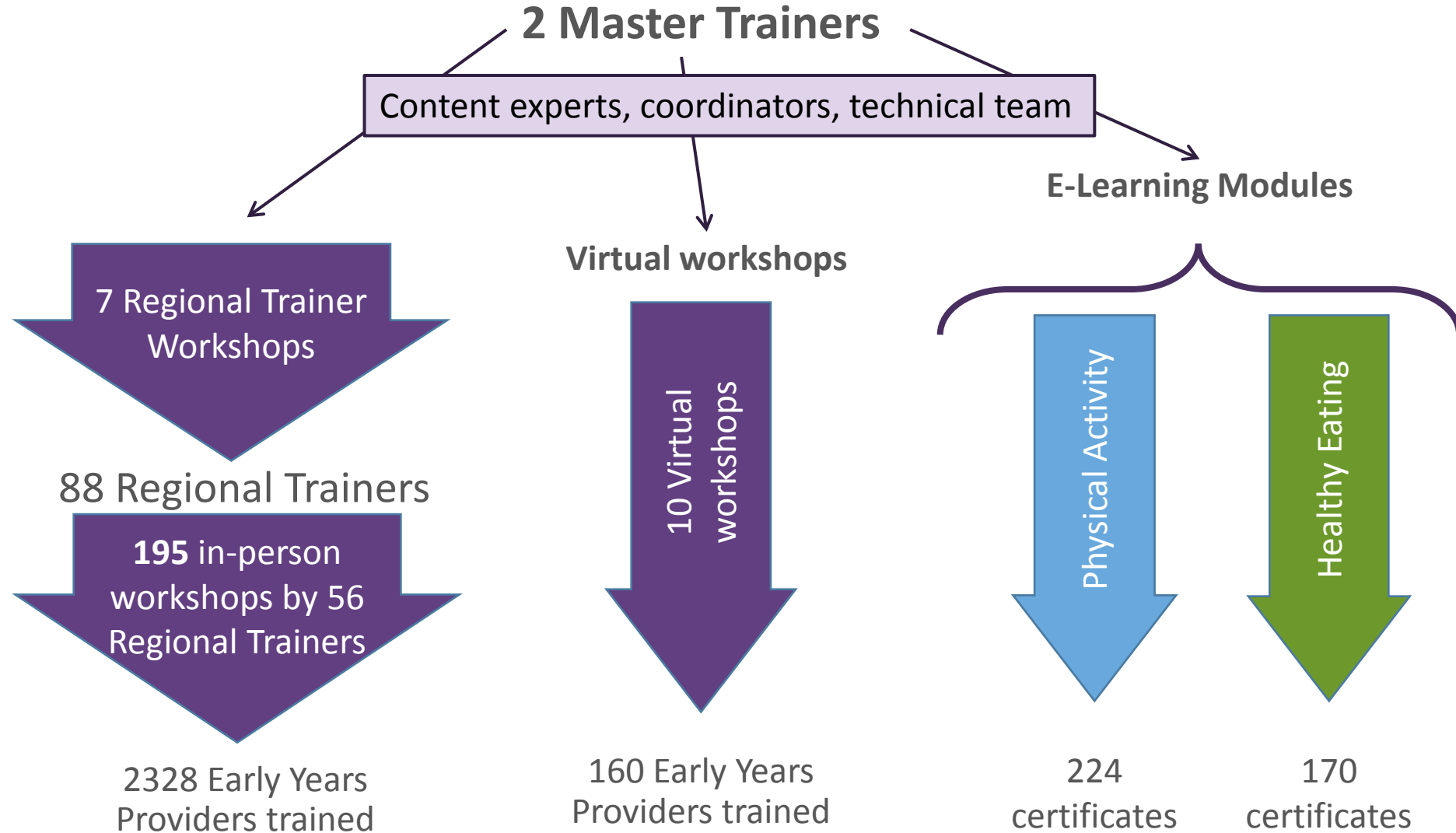


# Evaluation Methods and Tools

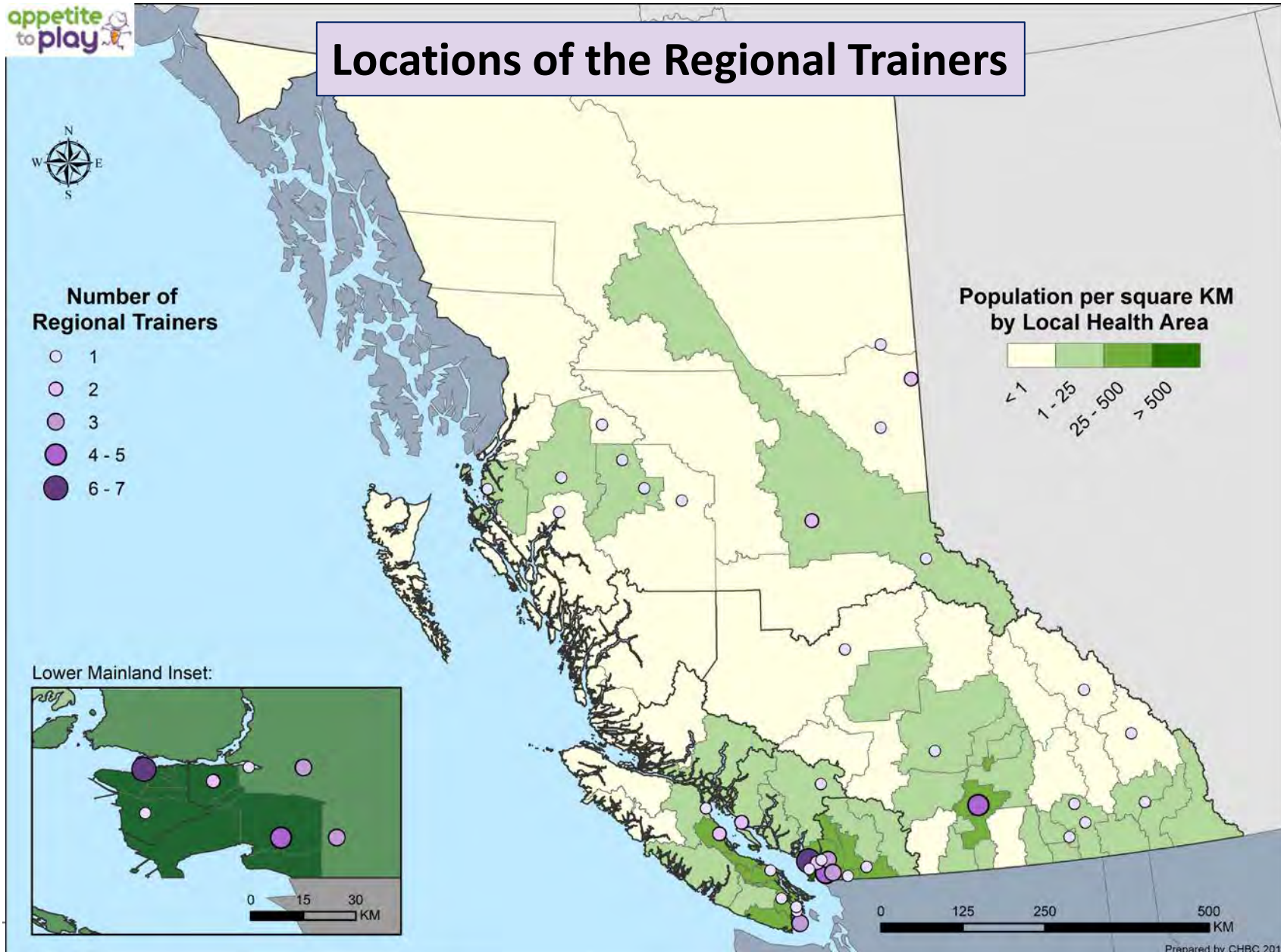
- **Implementation Process:**
  - **Reach:**
    - Administrative data such as workshop tracking
    - Webpage analytics + a pop-up survey
  - **Barriers and Facilitators**
    - Qualitative interviews and focus groups (stakeholders and users)
    - Post-workshop surveys
- **Effectiveness and impact**
  - Pre and Post workshop surveys
    - Demographics
    - Changes in Knowledge, confidence and post workshop intentions
    - Satisfaction
  - Pre and Post initiative surveys - impact
    - Policies
- **Recommendations *[embedded]***

# Training Modalities: Reach

“Train the trainer” model

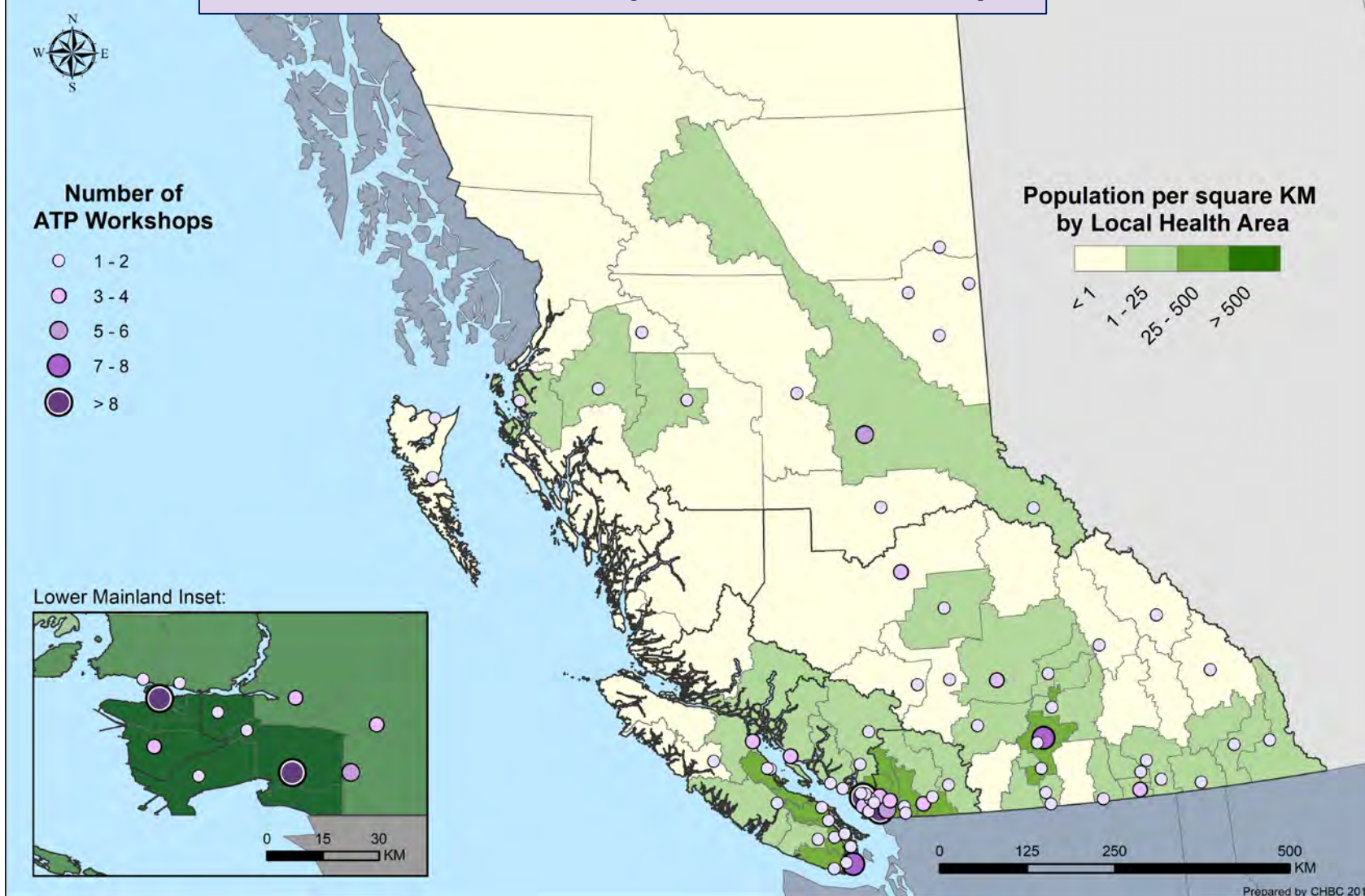


## Locations of the Regional Trainers



**88 Regional Trainers  
through 7 Regional  
Trainer workshops**

## Locations of the in-person workshops



**195 in-person workshops**

**2,328 participants**

**97 communities**



# Reach: Web resource

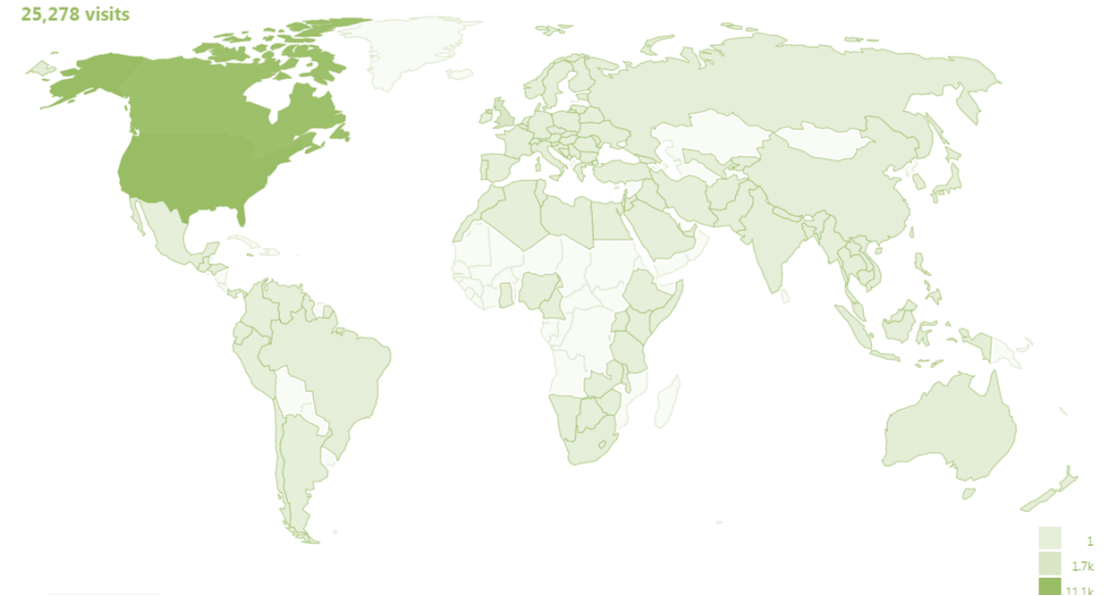
18 months after launch (Sep 1st, 2017 – Feb 28th, 2019)

| Visitors  | Visits      | Visit duration | Actions |
|-----------|-------------|----------------|---------|
| Total     | 23,659      | 3min 56s       | 4.5     |
| Returning | 9,114 (38%) | 5min 13s       | 5.1     |

## Other statistics:

- **97** Self-assessments\*
- **199** Activity plans\*
- **95** Meal plans\*
- **617** Downloads
- Favorites

*\* Data available from May 2018 onward only.*



Website traffic and usage of smart phones for access increased over time.

Most site referrals were through:

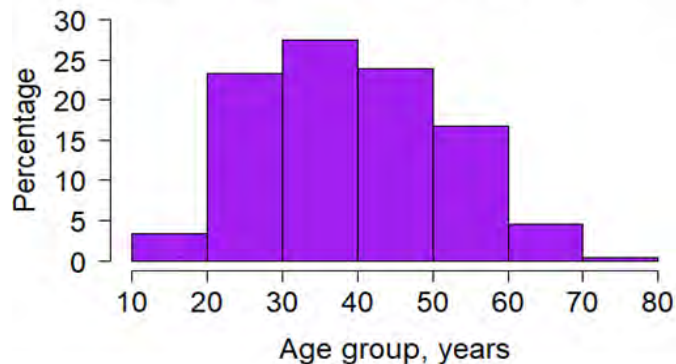
- Child Care Resource and Referral Centres (CCRRs)
- Peer-to-peer (word of mouth, emails, supervisors)
- Social media

# Overall Reach

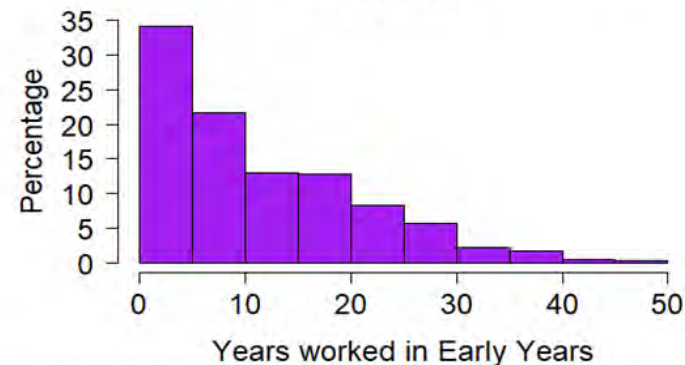
- **2,886** early years providers trained through ATP training modalities.
- Developed capacity for continued training across the province using the train the trainer model
- Had high rate of returning visits with longer visit time on web resource

# Demographics of Workshop Participants

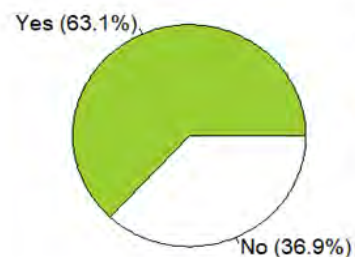
Age distribution of program participants



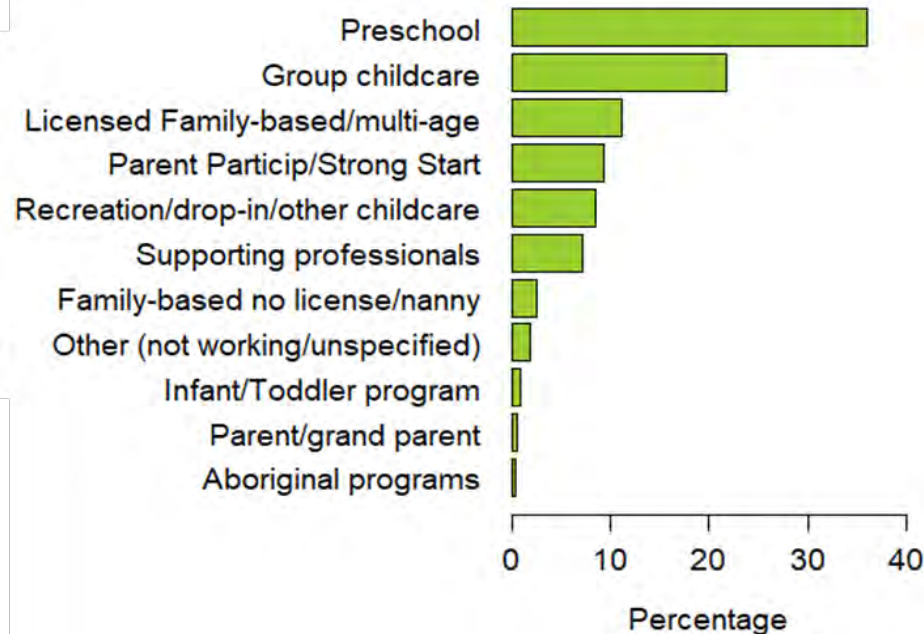
Number of years participants worked in the "Early Years"



Are you an ECE?

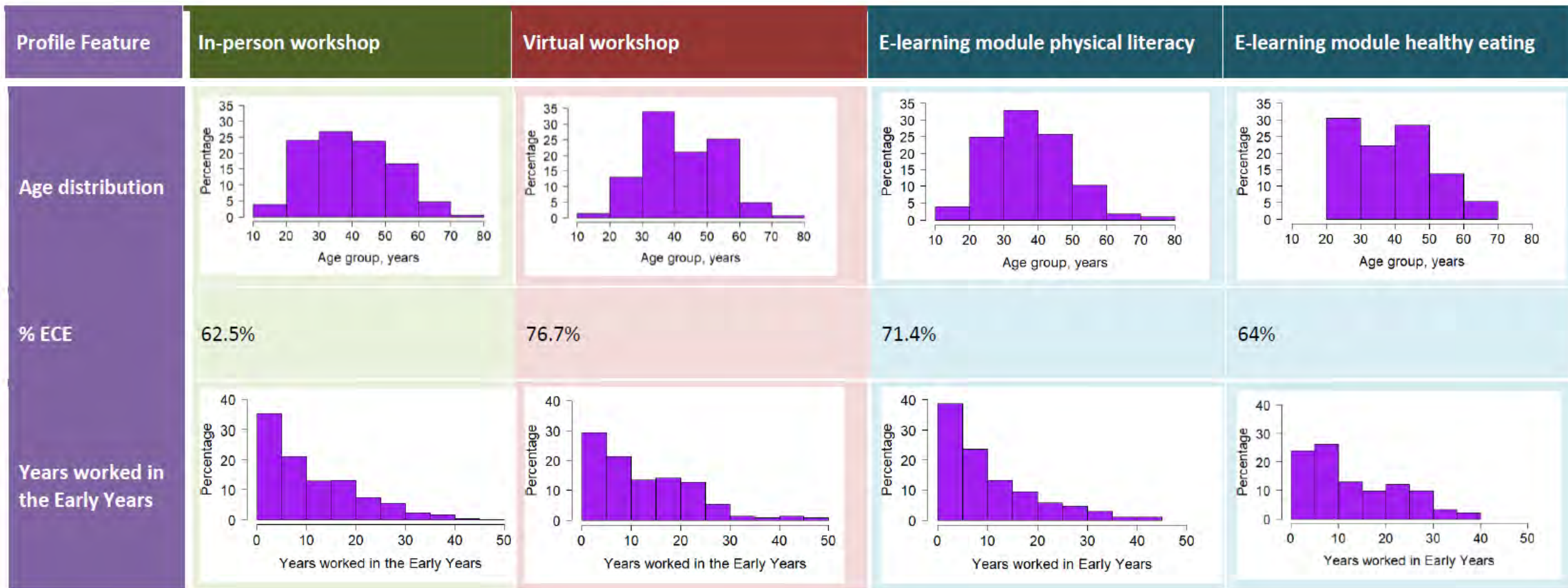


Participants' program type/role



*\*Based on post-workshop surveys*

# Demographics were roughly similar for different training modalities





# Paired pre/post workshop surveys: Lots of valuable data

- Measured *training effectiveness: changes in*
  - Perceived knowledge and confidence in physical activity and healthy eating
  - Sense of access to resources
  - Comfort in developing policies
- Also measured (post-workshop only)
  - Training satisfaction
  - Intentions
  - Barriers and facilitators in promotion

# Knowledge and confidence in physical activity

- Locomotor skills
- Manipulative skills
- Balance and stability activities
- Short burst, intermittent activity
- Facilitated physical activities
- Physical literacy
- Providing opportunities for exploration and free play
- Adapting physical activities for different ages, abilities, and cultures
- Creating an environment that encourages physical activity
- Limiting sedentary behaviors (e.g. screen time and prolonged sitting)
- Communicating about physical activity/physical literacy with families
- **Developing organizational policies for physical activity/active play**
- **Developing organizational policies for limiting screen time**

# Knowledge and confidence in healthy eating

- Healthy beverage choices
- Supporting breast feeding
- Supporting children to become good eaters
- Food safety
- Creating a physical space that supports healthy eating
- Offering a variety of foods meals and snacks from Canada's Food Guide
- Communicating about food and healthy eating with families
- **Developing organizational policies for healthy eating**

# Workshop Satisfaction was high!

| Type of Training program        | In-person workshop | Virtual workshop   | E-learning physical literacy | E-learning healthy eating |
|---------------------------------|--------------------|--|------------------------------|---------------------------|
| Workshop content was new to me  | 27.9 %             | 16 %   | 31.4 %                       | 15.1 %                    |
| Overall satisfied with content  | 83.5 %             | Experienced participants were more likely to rate the content as not new, but see it as a “refresher”. |                              | 6.3 %                     |
| Overall satisfied with delivery | 85.8 %             |  |                              | 0.4 %                     |
| Training will be useful         | 80.8 %             |  |                              | 9.9 %                     |

*Numbers indicate percentage of people who selected “agree” or “strongly agree” on a 5-item Likert scale (Strongly disagree...neutral...strongly agree).*



|             | In-person workshop   | Virtual workshop   | E-Learning modules   |
|-------------|--|--|--|
| Liked most  | <ul style="list-style-type: none"> <li>• Games, ideas, and freebies</li> <li>• Learning about resources</li> <li>• Energy and attitude of presenters</li> <li>• Hard copy materials</li> <li>• Learning about: <ul style="list-style-type: none"> <li>➤ the importance of healthy and physical literacy at an early age</li> <li>➤ The role of the environment</li> <li>➤ how to make things interesting for kids</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Convenience of attending from home</li> <li>• Resources, ideas, links</li> <li>• Games and activities, interactive features</li> <li>• Presenter energy</li> <li>• Useful and understandable content</li> </ul> | <ul style="list-style-type: none"> <li>• Learning new activity ideas, resources</li> <li>• Videos and interactive components</li> <li>• Ease of use, online</li> <li>• Clarity and flow of the content</li> <li>• Informative content</li> </ul> |
| Liked least | <ul style="list-style-type: none"> <li>• Paperwork and Lengthy surveys</li> <li>• Workshop timing</li> <li>• Low presenter engagement</li> <li>• Technical issues</li> </ul>   | <p>Limited*:</p> <ul style="list-style-type: none"> <li>• Technical issues</li> <li>• Workshop timing</li> <li>• Limited interaction with other participants</li> <li>• Some content not new</li> </ul>  | <p>Limited*:</p> <ul style="list-style-type: none"> <li>• Technical issues</li> <li>• Slow and monotonous presenter voice</li> <li>• Some content not new</li> </ul>   |

## What they liked

***“I loved the activities that were presented. They required very little money and very little prep time!”***

*In-person participant*

***“Presenters very enthusiastic and informed. Very positive environment fostered by the facilitators. Very well done. Thank you!”***

*In-person participant*

***“I appreciated the links to further learning. And I found the workshop to be validating. I'm feeling more confident that what we are doing in our programming supports children and families in learning and developing healthy practices.”***

*Virtual participant*

***“I can enjoy the comfort at my own home during the workshop, save lots of travel time.”***

*Virtual participant*

***“I liked the combination of visuals with the text and audio, I think it really helped to highlight the content.”***

*E-Learning participant*

# ISSUES

***“A lot of time spent on basic implementation which as ECEs we should know.”***

*In-person workshop participant*

***“A lot of reading and sitting for a long period of time only listening.”*** *In-person workshop participant*

***“I have to do too many tasks: watch the screen, write on chat box, use phone but it is fun.”***

*Virtual workshop participant*

***“Would have liked more in depth videos and it seemed to move very slowly through ideas”***

*E-Learning module participant*

# Post workshop intention was high!

| Category                                | Training program                  | In-person workshop average (SD)* | Virtual workshop average (SD) | E-learning module average (SD) |
|---|-----------------------------------|----------------------------------|-------------------------------|--------------------------------|
| Physical activity and physical literacy | Intention to promote <sup>#</sup> | 4.3 (0.6)                        | 4.3 (0.5)                     | 4.1 (0.6)                      |
|   | Enjoyment in promoting            | 4.4 (0.7)                        | 4.4 (0.5)                     | 4.3 (0.6)                      |
| Healthy eating                          | Intention to promote <sup>#</sup> | 4.1 (0.6)                        | 4.1 (0.6)                     | 2.8 (0.5)                      |

<sup>#</sup> Intention to promote is a construct built from three questions that separately measure intention, determination, and motivation. We measured the reliability of the constructs (Cronbach's alpha  $\geq 0.8$ ). Scales are from 1 to 5 (5 highest) adjusted from a Likert scale (strongly disagree...neutral...strongly agree).

\* SD: Standard deviation



# All training modalities showed increase in knowledge and confidence

| Type      | Category          | Area                                      | In-person workshop      |                          |         | Virtual workshop        |                          |         | E-learning module       |                          |         |
|-----------|-------------------|---|-------------------------|--------------------------|---------|-------------------------|--------------------------|---------|-------------------------|--------------------------|---------|
|           |                   |   | Pre-survey average (SD) | Post-survey average (SD) | p-value | Pre-survey average (SD) | Post-survey average (SD) | p-value | Pre-survey average (SD) | Post-survey average (SD) | p-value |
| Knowledge | Physical activity | Locomotor skills                          | 3.1 (1)                 | 4 (0.7)                  | ***     | 3.1 (1)                 | 3.8 (0.8)                | ***     | 3.5 (0.9)               | 4.2 (0.7)                | ***     |
| Knowledge | Physical activity | Manipulative skills                       | 3.3 (0.9)               | 4 (0.7)                  | ***     | 3.3 (1)                 | 3.8 (0.8)                | ***     | 3.6 (0.9)               | 4.1 (0.7)                | ***     |
| Knowledge | Physical activity | Balance and stability activities          | 3.4 (0.9)               | 4.1 (0.7)                | ***     | 3.3 (0.8)               | 4 (0.7)                  | ***     | 3.7 (0.8)               | 4.2 (0.7)                | ***     |
| Knowledge | Physical activity | Moderate to vigorous physical activity    | 3.4 (0.9)               | 4.1 (0.7)                | ***     | 3.4 (0.9)               | 3.9 (0.7)                | ***     | 3.8 (0.8)               | 4.2 (0.7)                | **      |
| Knowledge | Healthy eating    | Healthy beverage choices                  | 3.9 (0.9)               | 4.3 (0.7)                | ***     | 4.1 (0.8)               | 4.3 (0.7)                | **      | 4.1 (0.7)               | 4.4 (0.7)                | *       |
| Knowledge | Healthy eating    | Supporting breast feeding                 | 3.5 (1.3)               | 4.1 (1)                  | ***     | 3.7 (1)                 | 4 (0.8)                  | **      | 3.6 (1.2)               | 4.1 (0.9)                | *       |
| Knowledge | Healthy eating    | Supporting children to become good eaters | 3.8 (0.9)               | 4.3 (0.7)                | ***     | 3.8 (0.9)               | 4.2 (0.7)                | ***     | 3.9 (0.9)               | 4.3 (0.7)                | **      |

On a scale of 1-5, 1: No knowledge/confidence.....5: a lot of knowledge/confidence

\* p<.05; \*\* p<.01; \*\*\*p<.001 (Wilcoxon Signed Rank Test)

# Importantly in developing organizational policies

| Type       | Category          | Area   | In-person workshop      |                          |         | Virtual workshop        |                          |         | E-learning module       |                          |         |
|------------|-------------------|--|-------------------------|--------------------------|---------|-------------------------|--------------------------|---------|-------------------------|--------------------------|---------|
|            |                   |  | Pre-survey average (SD) | Post-survey average (SD) | p-value | Pre-survey average (SD) | Post-survey average (SD) | p-value | Pre-survey average (SD) | Post-survey average (SD) | p-value |
| Knowledge  | Physical activity | Developing organizational policies for physical activity/active play | 2.9 (1)                 | 3.8 (0.9)                | ***     | 3.2 (1)                 | 3.9 (0.9)                | ***     | 3.3 (1)                 | 4 (0.8)                  | ***     |
| Knowledge  | Physical activity | Developing organizational policies for limiting screen time          | 3 (1.1)                 | 3.8 (0.9)                | ***     | 3.3 (1.1)               | 3.9 (0.9)                | ***     | 3.4 (1.1)               | 4 (0.8)                  | **      |
| Confidence | Physical activity | Developing organizational policies for physical activity/active play | 3.1 (1.1)               | 3.9 (0.9)                | ***     | 3.4 (0.9)               | 3.9 (0.8)                | ***     | 3.5 (1.1)               | 4.1 (0.8)                | **      |
| Confidence | Physical activity | Develop organizational policies for limiting screen time             | 3.2 (1.1)               | 3.9 (0.9)                | ***     | 3.5 (1)                 | 4.1 (0.8)                | ***     | 3.4 (1)                 | 4.1 (0.8)                | ***     |
| Knowledge  | Healthy eating    | Developing organizational policies for healthy eating                | 3.1 (1.1)               | 3.9 (0.9)                | ***     | 3.4 (1)                 | 4 (0.7)                  | ***     | 3.6 (1.1)               | 4.1 (0.9)                | **      |
| Confidence | Healthy eating    | Develop organizational policies for healthy eating                   | 3.3 (1.1)               | 3.8 (0.9)                | ***     | 3.5 (0.9)               | 4.1 (0.8)                | ***     | 3.8 (0.9)               | 4.2 (0.8)                | **      |

On a scale of 1-5, 1: No knowledge/confidence.....5: a lot of knowledge/confidence

\* p<.05; \*\* p<.01; \*\*\*p<.001 (Wilcoxon Signed Rank Test)



# Sense of access to resources increased

| Training program   |   | In-person workshop       |                          | Virtual workshop        |                          | E-learning modules      |                          |
|--|---|--------------------------|--------------------------|-------------------------|--------------------------|-------------------------|--------------------------|
| Survey question  | Area                                    | Pre-survey average (SD)* | Post-survey average (SD) | Pre-survey average (SD) | Post-survey average (SD) | Pre-survey average (SD) | Post-survey average (SD) |
| Do you have the resources and tools you need to promote: | Physical activity and physical literacy | 2.3 (0.9)                | 2.9 (0.9)                | 2.4 (0.9)               | 3.1 (0.7)                | 2.4 (0.9)               | 3.3 (0.8)                |
|  | Healthy eating                          | 2.4 (1)                  | 2.9 (0.9)                | 2.5 (0.9)               | 3.2 (0.8)                | 2.5 (0.9)               | 3.2 (0.8)                |

*All differences represented above are statistically significant (Wilcoxon signed rank test, p-value < 0.05). 1-5 scale adapted from a Likert scale used in the survey (I don't have the tools I need...I have some...I have all that I need).*

*\* SD: Standard deviation*

# The Impact of DOLSOP Implementation on presence of policies in child care centres

## Methods

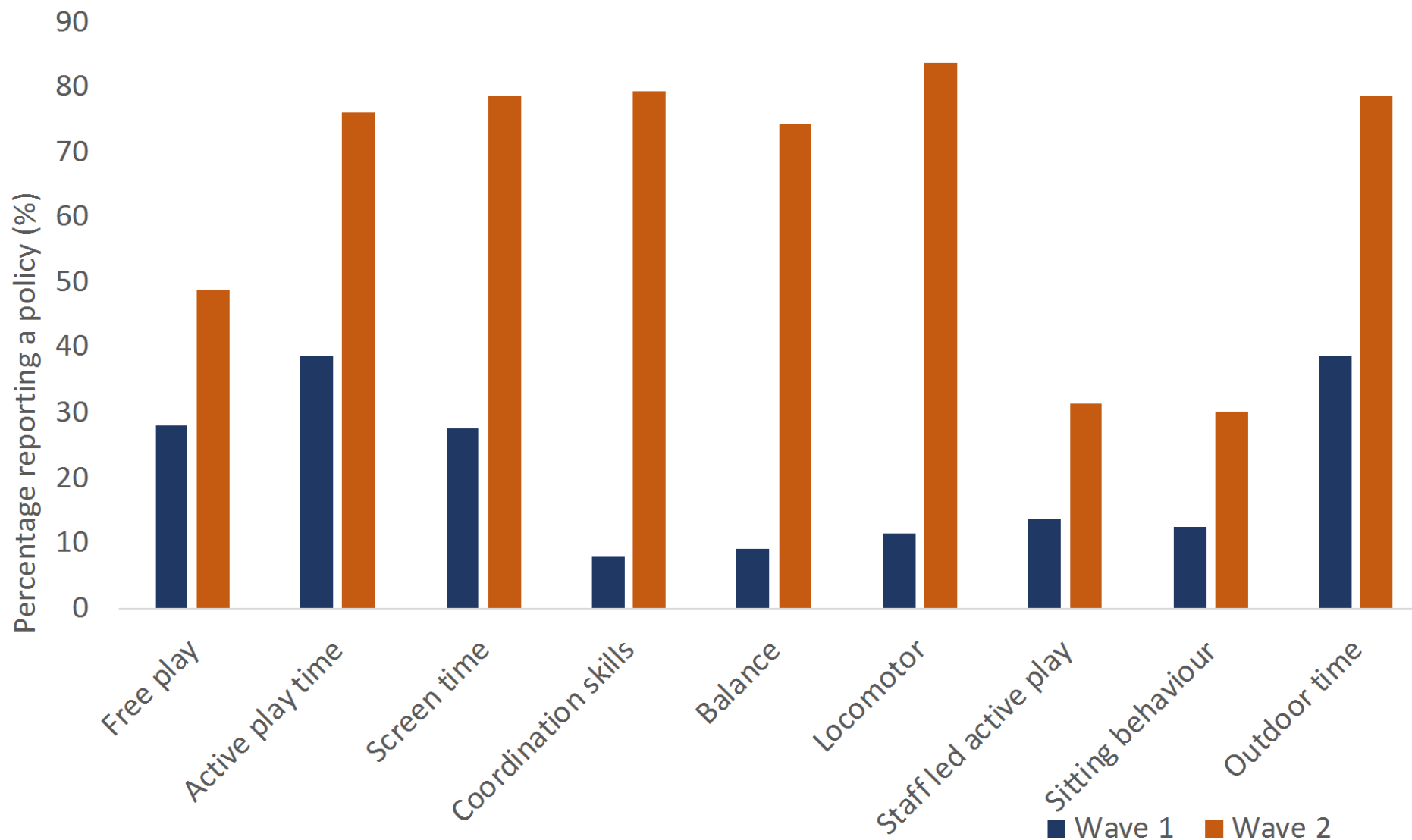
- Surveys distributed to managers of licensed childcare centres in BC providing care for children 30 months to 5 years of age:
  - before the enactment of the standard (**Wave 1, 2015-2016**)
  - following (**Wave 2, 2019**)



# Preliminary results

- <25% of Wave 1 participants were aware of the DOLSOP
- 98% of Wave 2 participants were aware.
- 22% of Wave 2 participants had participated in Appetite to Play.
- Participation in Appetite to Play was significantly associated with having a policy for total amount of active play time but no other policies.

# Prevalence of nine activity policies before (Wave 1) and after (Wave 2) DOLSOP implementation



# Knowledge Translation

## Appetite to Play: Healthy eating and physical activity in the early years

Sana Fakhri,<sup>1</sup> Jennifer McConnell-Nzungu,<sup>1, 2</sup> Jennifer Scarr,<sup>1</sup> PJ Naylor,<sup>2</sup> Kristin McIlhenney,<sup>3</sup> Alex Wilson,<sup>4</sup> Vanessa Morley,<sup>5</sup> Chris Wright,<sup>4</sup> Nicole Fetterly<sup>5</sup>

<sup>1</sup>Child Health BC, <sup>2</sup>University of Victoria, <sup>3</sup>YMCA of Greater Vancouver, <sup>4</sup>Sport for Life, <sup>5</sup>Childhood Obesity Foundation



National Collaborating Centre  
for Methods and Tools

Centre de collaboration nationale  
des méthodes et outils

# Early Years Professional Development Community of Practice

The screenshot shows the 'Appetite To Play Community of Practice' forum page. The header includes the 'BRITISH COLUMBIA eypd' logo and navigation links: 'Find Events', 'Post an Event', 'Edit Events', and 'myEYPD'. The left sidebar contains a 'Leave Group' button and a menu with 'Home', 'Forum', 'Announcements', 'Docs', 'myEYPD', 'Members: 31', and 'Send Invites'. The main content area is titled 'Appetite To Play Community of Practice' and includes a 'Subscribe' button. Below this, a message states: 'This forum contains 23 topics (in 1 folder) and 324 replies, and was last updated by [7] NAK YUK U 2 weeks, 1 day ago...'. A pagination bar shows 'Viewing 8 topics - 1 through 8 (of 25 total)'. The forum posts are listed in a table with columns for 'Topic', 'Replies', and 'Last message by'. The posts are:

| Topic  | Replies | Last message by   |
|--|---------|---|
| <b>Tell Us About Yourself!</b><br>Started by: [Avatar] Shadow Emily Place  | 20      | 41<br>3 weeks, 3 days ago<br>[Avatar] Lynn Eversett       |
| <b>Welcome To Appetite To Play – Community of Practice! Helpful Resources</b><br>Started by: [Avatar] Shadow Emily Place | 1       | 1<br>3 months, 2 weeks ago<br>[Avatar] Shadow Emily Place |
| <b>Certificate of hours</b><br>Started by: [7] NAK YUK U   | 1       | 1<br>2 weeks, 1 day ago<br>[7] NAK YUK U                  |
| <b>Meal Planning Resource—what would be useful to you?</b><br>Started by: [Avatar] Nicole Peters                         | 8       | 11<br>2 weeks, 6 days ago<br>[Avatar] Lynn Eversett       |
| <b>THANK YOU!</b><br>Started by: [Avatar] Maura O'Sullivan   | 2       | 2<br>2 weeks, 6 days ago<br>[Avatar] Lynn Eversett        |
| <b>What's Your ECE Desert Island List?</b>   | 11      | 16<br>3 weeks ago   |

HEALTHY EATING & PHYSICAL ACTIVITY IN THE EARLY YEARS





# In summary

- **We successfully implemented and evaluated a provincial public health intervention aimed at helping early years providers promote healthy eating and physical activity.**
- **We reached our goals in**
  - Web resource content and reach
  - Training reach (trainers and providers)
  - Research and evaluation, measuring training impact and creating evidence
  - Developing a sustainability plan

# Lessons learned from our implementation phase

## Successes

- Partnership and advisory
- Training modalities
- Train the trainer model
- Content
- Stakeholder engagement
- Evaluation

## Challenges

- Reach
- Marketing
- Train the trainer model
- Evaluation

# Moving into Sustainability - Goals



- Continue operation on a cost-recovery model and in-kind contributions from partner organizations
- Components
  - New content on the website
  - Continued trainings (with a cost)
  - New training modules
  - Continued partnerships
- Continuous quality improvement
- Seek new partnership and collaboration opportunities

# Acknowledgements

- Jennifer Scarr
- Sana Fakh
- Kasra Hassani
- Lorna Simms
- Jacquie Innes
- Barb Kenny
- Patti-Jean Naylor
- Kristin McIlhenney
- Noelle Virtue
- Nicole Fetterly
- Chris Wright
- Alex Wilson
- Vanessa Morley
- Serena Bring
- Toby Green
- Marg Yandel
- Milena Gaiga
- Dallas Gonsalves
- Brenda Adams
- Jennifer McConnell-Nzunga
- Meghan Day
- Lindsay Martin
- Karen Strange
- Ame-Lia Tamburrini
- Kerry MacKelvie
- Rita Koutsodimos
- Daniel Huang-Taylor
- Sam Hartley-Folz
- Jennifer Bradbury
- Drew Mitchell
- Our Advisory Committee
- Our Technical Expertise Committees
- Our Amazing Regional Trainers Across BC!



**Our full evaluation report is available at:**  
<https://www.childhealthbc.ca/>



# Thank You!

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when you login for an account



# Questions?

