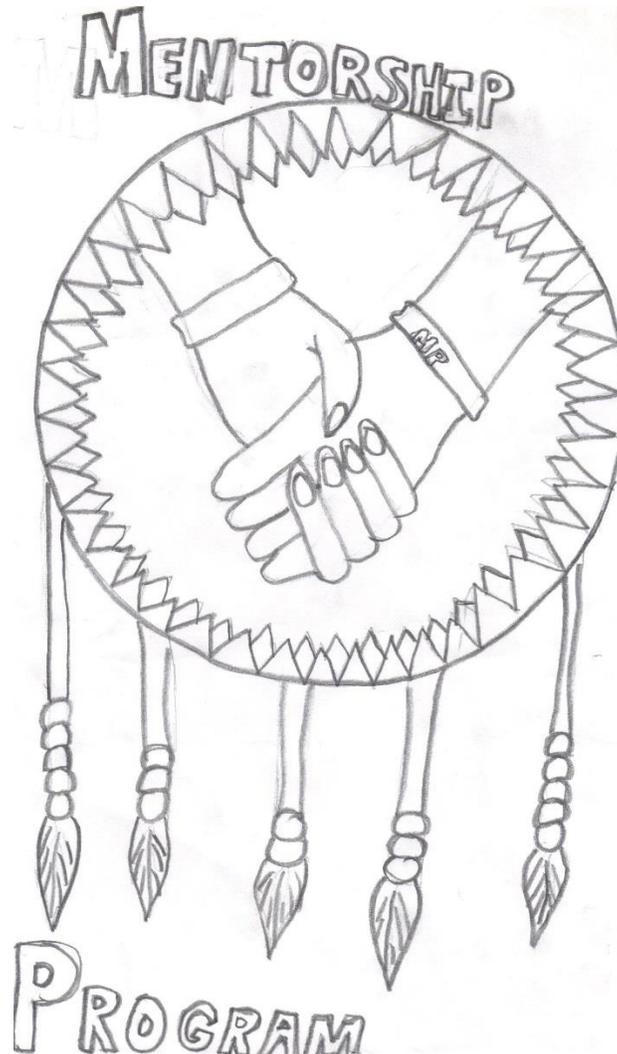


Aboriginal Youth Mentorship Program (AYMP)



2016/2017 YAHL: Young Adult Health Leader Training Manual

**This document is a result of several years of hard work and heart from the Manitoba AYMP team. Over the years the program has evolved and will continue to do so as it ripples across Canada. As such, this training manual is a living document and will continue to undergo revisions.*

The Aboriginal Youth Mentorship Program is a continuously evolving project which has been strengthened by the invaluable support, knowledge, and contributions from the following communities within Manitoba: Garden Hill First Nation, Sagkeeng First Nation, Sandy Bay First Nation, Thompson, Wabowden and the urban Winnipeg Rec and Read mentorship programs.

The Aboriginal Youth Mentorship Program was developed with Indigenous youth in diverse communities across Manitoba. We acknowledge their leadership and thank each youth mentor for their contributions to our collective work.

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The Aboriginal Youth Mentorship Program

An Overview:

The Aboriginal Youth Mentorship Program (AYMP) is an afterschool peer-mentoring program targeted at promoting wellness and limiting Type 2 Diabetes Mellitus (T2DM) risk factors in Indigenous youth. As well, AYMP aims to promote leadership, resilience, and Mino Bimaadiziwin (“living the good life”) amongst the students who participate. This is done by providing high school students with the opportunity to plan and deliver an afterschool physical activity and culture program to grade 4 students.

The program is informed by Indigenous values expressed by Verna Kirkness’ and Ray Barnhardt’s 4 R’s model (Respect, Relevance, Reciprocity, and Responsibility) and grounded in Dr. Martin Brokenleg’s and colleagues’ theoretical framework of positive youth development known as the Circle of Courage®. High school mentors are responsible for determining how to include the lessons of the Circle of Courage® and the 4 R’s into the program as well as the 3 other components key to AYMP: physical activity, healthy eating, and cultural teachings or relevant education. Each high school mentor team is supported by a Young Adult Health Leader (YAHL) who manages the program in their home community. YAHLs are responsible for collaborating with the school to ensure teacher support, providing information to parents, communicating with the research staff, guiding the mentors in the development of a program unique to their community, and supervising the afterschool sessions.

The YAHL role was introduced to AYMP in 2016, as the program, which began as and continues to be a research initiative out of the University of Manitoba, was awarded funding from the Canadian Institute of Health Research (CIHR) and the Canadian Diabetes Association (CDA) to expand the program nationally. In early 2016, AYMP began its rippling into diverse communities across Canada.



History

In 2006, Dr. Jon McGavock, a researcher from the University of Manitoba, was approached by Larry Wood, an Aboriginal Diabetes Initiative worker in Garden Hill First Nation (Kistiganwacheeng First Nation), a remote Oji-Cree community in Northeastern Manitoba, regarding the complications from high rates of pediatric T2DM in his community. Over the next few years, the research team worked with stakeholders from Garden Hill to develop programs to prevent/manage T2DM in youth. Findings from the initial photovoice project found that going back to traditional ways of life and focusing on youth were important themes for the prevention of T2DM. Based on these results, research team and community members worked together to develop a series of peer-mentoring programs for youth and adults in the community. In 2008, staff were hired and trained to run a program began based on the well-established Diabetes Prevention Program. For those who attended, the program resulted in significant improvements in risk factors for complications in T2DM including reductions in body weight, improvements in blood sugar, and retinal health. Due to some of the challenges faced delivering the program - transportation, poverty, and food insecurity, the original project was revised to create space for a culturally-tailored program called the Aboriginal Youth Mentorship Program (AYMP), which was first co-developed by a group of urban Aboriginal youth working with Dr. Joannie Halas and Metis educator, Amy Carpenter.

From one we are now many

The seeds for AYMP were first sewn in 2004 when one young man said “yes” to an invitation to participate in an Aboriginal youth leadership project that was part of Joannie’s community-based research. In follow-up studies focusing on culturally relevant physical activity programs for urban Aboriginal youth (Forsyth, Heine & Halas, 2007), the first mentorship programs were co-developed with youth (Carpenter, Rothney, Mousseau, Forsyth & Halas, 2008; Carpenter & Halas, 2011). Working in collaboration with the University of Manitoba’s Faculty of Kinesiology and Recreation Management, the Seven Oaks and Winnipeg School Divisions, and Neechi Foods Co-op, the urban mentor programs evolved over time from one to two to four to six yearly mentor sites located primarily in the north end of Winnipeg. Now known as Rec and Read in the urban programs, and AYMP in the north, thousands of Indigenous children and youth have shared their strengths, talents and energy as they assume a leadership role in their communities.

The urban Rec and Read mentorship program for all Nations

The goal of Rec and Read is to provide a communal, relationship-based, wholistic approach to physical activity, nutrition, and education programming. Informed by Indigenous worldviews and practices, Rec & Read currently runs as a peer-mentoring program with the vision of creating a world where all children and youth have safe healthy places to be, belong, grow and give of themselves. Guided by the teachings of Ojibwa Elder Mary Courchene, Rec and Read’s theoretical framework was and continues to be informed by a Medicine Wheel concept of wholistic health and wellness, the Circle of Courage®, and the Four R’s model (McRae et al., 2016). As Rec & Read and AYMP shared a like-minded mission and vision, AYMP has drawn upon the expertise of the Rec & Read staff and youth mentors and adopted a similar theoretical framework to guide the northern programs.

AYMP in the north

In 2010, through a partnership between community stakeholders and researchers, Garden Hill became the first community to deliver AYMP in northern Manitoba. The findings demonstrated that exposure to a culturally tailored peer-mentoring healthy lifestyle program resulted in decreased stomach fat, improved healthy living knowledge, and increased self-efficacy (Eskicioglu et al. Pediatrics 2014). These findings established the feasibility and effectiveness of AYMP in a remote, isolated setting and supported future expansion into 4 other communities within Manitoba: Sagkeeng First Nation, Sandy Bay First Nation, Wabowden, and Thompson. In these 4 new communities, AYMP demonstrated further success as the findings from the original study were replicated.

Rippling across Canada

Throughout the past several years, the success of AYMP led to funding from the Canadian Institute of Health Research (CIHR) and the Canadian Diabetes Association (CDA) to expand nationally. The University of Manitoba partnered with Queen's University, Laurentian University, the University of Saskatchewan, and the University of Alberta to begin the rippling process through 5 new communities: Kahnawake, Wikwemikong, Paul Band, Saskatoon urban cites, and Alexander First Nation. Each community has its own advisory committee comprised of community leaders, teachers, and parents, who meet regularly to ensure the intervention is running in accordance with the wishes of the community. Leaders from each community sit on an advisory committee for each door (Western, Manitoba, Eastern) which meet quarterly. To ensure the principals of OCAP (Ownership, Control, Access, Possession) are upheld, a National Advisory Board comprised of community advisory leaders meet quarterly via phone/web-link and annually face to face. Equal value is given to the voices of all team members; community leads, researchers, teachers, parents, and youth. A national meeting, attended by all of the stakeholders was held in August 2016 in Winnipeg to kick off the new national phase of the project.



The Research

Overtime, AYMP as a research project has evolved based on its findings and the needs of each unique community. The study honours and implements OCAP (Ownership Control Access Possession) and CBPR (Community Based Participatory Research) principles for conducting research in partnership with Indigenous communities in Canada. Each individual community has its own local Community Advisory Committee responsible for making decisions pertaining to the research. The Community Advisory Committee has full control over what data is collected within their community as part of the greater research project.

The research studies three things: 1) how the program affects grade 4 students, 2) how the program affects high school mentors, and 3) how the program is delivered. Therefore we collect three types of information or 'measures'. All of the measures are discussed in further detail in the data collection section of this manual.

Measures for the Grade 4 students:

- BMI (Body mass index or % body fat) –height and weight measures
- Waist Circumference Z Score – waist circumference measurement
- Physical Activity – pedometer, a device that counts steps taken, for 7 days
- Well-Being –Aboriginal Children's Health and Well-being Measure (ACHWM)
- Coping –Strengths and Difficulties Questionnaire (SDQ) completed by parents

Measures for the High School Mentors:

- AYMP Delivery - Readiness/ Efficacy Questionnaire
- Well-Being –Aboriginal Children's Health and Well-being Measure (ACHWM)
- Mino-Bimaadiziwin – photovoice, Anishinaabe Symbol Based Method, focus groups

Implementation Science Measures:

- High School Mentor Training Delivery - YAHL Confidence/ Efficacy Questionnaire
- AYMP Delivery - YAHL Confidence/ Efficacy Questionnaire
- Indigenous Relevance – Elder observation of YAHL Training
- Quality of YAHL Training – Observation and field notes at YAHL training
- Delivery of AYMP and its Core Elements – Observation/ checklist throughout program
- Tailoring AYMP to community and cultural needs – Elder observation, YAHL interviews



Guiding Principles and Core Elements of AYMP: Circle of Courage®

Learning Objectives

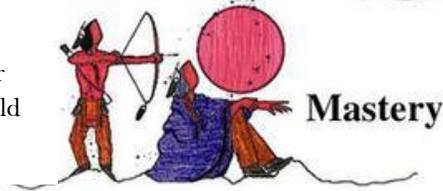
By the end of this section you should:

- Understand what the Circle of Courage is
- Develop and /or think about strategies to implement the Circle of Courage into programming
- Understand the value of Circle of Courage in promoting healthy lifestyles in youth

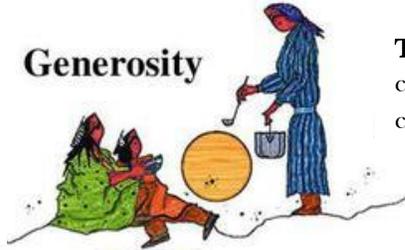
The Spirit of Independence: Free will is cultivated by responsibility so that the child can say, “I have the power to make decisions.”



The Spirit of Mastery: The inborn thirst for learning is cultivated with the world, the child can say, “I can succeed.”



Generosity



The Spirit of Generosity: Character is cultivated by concern for others so that the child can say, “I have a purpose for my life”.



The Spirit of Belonging: The universal longing for human bonds is cultivated by relationships of trust so that the child can say, “I am loved.”

The Circle of Courage® is a model of positive youth development first described in the book *Reclaiming Youth at Risk*, co-authored by Larry Brendtro, Martin Brokenleg, and Steve Van Bockern (2008). The model integrates Native American philosophies of child-rearing, the heritage of early pioneers in education and youth work, and contemporary resilience research.

The Circle of Courage® is based on four universal growth needs of all children: **belonging, mastery, independence, and generosity**. Anthropologists have long known that Native Americans reared courageous, respectful children without using harsh coercive controls.

**Permission to use the Circle of Courage is forthcoming. Circle of Courage Images—Source: Used with permission pending. Artist: George Blue Bird. The Circle of Courage is a Trademark of Circle of Courage, Inc. For more information, see Web site: www.reclaiming.com or e mail: courage@reclaiming.com.*

Nevertheless, Europeans colonizing North America tried to “civilize” indigenous children in punitive boarding schools, unaware that Natives possessed a sophisticated philosophy that treated children with deep respect. These traditional values are validated by contemporary child research and are consistent with the findings of Stanley Coopersmith who identified **four foundations for self-worth: significance, competence, power, and virtue**. These are summarized on the next few pages.

Spirit of Belonging



Maslow’s theory of human needs suggests that a sense of belonging must be attained before self-esteem and self-actualization can be realized. As children are drawn into the circle in the Spirit of Belonging, a relationship is established which is based upon mutual trust and respect. This provides the motivation to live with “a minimum of friction and maximum of goodwill” (Brendtro et al., 1990). The ultimate test of this kinship is behavior. You really belong when you act like you belong!

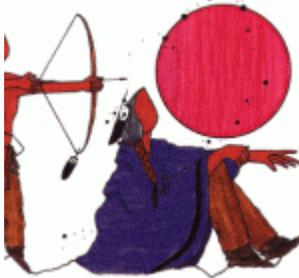
Spirit of Belonging	Broken Spirit of Belonging
Attached	Unattached
Loving	Guarded
Friendly	Rejected
Intimate	Lonely
Gregarious	Isolated
Trusting	Distrustful

Mending a Broken Spirit

- Create a cohesive learning environment where each child can feel like an important member.
- Give positive encouragement.
- Recognize individuality and creative talents.
- Make sure YAHL and youth mentor expectations are very clear so children understand expectations for their participation in the program.
- Be specific when reinforcing a child’s positive behavior.
- With discipline and behavior, focus on the deed and not the doer.

Ways to incorporate Spirit of Belonging into AYMP in y community:

Spirit of Mastery



Native education strives to develop cognitive, physical, social and spiritual competence. This holistic view of learning recognizes that all students can learn and each student must be given the opportunity to demonstrate competence in all areas. Without opportunities for success, children will tend to express their frustration and lack of self-worth through inappropriate behaviors. Learning that is somehow connected to the everyday life of the child and the opportunities for sharing provide very powerful intrinsic motivators. In the Spirit of

Mastery, success becomes “a possession of the many, not of the privileged few” (Brendtro et al., 1990).

Spirit of Mastery	Broken Spirit of Mastery
Achiever	Non-achiever
Successful	Failure Oriented
Creative	Avoids Risks
Problem Solver	Fears Challenges
Motivated	Unmotivated
Persistent	Gives Up Easily
Competent	Inadequate

Mending a Broken Spirit

- Connect AYMP experiences with the children’s personal lives.
- Make sure each child experiences success in something.
- Help children and youth set realistic goals.
- Teach problem solving strategies.
- Teach children and youth to solve problems through collaboration.
- Encourage taking on challenging tasks.
- Consider alternative ways of knowing when designing activities.

Ways to incorporate Spirit of Mastery into AYMP in my community:

Spirit of Independence



Native child rearing philosophies place great emphasis on “guidance without interference” (Brendtro et al., 1990). Learning then becomes the responsibility of the child who can be held accountable through appropriate learning opportunities. Child empowerment is required to foster the belief that a child is in control of the learning process. This sense of autonomy is a powerful intrinsic motivator. In Native American culture the internal locus of control must be balanced by social controls.

Children first need to be dependent, learning to respect and value the wisdom of “elders”. Modeling provides a basic framework, which can be adjusted by each child to adapt to his/her particular learning style and multiple intelligences.

Spirit of Independence	Broken Spirit of Independence
Autonomous	Submissive
Confident	Lacks Confidence
Responsible	Irresponsible
Inner Control	Helplessness
Self-Discipline	Undisciplined
Leadership	Easily Led

Mending a Broken Spirit

- Model decision-making and assist young people in developing their own framework.
- Give choices for activities to recognize multiple intelligence development.
- Involve children and youth in participatory decision-making.
- Encourage children and youth how to engage as learners.
- Help children and youth develop internal controls—an inner self-discipline for student empowerment.
- Teach alternative behaviors to improve personal control.
- Model and teach personal responsibility.
- Let children and youth face the consequences of their behavior.

Ways to incorporate Spirit of Independence into AYMP in my community:

Spirit of Generosity



The highest virtues in Native culture are generosity and unselfishness. Self-esteem and self-worth are greatly increased by learning to help others. There is a responsibility to consider the welfare of everyone in the community. In a classroom or community site, peer tutoring and cooperative learning groups allow children to share their talents with others. There is a feeling of pride and joy that is experienced by helping others. Without opportunities to share their talents, students cannot become caring, responsible adults. The help given must be genuine and not equated with personal gain. Children should be encouraged to get involved in the community, and school, through a variety of service projects.

Spirit of Generosity	Broken Spirit of Generosity
Altruistic	Selfish
Caring	Affectionless
Sharing	Narcissistic
Loyal	Disloyal
Empathic	Hardened
Pro-social	Anti-social
Supportive	Exploitative

Mending a Broken Spirit

- Foster cooperative interpersonal relationships.
- Encourage young people to be good listeners and good communicators.
- Encourage young people to express their opinions.
- Understand that young people may express themselves in ways that may help or hurt themselves or others.

Ways to incorporate Sprit of Independence into AYMP in my community:

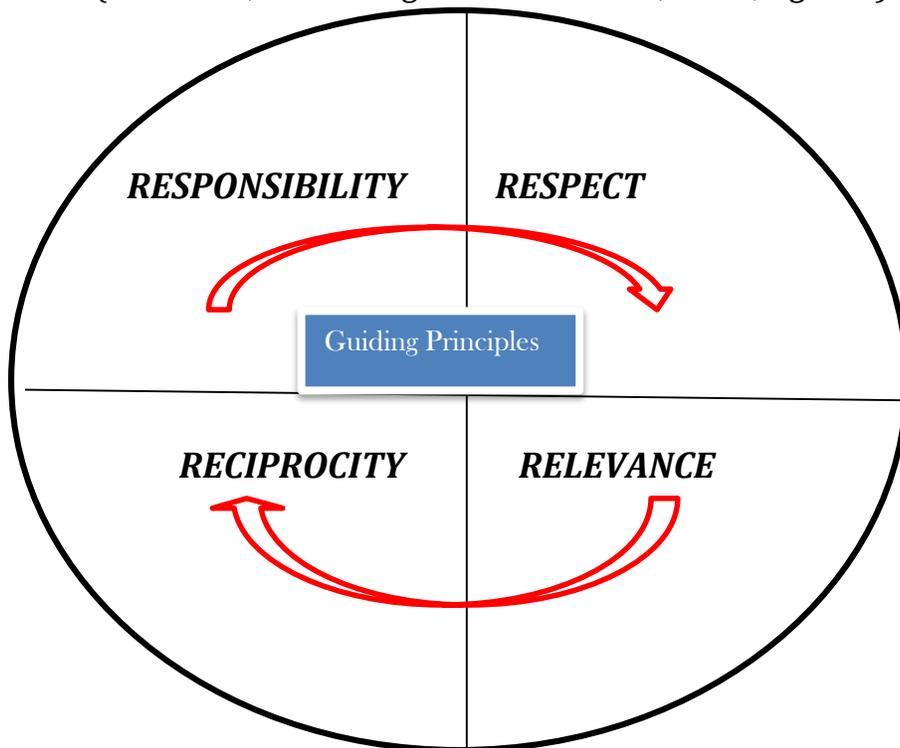
Guiding Principles and Core Elements of AYMP: The Four R's

Learning Objectives

By the end of this section should be able to:

- Identify the Four R's
- Understand the importance of the Four R's in mentor programming
- Understand ways to encourage/ foster and incorporate the four R's within AYMP programming

*“Young people are not just the leaders of tomorrow- they have great untapped potential for responsible leadership today”
(Brendtro, Brokenleg & Van Bockern, 2002, Pg 118)*



Introduction:

In 1991, Verna Kirkness and Ray Barnhardt published the article, *“First Nations and Higher Education: The Four R's- Respect, Relevance, Reciprocity, and Responsibility.”* The Four R's methodologies guide both research and action within the mentor programs and are based on the guiding principles that Kirkness and Barnhardt outlined in their article:

¹ Pages 15-21 are adopted, with permission, from the *Rec and Read Mentorship Program Staff Manual (2015)*.

“What First Nations people are seeking is not a lesser education...not even an equal education, but rather a better education- an education that **respects** them for who they are, that is **relevant** to their view of the world, that offers **reciprocity** in their relationships with others, and that helps them exercise **responsibility** over their own lives” (Kirkness & Barnhardt, 1991, pg 13)

Respect: A respect for each individual and all that they bring

Respect is about trusting one another to bring our best forward. We invite and expect individuals in AYMP to share their strengths, abilities and parts of themselves with the group.

Respect begins when we recognize there are multiple ways of knowing and coming to understand the world. When we treat others as respected family members, we forge powerful social bonds that help keep youth from feeling alienated and alone.

Principle	Principle in Action
Respect the strengths of AYMP participants and community members	All participants are welcomed with respect; respect for the people they are and the strengths and abilities they possess.
Develop a sense of school and community belonging	Staff and youth mentors work together to <i>claim a sense of space/belonging</i> in the school and community.
Enhance physical activity and nutrition	Plan physical activity and healthy nutrition activities that are relevant, meaningful and fun for all participants.
Affirm the cultural identity of AYMP participants and community members	When younger participants have role models who share similar cultural backgrounds and/or life experiences, we affirm the cultural identity, skills and experiences of all participants.

What respect means to me:

Strategies to encourage RESPECT within AYMP in my community:

Relevance: Creating a stress-free zone for Aboriginal youth to be active while contributing to the health and wellness of children.

Relevance asks, "How will this activity impact the people involved?" How will it impact the community that is involved?" and "Why is the program important?" The success of AYMP has come from the involvement of Aboriginal youth and community members, who have shared why this work is both important and relevant for themselves and the communities in which they live.

Principle	Principle in Action
Build on the strengths of youth	Talk to youth about what they like and are good at. Find ways to incorporate their skills and talents into the program.
Create a safe physical activity space	Provide a safe space for youth to practice and nurture their skills. Be silly, have fun, and promote a sense of playfulness.
Connect emotionally through play	Use inclusive and cooperative games to help foster friendships among youth. If youth seem disconnected or upset, seek them out and find out if they are okay.
Reflect on experiences and interactions	At the end of the program, encourage youth to reflect on the skills and knowledge they are learning. If youth are quiet, give them time to find their voice. Silence is a natural part of finding one's voice.

What relevance means to me:

Strategies to encourage RELEVANCE within AYMP in my community:

Responsibility: Responsibility is for individuals, inter-connected communities, and the empowerment of all

Within AYMP we are working together to understand and break down systemic barriers that many Aboriginal youth confront on a daily basis. Participants often feel both empowered and responsible to share their intercultural strengths with family, friends, school and community groups.

Principle	Principle in Action
Nurturing respectful relationships with early years mentors	Reflect on your interactions with early year mentors. Think about how your words, actions and behaviors shape their responses.
Encouraging high school mentors to make positive decisions	Ask yourself if you are leading or facilitating the program. Think about the Circle of Courage and ask yourself “am I providing these type of opportunities for high school mentors?”
Building a strong mentor team with staff and volunteers	Mentor teams are like family, everyone should have a role and feel like they are important.
Welcoming community members	Welcome community members and allies to the program. Introduce them and explain the program components and values. Be an AYMP ambassador☺!

What responsibility means to me:

Strategies to encourage RESPONSIBILITY within AYMP in my community:

Reciprocity: Reciprocity is the giving of oneself, of being generous, and receiving the generosity of others.

Traditional Western ideas about mentoring are often expressed as hierarchical, with an older person providing friendship, guidance and support to a younger person. While AYMP recognizes the benefits of this type of mentoring and includes aspects of this type of mentoring in our program, we view mentoring as a circular group process whereby multi-age mentors work with, teach and learn from one another.

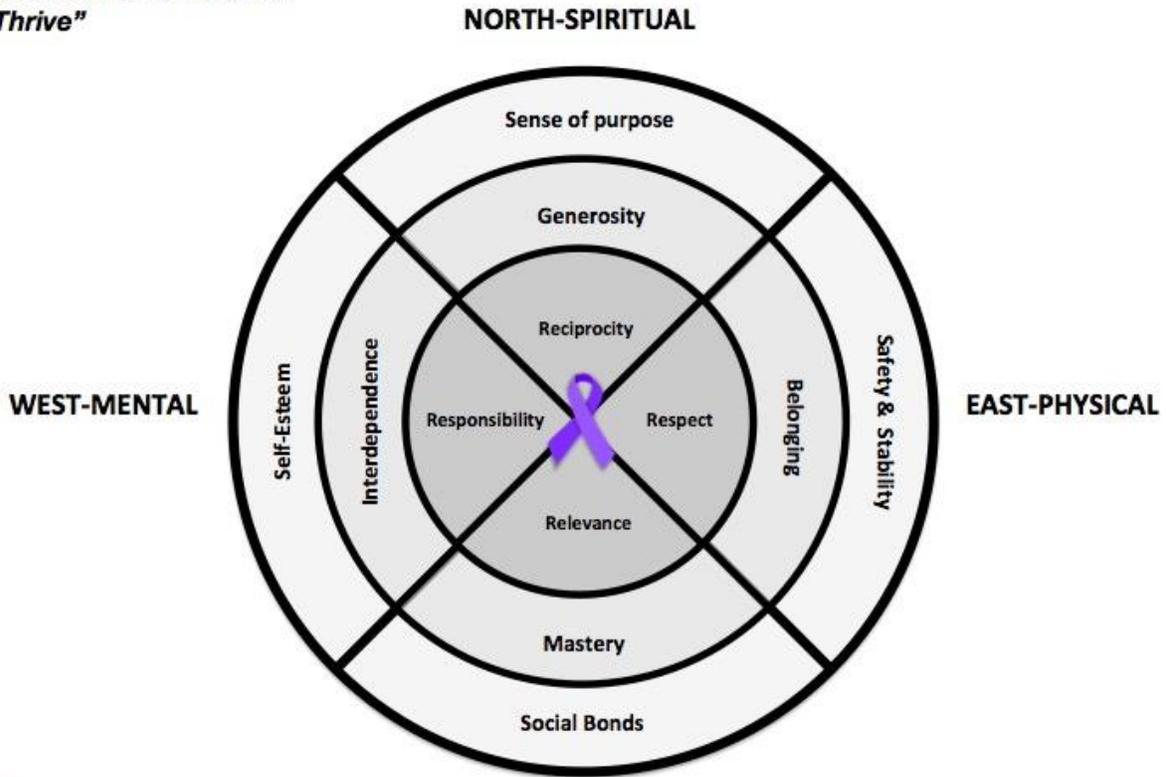
Principle	Principle in Action
Become a role model	The most powerful teachers/leaders are those whose everyday deeds and words are in harmony with the values they promote.
Develop intercultural education skills	Culture shapes our thoughts, behaviours and experiences. Intercultural skills require understanding and celebrating our differences as well as challenging social inequity and injustice.
Be aware and accountable	Use inclusive language and activities. Be true to your word and follow through with your commitments. Make your team and youth participants a priority.
Share intercultural strengths	Take what you learn about being a culturally relevant recreation leader and intercultural ally and practice these values on a daily basis.

What reciprocity means to me:

Strategies to encourage RECIPROCITY within AYMP in my community:

Rec and Read Theoretical Model: Linking the Circle of Courage®, Four 4's and the Medicine Wheel Together

*Need for Human Growth
"Thrive"*



 A TRC Ribbon of Reconciliation represents the 5th R: Reconciliation.

SOUTH-EMOTIONAL

*Basic Human Needs
"Survive"*

Developed by: Dr. Heather McCrae and colleagues

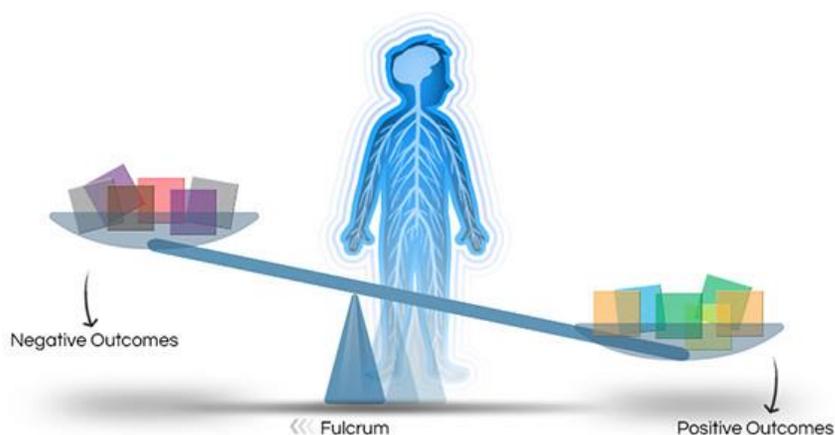
The theoretical framework guiding the current intervention interconnects Indigenous medicine wheel framework and includes the teachings of two leading Indigenous scholars, Martin Brokenleg and Verna Kirkness, as well as psychologist Abraham Maslow. As described earlier, the inner circle depicts the 4 R's of learning that guide the themes of the intervention. The second ring describes the 4 key elements of the Circle of Courage® that mentors are asked to bring to the intervention to support youth. Finally, the outer ring is an adapted version of Maslow's Hierarchy of Needs and describes the well-being and health-related outcomes that emerge from the inner circles and that this intervention provides for youth: Social Bonds, Safety and Stability, Self Esteem and Sense of Purpose. When applying aspects of this model to the northern AYMP, we have previously demonstrated that it also produces meaningful reductions in risk factors for obesity and type 2 diabetes. In recognition of the important work of Canada's Truth and Reconciliation Commission and the calls to action, Dr. Verna Kirkness added the Fifth R: Reconciliation to the original Four R's model. Working together, we honour this call in our mentorship work.

Resilience



What is resilience? Succeeding in the face of adversity

One way to understand the development of resilience is to visualize a balance scale or seesaw. Protective experiences and coping skills on one side counterbalance significant adversity on the other. Resilience is evident when a child's health and development tips toward positive outcomes — even when a heavy load of factors is stacked on the negative outcome side.



As a YAHL you have the ability to create a positive, inclusive and welcoming environment which in turn can help to create MORE positive outcomes for the participants within the program.

What makes a resilient child?

1. Someone that looks to them to provide a sense of **belonging** (i.e., teacher, friend, YAHL, mentors)
2. **Mastery** - providing youth the ability to master a skill
3. **Self-regulation and independence** - the child's ability to make choices within the classroom or environment
4. **Culture and religion** - having the opportunity to develop a sense of spiritual connection

How does AYMP promote resilience:

1. Belonging: Physical activities and games which include the WHOLE group and are inclusive. Have mentors and YAHLs in AYMP who are supportive, encouraging and welcoming to all the participants in order to foster a sense of belonging.
2. Mastery: Allow the youth to showcase their skills and abilities and learn from one another in a safe, fun and inclusive environment.
3. Self-regulation: Allows youth to be engaged in making healthy choices and decisions regarding physical activity and eating.
4. Culture and Religion: Including cultural teachings and traditional games within Aboriginal Youth Mentorship Programming

What resilience means to me:

Strategies to encourage RESILIENCE within AYMP in my community:

Components of AYMP:

- 1) **Physical Activity:** 60 minutes of physical activity with a focus on moderate to vigorous intensities should be included in the form of inclusive and enjoyable play within every AYMP session.



- 2) **Nutrition/ Healthy Snack:** Healthy and diabetes-friendly foods (i.e., low in sugar, fats and high in fibre) should be delivered as a snack during every AYMP session.



- 3) **Cultural Teachings/Relevant Education:** Cultural teachings that the AYMP facilitators deem relevant to the community should be delivered during every AYMP session.



Components of AYMP:

1. Physical Activity

Learning Objectives

By the end of this section you should:

- Know how to incorporate 60 minutes of physical activity with a focus on moderate to vigorous intensities within AYMP sessions
- Understand the difference between sedentary, light, moderate and vigorous intensity physical activity
- Know the importance and benefits of encouraging physical activity for youth

What is physical activity:

- Movement that increases heart rate and breathing
- Any bodily movement produced by skeletal muscles that requires energy expenditure

The Canadian Society of Exercise Physiology Guidelines and Recommendations states that:

- Children 5-11 years old and youth aged 12-17 years old should accumulate at least 60 minutes of moderate to vigorous- intensity physical activity daily.
This should include:
 - Vigorous-intensity activities at least 3 days per week
 - Activities that strengthen muscle and bone at least 3 days per week
 - The more daily physical activity, the more health benefits provided
- Being active for at least 60 minutes a day can help children and youth:
 - Do better in school
 - Improve their fitness
 - Grow stronger
 - Have fun playing with friends
 - Feel happier
 - Maintain a healthy body weight
 - Improve their self-confidence
 - Learn new skills

Activity Level	Description	Activities
<p>Sedentary</p> 	<p>1) Sedentary behavior: Postures or activities that require very little movement</p> <p>2) Under normal conditions, no to low intensity activities which will not make you sweat.</p> <p>3) Examples of sedentary activities include: prolonged sitting, watching television, playing passive video games or computer games</p>	
<p>Light</p> 	<p>1) Low- intensity activity</p> <p>2) Under normal conditions, low-intensity exercise will not make you sweat.</p> <p>3) Under normal conditions, low intensity exercises/ activities do not raise your heart beat</p> <p>4) Examples of activities: easy walk, stretching, leisure fishing, shopping and light gardening or light housework.</p>	
<p>Moderate</p> 	<p>1) With aerobic exercise at a moderate intensity level, you breathe harder and deeper than at a light activity level</p> <p>2) On a scale relative to an individual's personal capacity, moderate-intensity physical activity is usually a 5 or 6 on a scale of 10.</p> <p>3) As a rule of thumb, if you're doing moderate intensity activity you can talk, but not sing your favourite song, during the activity</p> <p>4) Moderate intensity activities/ exercise will raise your heart beat</p> <p>5) Examples of moderate activities/ exercises include: walking uphill, short distance rollerblading, jumping on the trampoline, leisurely swimming</p>	
<p>Vigorous</p> 	<p>1) On a scale relative to an individual's personal capacity, vigorous-intensity physical activity is usually a 7 or 8 on a scale of 10.</p> <p>2) If you're doing vigorous-intensity activity, you will not be able to say more than a few words without pausing for a breath.</p> <p>3) Your heart rate has gone up quite a bit.</p> <p>4) Examples of vigorous activities/exercises include: running, skiing, karate, long distance rollerblading or biking, hiking long distances uphill</p>	

Low Organized Games: The main purposes of low organizational games are to:

1. **Maximize game play and participation of all players,**
 2. To create an environment that **encourages: fair play and emphasizes the importance of fitness, teamwork and fun**
 3. **Develop** at least **one game skill and body management skill.**
- Low organizational games are characterized by many **locomotor and stability** skills which are very important because almost all games require these skills.
 - Low organizational games also involve the use of many **body management concepts** like effort, relationships, body awareness and space awareness

Benefits of Low organized games:

- Little to no equipment required to play the game
- Little to no planning required to prepare the game
- Little to no instruction needed to teach the game
- Low to medium levels of competitiveness
- Very inclusive and non-isolating
- Helps children/ youth learn important life skills including:

1) Communication and intrapersonal skills

Examples: interpersonal communication, negotiation/refusal, empathy building, cooperation and teamwork, advocacy

2) Respect and responsibility

3) Sportsmanship

Examples: learning how to support team members, learning about playing fair and respectfully

4) Decision-making and critical thinking

5) Coping and self-management skills

Examples: increasing confidence, assuming control, taking responsibility, making a difference, bringing about change, managing feelings and stress

Physical Literacy

"Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life."

- The International Physical Literacy Association, May 2014

Physical activity is a lot more fun when we're physically literate. If we want children to be active for life, it is important to start developing physical literacy at a young age. This means teaching children the fundamental movement and decision-making skills that enable them to enjoy participation in sports throughout life. The infographic below demonstrates how basic movement skills can open the door to a diverse range of recreational activities and sports.



If a child never learned how to run, that child would be limited later on in life when it came to participating in team sports like soccer or basketball, and would be unlikely to participate in other physical activities throughout life because their confidence and ability to do so was never developed.

Physical literacy is holistic, meaning it involves developing the emotional, cognitive, social, and physical skills involved in movement and physical activity participation. There are key stages of physical literacy development. Each stage builds upon the skills mastered in the previous stage. It is important a child moves through all of the stages to achieve their full physical literacy potential. The stages, also known as the Aboriginal Long-Term Participant Development Pathway, can be viewed on pages 29-32. The purpose to the Aboriginal Participant Long-Term Development Pathway is to increase the percentage of Aboriginal children who become physically literate, define a pathway for Aboriginal athletes into high performance sport, and to increase the number of Aboriginal people who are active for life.

When working with children, it is important to take the stages of development into consideration based on their age and include activities appropriate for the stage each child is in.

Aboriginal Sport for Life: Long-Term Participant Development Pathway

Active Start

Males and Females: 0-6

7 Grandfather Teachings: Love / Eagle

To know is to know peace. You must love yourself in order to love another.

Inuit Quajimajatuqanjit: Fostering good spirit by being open, welcoming and inclusive.

- Development of general movement skills
- Not sedentary for more than 60 minutes except when sleeping
- Some organized physical activity
- Exploration of risk and limits in safe environments
- Active movement environment combined with well-structured gymnastics and swimming programs
- Daily physical activity with an emphasis on fun



FUNDamentals

Males: 6-9 **Females:** 6-8

7 Grandfather Teachings: Respect / Buffalo

To honor all creation is to have Respect.

Inuit Quajimajatuqanjit: Respecting others, relationships and caring for people.

- Overall movement skills
- General, overall development
- Integrated mental, cognitive and emotional development
- ABCs of athleticism: agility, balance, coordination and speed
- ABCs of athletics: running, jumping, throwing and wheeling for wheelchair sports
- Develop strength through use of own body weight exercises
- Introduce simple rules of fair play and ethics of sport
- Well-structured programs without periodization
- Daily physical activity, still emphasizing fun



Learn to Train

Males: 9-12 Females: 8-11

7 Grandfather Teachings: Humility / Wolf

To think things through carefully and to know your part of Creation.

Inuit Quajimajatuqanjit: Development of skills through observation, mentoring, practice and effort.

- Overall sport skills development
- Major skill learning stage: all basic sport skills should be learned before entering puberty or the Train to Train stage
- Integrated mental, cognitive and emotional development
- Introduction to mental preparation
- Develop strength through use of own body weight, adding medicine ball and Swiss ball
- Introduce ancillary capacities
- Further identification and development of talents
- Single or double periodization
- Sport-specific training three times per week; participation in other sports three times per week

Train to Train

Males: 12-16 Females: 11-15

7 Grandfather Teachings: Wisdom / Beaver

To cherish knowledge is to know.

Inuit Quajimajatuqanjit: Being innovative and resourceful.

- Sport-specific skill development
- Major fitness development stage: aerobic, speed and strength
- The onset of the growth spurt, peak height velocity (PHV) (the fastest rate of growth after growth decelerates) and the onset of menarche are the biological markers
- Build the physical and mental engine
- Integrated mental, cognitive and emotional development
- Introduce free weights
- Develop ancillary capacities
- Frequent musculoskeletal evaluations during growth spurt
- Talent identification and selection
- Single or double periodization
- Sport-specific training six - nine times per week, including complementary sports





Train to Compete

Males: 16-23+ **Females:** 15-21+

7 Grandfather Teachings: Honesty / Man Honesty in facing a situation is to be brave.

Inuit Quajimajatuqanjit: Decision making through discussion and consensus.

- Sport-, event-, position-specific physical conditioning
- Sport-, event-, position-specific technical tactical preparation
- Sport-, event-, position-specific technical and playing skills under competitive conditions
- Integrated mental, cognitive and emotional development
- Advanced mental preparation
- Optimize ancillary capacities
- Specialization
- Single, double or triple periodization
- Sport-specific technical, tactical and fitness training 9-12 times per week

Train to Win

Males: 19+ **Females:** 19+7 **Grandfather**

Teachings: Courage / Bear

To face the foe with integrity.

Inuit Quajimajatuqanjit: Working together for a common cause.

- Ages are sport-specific and based on national and international normative data, which represents the average score for a certain factor across various levels of performance (height, weight, etc.)
- Maintenance or improvement of physical capacities
- Further development of technical, tactical and playing skills
- Modelling all possible aspects of competition in training
- Frequent preventative breaks
- Maximize ancillary capacities
- Performance on demand
- Single, double, triple or multiple periodization
- Sport-specific technical, tactical and fitness training 9-15 times per week



Active for Life

Enter at any time after the onset of the growth spurt

7 Grandfather Teachings: Truth / Turtle

To know all Seven Teachings.

Inuit Quajimajatuqanjit: Serving and providing for family and/or community.

Active for Life constitutes three participant-based streams: **Competitive for Life**, **Fit for Life** and **Sport and Physical Activity Leaders**. Participants may be active in multiple streams depending on their involvement in sport and physical activity.

Competitive for Life

- Minimum of 60 minutes moderate daily activity or 30 minutes of intense activity for adults
- Transfer from one sport to another
- Move from highly competitive sport to lifelong competitive sport including age group competition
- Embrace an active lifestyle by participating in organized sport that may be unfamiliar
- Compete at a high level in age-group competitions such as Masters Games

Fit for Life

- Minimum of 60 minutes moderate daily activity or 30 minutes of intense activity for adults
- Move from competitive sport to recreational activities
- Move to sport careers or volunteering
- Maintain an active lifestyle by continuing to participate in organized or non-organized physical activity
- Become active by participating in non-organized sport or physical activity that may be unfamiliar

Sport and Physical Activity Leaders *

- Move from competitive sport to volunteering as coaches, officials or administrators
- Upon retiring from competitive sport, move to sport-related careers such as coaching, officiating, sport administration, small business enterprises or media
- Use experience, whether from previous involvement or education, to help ensure a positive environment for participants

* *Active for Life if physical literacy is achieved before the Train to Train stage*



Components of AYMP: 2. Nutrition/ Healthy Snack

Learning Objectives

By the end of this section you should be able to:

- introduce the traffic light food choices to youth
- identify healthy snacks that can be incorporated into AYMP sessions.

Introduction:

The Traffic Light Food Guide is an effective component of a clinically supervised, multi-component childhood weight-management intervention program.

Traffic Light Foods: How To Talk To Kids About Real Food



100DaysofRealFood.com

The Traffic Light Food Guide was developed by Leonard H. Epstein and colleagues for use in their family-based childhood weight management research. This group of scholars has been responsible for a large portion of the best research on weight management in children for over two decades.

Traffic Light Food Guide Overview:

The goal of the diet is to provide the most nutrition with the least number of calories. At a minimum, Epstein's Traffic Light Diet has the following characteristics:

- Foods are divided into five categories:
 1. Fruits and vegetables
 2. Grains
 3. Milk and dairy

- 4. Protein
 - 5. Other
- Foods in each category are color-coded according to caloric density per average serving:

Green Foods: Foods containing <20 calories per average serving

High nutritional value	Low in: calories, sugar, and fat
Example of Green Foods: fruits, vegetables, water, non-fat milk, and water	Green Light Food means GO!

Green Foods that my community could incorporate into AYMP:

Yellow Foods: Staples of the diet that provide most of the nutrition

Yellow foods contain important nutrients and make up most of our diet	Moderately high in calories, fat, and sugar
Although yellow foods are healthy it is important to be aware of portion size	Examples of yellow foods: whole grains and lean proteins
Yellow Light Food means Slow Down.	

Yellow Foods that my community could incorporate into AYMP:

Red Foods: Foods high in fat and simple carbohydrates (for example, sweets and sugary drinks).

Red light foods have very little, if any, nutritional value	High in calories, sugar and fats
Red foods should be considered as a treat and consumption of red foods should be kept to a minimum	Example of red foods: sugary drinks, donuts, cookies, white bread
Red Light Food means STOP and think	

Traffic Light Food Guide at a Glance:

			
Processing	Least-processed	Some processing	Most processed foods
Nutrients	Whole foods, nutrient packed	Some healthful nutrients	Lowest quality, little to no nutrients
Sugar	Little to no added sugar	Low added sugar or artificial sweeteners	Moderate to high amounts of added sugar and artificial sweeteners
Fat	Healthy fats (unsaturated fats, Omega 3 fats)	Healthy fats and low levels of unhealthy fats (i.e., saturated, trans)	Excess fats (i.e., fried foods) Unhealthy fats
Fiber	High in Fiber (higher the levels of the fiber, the slower your body absorbs the sugar)	Moderate to high levels of fiber	Lowest in fiber content
Examples of Foods	Apples, bananas, spinach, salads, berries, corn, sweet potato, carrot sticks, green beans, peppers, grapes	Homemade soups and stews, nuts & seeds, beans, chicken, turkey, whole grain breads or bannock, yogurt, granola bar*, cheese, fish, wild rice	Fries, chips, candies, chocolate bars, cookies, ice cream, cake, chicken fingers, fast food

Reading Food Labels

Froot Loops ©

Nutrition Facts	
Serving Size 29g	
Servings Per Container 12	
Amount Per Serving	
Calories 110	Calories From Fat 10
% Daily Value*	
Total Fat 1g	2%
Saturated Fat 0.5g	1%
Trans Fat 0g	0%
Cholesterol 0mg	0%
Sodium 135mg	6%
Total Carbohydrates 26g	9%
Dietary Fiber 3g	10%
Sugars 12g	0%
Protein 1g	
Vitamin A 10%	Vitamin C 25%
Calcium 0%	Iron 25%
Thiamin 25%	Riboflavin 25%
Niacin 25%	Vitamin B6 25%
Phosphorus 0%	Zinc 10%

* Percent Daily values are based on a 2,000 calorie diet. Your daily value may be higher or lower depending on your calorie needs.

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate	Less than	300g	375g
Dietary Fiber		25g	30g



All Bran Cereal ©

Nutrition Facts		
Serving Size: 1/2 cup (30 g)		
Servings Per Package: about 10 servings		
Amount Per Serving		Cereal + 125 ml fortified skim milk
Calories	80	120
Calories from Fat	10	10
% Daily Value**		
Total Fat 1g*	2%	2%
Saturated Fat 0g	0%	0%
Trans Fat 0g		
Cholesterol 0mg	0%	0%
Sodium 130mg	5%	8%
Total Carbohydrate 24g	8%	10%
Dietary Fiber 13g	52%	52%
Soluble Fiber 3g		
Sugars 6g		
Protein 3g		
Vitamin A	2%	6%
Vitamin C	0%	0%
Calcium	2%	15%
Iron	10%	10%

* Amount in Cereal. One half cup skim contributes an additional 40 calories, 65mg sodium, 6g total carbohydrate (6g sugars), and 4g protein.

** Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

	Calories	2,000	2,500
Total Fat	Less Than	65g	80g
Sat Fat	Less Than	20g	25g
Cholesterol	Less Than	300mg	300mg
Sodium	Less Than	2,400mg	2,400mg
Total Carbohydrate	Less Than	300g	375g
Dietary Fiber		25g	30g



Kashi Granola Bars ©

Nutrition Facts	
Serving Size 35g	
Servings Per Container 6	
Amount Per Serving	
Calories 130	Calories From Fat 15
% Daily Value*	
Total Fat 1.5g	2%
Saturated Fat 0g	0%
Trans Fat 0g	0%
Cholesterol 0mg	0%
Sodium 100mg	4%
Total Carbohydrates 23g	8%
Dietary Fiber 4g	15%
Soluble Fiber	
Sugars 7g	0%
Protein 6g	0%
Vitamin A 0%	Vitamin C 0%
Calcium 2%	Iron 6%
Thiamin 0%	Riboflavin 0%
Niacin 0%	Vitamin B6 0%
Phosphorus 0%	Zinc 0%

* Percent Daily values are based on a 2,000 calorie diet. Your daily value may be higher or lower depending on your calorie needs.

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate	Less than	300g	375g
Dietary Fiber		25g	30g



Quaker Chocolate Chewy Bars ©

Nutrition Facts	
Serving Size 1 bar (35g)	
Servings Per Container 6	
Amount Per Serving	
Calories 140	Calories from Fat 35
% Daily Value*	
Total Fat 4g	6%
Saturated Fat 0.5g	2%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 65mg	3%
Total Carbohydrate 25g	8%
Dietary Fiber 2g	8%
Sugars 7g	
Protein 3g	
Iron	2%

Not a significant source of vitamin A, vitamin C and calcium.

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate	Less than	300g	375g
Dietary Fiber		25g	30g



Apple

Nutrition Facts

Serving Size 1 large apple (242g)

Amount Per Serving

Calories 130 Calories from Fat 0

% Daily Value*

Total Fat 0g 0%

Saturated Fat 0g 0%

Trans Fat 0g 0%

Cholesterol 0mg 0%

Sodium 0mg 0%

Total Carbohydrate 34g 11%

Dietary Fiber 5g 20%

Sugars 25g

Protein 1g

Vitamin A 2% Vitamin C 8%

Calcium 2% Iron 2%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less Than	65g	80g
Saturated Fat	Less Than	20g	25g
Cholesterol	Less Than	300mg	300mg
Sodium	Less Than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:

Fat 9 Carbohydrate 4 Protein 4



Apple Juice

Nutrition Facts

Serving Size: 1 Bottle

Amount Per Serving

Calories 140

% Daily Value*

Total Fat 0g 0%

Sodium 30mg 1%

Potassium 360mg 10%

Total Carbohydrate 36g 12%

Sugars 33g

Protein 0g

Not a significant source of Calories From Fat, Saturated Fat, Trans Fat, Cholesterol, Dietary Fiber, Vitamin A, Vitamin C, Calcium, and Iron.



Things I learned about food labels, nutrition and providing healthy snacks:

Components of AYMP:

3. Cultural Teachings/Relevant Education

Learning Objectives

By the end of this section you should:

- know how to create an inclusive and welcoming space for a talking circle to occur which encourages learning about culture or education relevant to the community (i.e., taking care of the land, bullying, and how to be a good friend).

Talking Circles: talking circles are an adaptation of sharing circles, which are essential parts of the oral tradition of Aboriginal communities. The Traditional Native Feather Wand or Talking Stick is used in these circles when meetings take place and when decisions have to be made.

- YAHL's and high school mentors at this time will gather together at the end of the program day and take turns sharing something they enjoyed, learned or would like to see in the future. Each person is encouraged to speak, especially the high school mentors; this encourages a sense of belonging, equality, and responsibility.

Reflective Learning: is a way of allowing mentors to step back from their learning experience to help them develop critical thinking skills and improve on future performance by analysing their experience.

- This could be a time for the mentors to take part in a learning activity based on many different topics related to the study such as Aboriginal traditions, culture, physical activity, school based awareness topics (bullying, learning, respect, behavior etc.) This could be done through drawing, journal writing, painting, poster making, crafts, crosswords, etc.

Strategies to ensure the talking circle is a space where everyone is heard, valued, and appreciated:

Ways to introduce reflective learning that I want to bring to my community:

Leadership

Learning Objective

By the end of this section you should:

- Reflect on the personal leadership abilities you can offer to the Aboriginal Youth Mentorship Program as a Young Adult Health Leader

Qualities of an effective AYMP leader:

- Supporting and encouraging
- Approachable
- Effective listener and communicator
- Respectful of others and respectful of self
- Is able to help problem solve
- Open minded
- Aware of self-limitations
- Knows when to ask for support/help from others
- Sets a good example for youth (i.e., positive, no bad language, encouraging, humble, community-oriented)

To me, an effective leader possesses the following qualities:

The leadership abilities which I will bring to AYMP as a YAHL are:

Group Management

Learning Objective

By the end of this section you should:

- Understand the overall AYMP structure and elements of a team
- Have a clear idea of what a typical AYMP day looks like
- Know the key factors which need to be considered when planning and implementing AYMP in your community

What is a team?

A team is a group of individuals working together for a common purpose. The individuals that make up a team ideally have common goals, common objectives and more or less think on the same lines.

Starting a new program:

As a YAHL, a lot of your work will occur 'behind the scenes'. While you will be responsible for overseeing and identifying the roles and responsibilities of each high school mentor, your role as an AYMP lead often will not stop there. You may be asked to develop relationships with schools and parents, recruit students to participate in the program, purchase healthy snacks, arrange transportation, purchase equipment, collect and manage program data, etc. This section will provide an overview of potential administrative and management responsibilities for YAHLs to consider.

Before an overview of the behind the scenes responsibilities for program coordination, here are a few tips to help new YAHLs in the first few weeks of their job.

Workplace environment

The first few weeks of any job can be challenging for new employees. When you start working as a YAHL, ask your supervisor or AYMP research contact for information about how you will be paid, sick leave, working hours, location, materials (e.g., phone, desk, computer, paper, printing, etc.), and safety concerns (e.g., carrying program equipment, working alone or at night, etc.)

AYMP Community Advisory Committee

Every AYMP program will have a community advisory committee made up of key program stakeholders such as the YAHL, school or community leaders, parents, health leaders, and researchers. This committee is responsible for making decisions about the research and guiding the program. It is important to know who sits on this committee in your community and when the committee meets to discuss the program.

Relationship building

If your AYMP program is located in a school, it is highly recommended to visit the school and introduce yourself to the principals, teachers and custodians BEFORE the program officially starts. It is also a good idea to visit other program partners who provide essential support services (e.g., grocery store, bus company, band office/school administrators with AYMP funds, etc.).

¹ Pages 40-45 are adopted, with permission, from the Rec and Read Mentorship program for All Nations (2016). The AYMP Program Planning Checklist and Resource Kit (McRae et al, 2016).

Learning is a bumpy road

If you are new to the YAHL role, you will likely be learning about AYMP and your job as you go. Ask for support from community members who sit on your advisory committee, be kind to yourself when mistakes occur, and write down any ideas you have to discuss at advisory committee meetings.

AYMP Structure

The structure of the AYMP program is intended to provide a sense of stability and familiarity to youth and child participants while maximizing opportunities for youth leadership, voice, and engagement. There are 8 key factors to consider when planning and implementing AYMP in your community.

- | | |
|----------------------------------|------------------------------------|
| 1. Volume of youth | 5. Schedule |
| 2. Communal mentoring supports | 6. Enrolment and attendance policy |
| 3. Planning and practice | 7. Behaviour management |
| 4. Facilities and activity space | 8. Program data |

Description of Key Factors

- Volume of youth** refers to the total number of youth involved with the program. Planning for an appropriate number of youth is an important part of program planning for several reasons:
 - Program safety --- Adequate adult supervision is important during all aspects of programming (e.g., food preparation with sharp knives, First Aid / CPR if children are injured during games, adequate staff if parents / guardians arrive late to pick up children, etc).
 - Budgetary concerns --- Most program budgets are based on an estimated volume of participants. If you exceed that number, you may find it difficult to provide an adequate amount of healthy snack for participants.
- Communal mentoring supports** refers to how the program facilitates mentoring opportunities between adults, high school and early years mentors and how program activities can be structured to maximize mentoring opportunities among high school mentors and between high school and early years mentors.
- Planning and practice** refers to regular planning and practice times for YAHL and high school mentors to create and practice implementing activity plans. At the start of AYMP, the YAHL may need to take a more active leadership role during planning and practice sessions but as high school mentors become familiar with the program and more comfortable during practice sessions, the leadership of AYMP will shift to the mentors.
- Facilities and activity spaces** refers to access to a local facility with appropriate activity spaces on program days. Most mentor programs are situated in local schools with access to kitchen, classroom and gym spaces. Schools are ideal program facilities as youth participants do not have to travel to the program, teachers often help with recruitment and motivating

student attendance and schools often have all the necessary activities spaces and equipment for the program.

5. **Schedule** refers to a consistent routine of activities. While there is a general routine for AYMP (e.g., attendance, snack, gym, debrief), each team can create a routine that is specific to their particular needs or interests. Many youth participants will appreciate a consistent routine as it provides a sense of structure and stability that will help them develop short and long term program goals.
6. **Enrolment and attendance policy** refers to a program policy that defines how many hours/how frequently a youth participant attends the program. Many AYMP do not have an attendance policy however some school partners may ask YAHL to remove youth participants from the mentor program if they do not attend school during the day.
7. **Behaviour management** refers to a policy or set of guidelines for addressing challenging behaviours by youth participants in AYMP. As most AYMP sites operate in schools, YAHL may be expected to support school division policies with respect to suspension or expulsion. As a team, you may want to create your own policy about what is and how to deal with challenging behaviours (e.g., bullying, discrimination, etc). During planning and debriefing sessions, YAHL can ask youth mentors to brainstorm positive ways to manage challenging behaviours (e.g., a child who has difficulty listening).
8. **Program data** refers to recording and monitoring important program and research data for AYMP. Recording and monitoring program data provides several important functions, including program reflection and enhancement, tracking important information for funding reports, receipts from food costs, travel, bus expenses etc. AYMP research teams may also request assistance collecting research data.

Program at a Glance

Each AYMP mentor team can determine the order of program activities at their site (build your own, what works for your site). And, some teams may have a slightly different schedule for high school and early years mentors (e.g., high school mentors begin the program with gym games and early years mentors start the program with snack).

Sample Template for High school mentors (planning session: lunch meeting or afterschool- day before the program 1-2 hours)

Time	Activity	Examples	Who?
15 min	Preparation	<ul style="list-style-type: none">• Review & write agenda on the board• Team check-in (roles, new ideas ect.)• Attendance (sign-in sheet)	
30 min	Snack	<ul style="list-style-type: none">• Preparation• Serving• Clean up	
30 min	Gym/space	<ul style="list-style-type: none">• Volunteer leader for each game• Form teams• Practice game• Equipment put away/clean up	
20 min	Debriefing	<ul style="list-style-type: none">• Mentors to gather in a circle• One mentor to take notes• Share what they liked, not liked, new ideas, questions etc.	

***Tip:** Create a program binder to keep program planning checklists, daily task checklist, attendance records, school contact information, important participant information (e.g., photo permission, food allergies), parental contact information, daily and monthly checklists, game ideas, etc.

Sample Template for AYMP program day

Time	Activity	Examples	Who?
10 min	Preparation	<ul style="list-style-type: none"> • High school mentors: team check-in, attendance, cell phones away • Take attendance of early years mentors (grade 4's) • Chat/play games, read books with children as snack is being prepared 	
20 min	Snack	<ul style="list-style-type: none"> • Prepare & serve • Mentors sit with the grade 4's – communication (getting to know them) • Clean up (ask children to help) 	
60 min	Gym/space	<ul style="list-style-type: none"> • Volunteer leader for each game (pre-set up equipment) • Have children sit to hear – mentor leader explain and lead games • All mentors participate/ have fun • Equipment put away/clean up 	
30 min	Cultural Teachings/ Relevant Education	<ul style="list-style-type: none"> • Mentors to gather in a circle with the grade 4's for sharing circle/ or reflective activity (draw what game we did, how did it make you feel?) • Question and action activity (did you have fun? Clap your hands etc.) • Share what they liked, not liked, new ideas, questions etc. • Clean up 	
	Parent pick up/home time	<ul style="list-style-type: none"> • Ensure children are picked up by approved parent/guardian/plan in place • Check off sign out 	

Budget Considerations

Each community AYMP site will be provided with a set amount of funding for program operation, food expenses, transportation and program supplies. Here are some areas where budget costs can be higher than anticipated

Transportation	Some sites may need to rent the community bus, or hire drivers to safely transport youth participants home each week.
Food costs	Purchasing fresh, healthy food in many rural and remote communities is very expensive, often costing 4-5 times more than in urban community.
Honoraria	Specialty workshops such as Traditional Aboriginal Games, First Aid/CPR
Special Events and Training	First Aid/CPR, Food Handlers certificate
Program supplies	Many communities receive inadequate funding for education and as a result, may have limited gym equipment

** Very important to list/document all expenses for funding purposes and year end reporting.

** Keep all receipts, keeping track of the expenses.

Mental Health Support Training

Learning Objective

By the end of this section you should:

- Be familiar with your community's mental health support resources for when a participant comes to you with information which is sensitive in nature and requires additional care to ensure that the individual is heard, supported, and safe.
- Understand useful crisis management techniques
- Be aware of warning signs and sensitive topics that may require additional support

Confidentiality

- Confidential information may or may not include the following: email addresses, students' grades/academic standing, personal health information, financial information, life situation, etc.
- Some information that a mentor may share with you may require a referral or additional follow up to ensure that the mentor is supported, safe and heard. Example of information which may require a referral or additional follow-up could include information that the mentor/ individual is harming themselves or has thoughts of self-harm, information that the mentor/individual is being sexually, physically, emotionally or spiritually harmed at home, in school, in the community etc., information that the mentor/ individual plans to harm others.

Dealing with Disclosure

- YAHLs and mentors should be aware of individuals within the community who can support a participant who is struggling with serious emotional difficulties and/or might be in danger of doing harm to themselves or others.
- Seek support from the mental health worker, a teacher/principal in the community or knowledgeable community members to ensure that the individual receives the proper support
- It is important to validate the fact that the person came to you for help and be honest about your limits and your need to refer.
- Also, remember to follow-up with the individual (so long as you are able) and see how things are going and continue to provide support

Mental Health Support resources in my community:

Crisis Management

- As a YAHL, you act as a student advocate. You are a resource that can lead others to the help they need and the goals they wish to achieve.
- When a mentor/ mentee comes to you in crisis, remember these important principles:
 - Keep a calm voice and listen
 - Ask the mentor/ mentee to describe the situation or problem
 - Listen for what the *real* problem is
 - Use decision-making skills to establish a plan
 - Ask the mentor/ mentee if you they have sought help previously
 - Know the limits of what you can do
 - Make appropriate connections or referrals
 - Be patient
 - Follow up

It takes a lot of emotional energy to be an active listener and supporter for someone in crisis. It can break our hearts to hear about a mentor/ mentee suffering in any way. For these reasons, it is imperative that you as YAHL, take care of yourself and find support as well. Here are some ways that I will ensure I get support: (list some self-care strategies and people you can contact for support):

Effective Mentoring

1. Make a good first impression

- (a) Be informed- about the program, the goals for your relationship, and how you can help

2. Communicate to the mentor that he/she is special

- (a) "I'm really looking forward to meeting you in person Scott!"
- (b) Listen for feelings- tune in to clues (e.g., tone of voice) and react accordingly
- (c) Try to relate to the mentor and build rapport

3. Be an effective listener

- (a) Put aside all other work and distractions
- (b) Generate a visual picture of what the mentee is telling you
- (c) Don't interrupt the person speaking to you
- (d) Ask questions and give feedback
- (e) Each student has his/her own strengths- you are there to help them discover these

4. Be enthusiastic about your work

- (a) Lead by example
- (b) Put personal problems aside.
- (c) Be sincerely interested in the conversation
- (d) When dealing with an angry/upset individual, stay composed and do not take things personally. Use empathy and take a break when needed
- (e) Remember, the most beneficial relationship will be a reciprocal one

Research Ethics

Learning Objectives

By the end of this section you should:

- Understand the importance of conducting research and collecting data within your community in a way that maintains the integrity of the project and respects the community & all the participants involved
- Understand the principles of OCAP and be able to translate the OCAP principles into data collection for AYMP
- Be familiar with AYMP2's Research Code of Ethics and feel comfortable executing research/ data collection which adheres to the guidelines outlined in the document.

Part of your role as a YAHL includes being involved in the research aspect of AYMP. You will be responsible for organizing data collection within your community. It is critical that the research is conducted in a way that maintains the integrity of the project and respect for the community as a whole, the research team, and study participants. Below, you will find some important information about the ethical principles AYMP operates under.

AYMP is categorized as Community-Based Participatory Research (CBPR). CBPR is a partnership approach to research that equitably involves, community members, organizational representatives, and researchers in all aspects of the research process and in which all partners contribute expertise and share decision making and ownership.



OCAP® - Ownership Control Access Possession

"In the past, Aboriginal people have not been consulted about what information should be collected, who should gather that information, who should maintain it, and who should have access to it. The information gathered may or may not have been relevant to the questions, priorities and concerns of Aboriginal peoples. Because data gathering has frequently been imposed by outside authorities, it has met with resistance in many quarters."

- Report of the Royal Commission on Aboriginal Peoples (1999)

The First Nations principles of **OCAP®** are a set of standards that establish how First Nations data should be collected, protected, used, or shared. Established in 1998, they continue to be the standard for how to conduct research with First Nations. Standing for ownership, control, access and possession, OCAP® asserts that First Nations have control over data collection

processes in their communities, and that they own and control how this information can be used.

Ownership refers to the relationship of First Nations to their cultural knowledge, data, and information. This principle states that a community or group owns information collectively in the same way that an individual owns his or her personal information.

Control affirms that First Nations, their communities, and representative bodies are within their rights in seeking to control over all aspects of research and information management processes that impact them. First Nations control of research includes all stages of a particular research project—from start to finish. The principle extends to the control of resources and review processes, the planning process, management of the information and so on.

Access refers to the fact that First Nations must have access to information and data about themselves and their communities regardless of where it is held. The principle of access also refers to the right of First Nations communities and organizations to manage and make decisions regarding access to their collective information. This may be achieved, in practice, through standardized, formal protocols.

Possession While ownership identifies the relationship between a people and their information in principle, possession or stewardship is more concrete: it refers to the physical control of data. Possession is the mechanism by which ownership can be asserted and protected.

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Aboriginal Youth Mentorship Project (AYMP2) Code of Research Ethics

The AYMP Code of Research Ethics is an administrative document created by community leaders and research staff based on the Kahnawa:ke Schools Diabetes Prevention Project (KSDPP) Code of Research Ethics. The administrative document is a set of guidelines which inform all aspects of the project (team communication, how decisions are made, team responsibilities, participant rights, data collection and management, etc.). The document reflects the shared vision and values of the national AYMP2 team. Its purpose is to ensure the

project runs in accordance with these visions and values as well as the agreed upon ethical standards of practice. The AYMP2 Code of Research Ethics will be given to every community involved in AYMP and is available on the team communication platform to refer to as needed.

Data Collection – Privacy, Confidentiality, and the Informed Consent Process

Learning Objective

By the end of this section/ training you should be able to:

- Understand that when working with people in a research capacity, it is important that each individual participant's right to confidentiality and privacy be respected and protected
- Understand the definition of privacy and confidentiality
- Understand the AYMP Informed Consent Forms and be able to confidently take participants through the informed consent process.

Privacy - an individual's right to be free from intrusion or interference from others. An important aspect of privacy is the right to control information about oneself.

Personal Information is any recorded information about an identifiable individual including:

- name, home contact information
- age, sex, sexual orientation, marital or family status
- ancestry, race, colour, nationality, national or ethnic origin
- religion, creed, religious belief, association or activity
- person health information
- blood type, fingerprints, hereditary characteristics
- political belief, association or activity
- education, employment or occupation, history of these three
- source of income, financial circumstances, activities or history
- criminal history including regulatory offences
- individual's own personal views, except if about another person
- views or opinions about the individual expressed by another person
- identifying number, symbol or other particular assigned to the individual

Confidentiality - the obligation of an individual or organization to safeguard information entrusted to it by another.

In research ethics, confidentiality is a rule ensuring that the information a participant reveals to a research team member is private and has limits on how and when it can be disclosed to a third party. Usually, the research team is required to obtain permission from the participant to disclose any information provided for the purpose of research.

Privacy and confidentiality must be protected during data collection, data storage, data analysis, data use, and knowledge translation. This is done by providing each research participant with a unique numerical code/ participant ID#. All documentation of participant data, including questionnaires, height and weight measurements, interview transcripts, etc. will include the numerical code/ participant ID#, NOT their name or any identifying information. A master list of participant names and numerical codes/ participant ID#s will be created by a research staff member and locked in a secure location only accessible to the appropriate research staff.

When not being used, data must be locked in another secure location, away from the master list, accessible only to the appropriate research team members. Data is to be stored for the research study period and a retention period of up to 7 years. After that, it is to be destroyed. Paper data is to be destroyed via shredder and all electronic data is to be deleted/ wiped clean.

Here is an example of what the Confidentiality section of your community's informed consent form should look like:

Confidentiality: The information gathered will be private. We will not share your child's name or their data with anyone. All data will be coded with a number. If the information is shared with other scientists; a numerical code will be used in place of your child's name. All records will be locked and accessed only by study staff. All paper, audio, and video data will be kept securely for 7 years before being shredded or deleted.

*The University of Manitoba Research Ethics Board may review records for quality assurances purposes.

This leads us to the **Informed Consent Process**.

As a YAHL, you will be responsible for maintaining the privacy and confidentiality of all AYMP participants; grade 4 students, high school mentors, and their parents. You will need to clearly communicate participant rights to privacy and confidentiality during your initial explanation or presentation of the program as a research study to participants and their parents.

Participants and their parents are required to sign an agreement form stating they are aware of their rights and what their participation in the AYMP study involves. This agreement form is called an **Informed Consent Form** and must be signed by each grade 4 student's parents and the high school mentors before they will be allowed to take part in any aspect of the

afterschool program. Copies of the current 2016 Manitoba Informed Consent Forms can be found as an appendices in the back of this manual.

To obtain Informed Consent from participants and their parents/ guardians, you will need to identify a teacher champion, a teacher in the school who supports the project, to help organize an appropriate time to present an overview of AYMP to potential participants and their parents. This could be done on a parent information evening or at the beginning or end of a classroom session. At the presentation, be sure to discuss both the afterschool program and the research components involved. Give parents and students lots of time to ask questions. All interested participants should be sent home with an informed consent form to read over and discuss with their family. Ensure they know who to contact if questions about the program arise. Give a reasonable deadline to have the informed consent forms signed and returned to the home room teachers. Collect the signed forms a couple of weeks prior to the program's start date.

As the consent forms are signed by the parents of the grade 4 students, you will need to obtain verbal assent from the grade 4 students themselves prior to data collection for all children that have provided a parent consent form.

Data Collection – AYMP Project Measures

Learning Objective

By the end of this section/ training you should be able to:

- Understand the purpose of the different outcome measures and how to administer data collection appropriately for each.

The AYMP research project studies several different components relating to Type 2 Diabetes risk factors and overall wellness and quality of life.

Primary Outcome Measures:

1) Waist Circumference Z Score

Who: Grade 4 students involved in AYMP and control group (year 1 – grade 3, year 2 – grade 5)

When: Waist circumference will be measured prior to the start of the 20 week afterschool program and once again upon the program's completion.

What you'll need: Anthropometric Tape

How:

1. Position the child with feet shoulder width apart and arms crossed over the chest in a relaxed manner. Take a position to the right side of the child's body on one knee.
2. The waist circumference measurement should be taken at the top of the iliac crest. To find this landmark, palpate the upper right hipbone of the client until you locate the uppermost lateral border of the iliac crest.
3. Draw a horizontal line at this landmark at the midline of the body.
4. Position the tape directly around the abdomen so that the inferior edge of the tape is at the level of the landmarked point. Use a cross-handed technique to bring the zero line of the tape in line with the measuring aspect of the tape.
5. Ensure that the measuring tape is positioned in a horizontal plane around the abdomen. Apply tension to the tape to ensure it is snug, without causing indentation to the skin.
6. At the end of a normal expiration, take the measurement to the nearest 0.5cm.
7. Record and repeat a second time to ensure accuracy.

***Make sure the child is wearing light clothing. The child should have privacy, however it is important 2 members of the research team be present.**

Why: Waist circumference is a clinically relevant outcome and a strong predictor of Type 2 Diabetes and other cardiometabolic complications in youth. Waist circumference measures are converted to Z Scores because z scores are a way to compare results from a test to a "normal" population. For example, knowing that someone's weight is 150 pounds might be good information, but if you want to compare it to the "average" person's weight, looking at a vast table of data can be overwhelming. A z-score can tell you where that person's weight is compared to the average population's mean weight.

Hip Circumference

Who: Grade 4 students involved in AYMP and control group (year 1 – grade 3, year 2 – grade 5)

When: Hip circumference will be measured prior to the start of the 20 week afterschool program and once again upon the program's completion.

What you'll need: Anthropometric Tape

How:

1. Position the child with feet shoulder width apart and arms crossed over the chest in a relaxed manner. Take a position to the right side of the child's body on one knee.
2. The hip circumference measurement should be taken with the tape around the hips at the level of the symphysis pubis and the greatest gluteal protuberance at the top of the iliac crest. To find this landmark, palpate the upper right hipbone of the participant until you locate the uppermost lateral border of the iliac crest.
3. Record the measurement to the nearest 0.05cm
4. Repeat measurement.

2) Physical Activity – Step Counts/ Pedometry

Who: Grade 4 students involved in AYMP and control group (year 1 – grade 3, year 2 – grade 5)

When: For a 7-day period prior to the start of the 20 week afterschool program and then a second time upon its completion.

What you'll need: Pedometers for every participant, Pedometer log sheets for every participant, incentives to wear pedometers

How:

5. The participants should be instructed to wear the pedometers on their right hip (on their jeans/ pants) for 7 days. The pedometers should be worn during waking hours unless swimming or showering (they can't get wet).
6. The pedometers will need to be re-set by the participants daily.
7. Participants should be given a log sheet to record their step counts and physical activity every day. A copy of this form can be found in the appendices.
8. Offer incentives for participants to wear the pedometers daily. You will need to go to the classroom each day to check who is wearing their pedometer. Participants can be given a small prize (stickers, snack, etc) everyday they wear their pedometer or for everyday they wear the pedometer, their name can be entered into a draw for a bigger prize. You can have a poster or chart in the classroom where you keep track of participant's days of wear. It is up to you to decide how you'd like to go about encouraging participants to remember to wear the pedometers.

Why: The pedometers record total activity time as well as total steps, giving an estimation of the intensity of physical activity. Seven days of data collection was

chosen as it facilitates translation of the results into practical public health messaging for physical activity guidelines for participants.

Secondary Outcome Measures:

1) BMI Z Score – height(cm) and weight(kg)

*Body Mass Index is a simple calculation using a person's height and weight. The formula is $BMI = \frac{kg}{m^2}$ where kg is a person's weight in kilograms and m^2 is their height in metres squared.

Who: Grade 4 Students involved in AYMP and control group (year 1 – grade 3, year 2 – grade 5)

When: BMI will be measured prior to the start of the 20-week afterschool program and then again upon the program's completion.

What you'll need: A digital scale, a medical standard stadiometer

How:

Weight:

1. Ensure the participant is wearing light clothing and barefoot.
2. Have the participant place both feet, equally balanced on the scale and ask them to stand still.
3. Once the number on the scale has settled, record the participant's weight in kilograms to the nearest 0.1kg.
4. Ask the participant to step off the scale and wait for the scale to reset.
5. Repeat the measure once more.

Height:

1. Ensure the participant is wearing light clothing and barefoot.
2. Have the participant stand with their back, buttocks, and heels against the stadiometer. Both feet should be flat on the floor.
3. Move the headpiece to sit tightly on top of the child's head. Instruct them to look forward and take a deep breath in and out.
4. Record where the headpiece now sits to the nearest 0.1cm.
5. Record and repeat the measurement a second time.

Why: BMI Z scores will be calculated from World Health Organization (WHO) norms to facilitate comparisons between children of different ages and sex. Children will be categorized as normal weight, at-risk of overweight, or overweight according to the age- and sex-specific criteria. Being overweight can increase the risk of developing Type 2 Diabetes.

2) Well-Being – The Aboriginal Children’s Health and Well-Being Measure (ACHWN)

also known as The Aaniish Naa Gegii? (How are you? in Ojibwe)

Who: Grade 4 students involved in AYMP and control group (year 1 – grade 3, year 2 – grade 5) and the **high school mentors**.

When: The ACHWN will be administered to the start of the 20 week afterschool program and once again upon the program’s completion.

What you will need: The ACHWN downloaded onto computer tablets, a mental health worker present, a plan to put into action if a participant’s responses are flagged.

How:

1. Before the questionnaire is administered, make sure you and the mental health worker have a plan in place on how you will handle situations where a participant’s responses are flagged.
2. Due to the sensitive nature of the questionnaire, you will need to ensure the mental health worker is on site and will be available to attend to a flagged participant when delivering this measure.
3. The measure will be completed by the participant on a computer tablet. If the child has trouble reading, there is an audio option, where the child can hear the question read out loud.

Why: Based on interviews and presentations of youth mentors over the past 3 years, the path to Mino-Bimaadiziwin and change in Type 2 Diabetes risk factors is through Well-Being. The Aboriginal Children’s Health and Well-being Measure, is an outcome measure developed initially with children (8 to 18 years of age) from the community of Wikwemikong, on Manitoulin Island in Northern Ontario. It was developed to enable community health leaders to assess and track the health of children in their community, and provide a tool to assess the effectiveness of programs and services on children’s health. The AYMP project will use this tool, developed by Indigenous youth, for Indigenous youth to determine if changes in perceived well-being accompany changes in proximal measures of obesity and T2D.

3) Coping– The Strength and Difficulties Questionnaire (SDQ)

Who: This questionnaire is completed by the parents of the grade 4 students.

When: This questionnaire is to be completed prior to the 20 week afterschool program’s beginning and then again upon the program’s completion.

What you will need: Paper copies of the questionnaire for all participants, incentives for returning the questionnaire.

How: A couple of weeks before the afterschool program starts, the questionnaires should be handed out in class by the teacher or a YAHL for students to take home and have their parent/ guardian complete. Like wearing pedometers, incentives can be offered for students to return the questionnaires prior to the first day of the afterschool program.

Why: The Strengths and Difficulties Questionnaire (SDQ) is a brief behavioural screening questionnaire for 3-16 year olds. The questionnaire assess emotional and conduct

problems, hyperactivity/inattention, peer relationship issues and prosocial behaviour. This is used in the AYMP research project to study the impact of the afterschool program on participant's ability to cope with difficult situations.

Other Measures:

1) AYMP Program Delivery Readiness/ Efficacy Questionnaire

Who: High school mentors

When: This questionnaire is to be completed prior to the 20 week afterschool program's beginning and then again upon the program's completion.

What you'll need: AYMP Program Delivery Confidence/ Efficacy Questionnaire

How: This is a simple pen and paper questionnaire.

Why: This questionnaire will measure how the high school mentors feel about running the afterschool program before it starts and then once it is completed to measure if their perception of their abilities changes.

2a) Mino-bimaadiziwn - Photovoice

Who: High School Mentors

When: At the end of the 2 year study period

What you will need: You will need cameras for the high school students to take pictures of the community with

How: High school mentors will be given digital cameras, trained in basic photography and be asked to take photographs to tell the story of their experience with AYMP.

Why: Photovoice will be used to describe the factors associated with being a mentor in the program, particularly how mentoring supports the concept of Mino-Bimaadiziwin. The research team's previous experience of engaging in photovoice with Indigenous youth demonstrates the strength of using such an approach in supporting youth to identify, represent, and enhance their experiences through photography. This process "entrusts cameras to the hands of people to enable them to act as recorders, and potential catalysts for social action and change, in their own communities." (Wang et al., 2004, p.369). The pictures provide a participatory means of sharing expertise and engaging in dialogue about personally meaningful experiences and community issues.

2b) Mino-bimaadiziwn - Anishinaabe Symbol-Based Reflection (ASBR)

Who: High School Mentors

When: At the end of the 2 year study period

What you will need: art supplies - beads, paint, canvas, markers, construction paper, wood, glue, scissors, etc.

How: High school mentors will be trained to make symbols (e.g., paintings, drawings, sculptures, crafts, songs, teachings and stories) that describe their AYMP experience.

Why: Arts-based methods such as ASBR involves the participants of the research in a genuine way. Some Indigenous people believe that when an artist makes something, such as a painting, jewelry, a Medicine Wheel, or a dream catcher, their energy is placed into that object.

2c) Mino-bimaadiziwn - Focus Groups

Who: High School Mentors

When: At the end of the 2 year study period

What you will need: audio-recorder

How: When all photographs or art symbols have been produced, photos or art will be used to facilitate focus group discussions. Three steps will guide the participatory analysis of the data including: selecting photographs or art, contextualizing, and codifying. Participants will first select the photos (about 5-7 photos each) or art symbol they feel best represent how involvement with AYMP has impacted them. Next, they will contextualize the photos or art symbols by telling stories about what they mean to them. Through a facilitator-guided discussion, they will VOICE (Voicing Our Individual and Collective Experience) their experience while being encouraged to discuss their own perceptions. Finally, photos and art /symbols from all group participants will be sorted into categories of themes or narratives.

Why: Regardless of the method chosen by high school mentors, focus group sessions will be conducted to allow mentors to tell their own AYMP story within the community, to explore their impressions of the program and how it relates to their specific culture, to Indigenous ways of learning and sense of community.

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- ❖ Ms. Michelle Johnson. Coordinator- Fit Kids, Healthy Kids. Sports Manitoba. Personal Communication. (Fall 2016).

Appendix A: Games Inventory

Aboriginal Games

Game name	Description	Activity Level
Ring on a string	Place a ring on a piece of rope about 8 feet long. Put a small ring or a circular rope. Have 6+ people hold the rope in a circle. One player goes in the center and tries to follow the ring as the others try to pass it around in an attempt to trick the player in the center. After a given time, the game stops and the player in the center gets to choose 3 hands that he/she thinks the ring might be in.	
<u>Dog Soldier</u>	The dog soldier stands in a hoop with a flag for a tail in his/her back pocket. He/she has a coup stick (we use a pool 'noodle' with additional padding). Others circle the dog soldier and try to take the flag without getting touched by the coup stick. If a player gets hit they have to do something before continuing to play (e.g. wait 3 seconds, go touch a wall, do 3 jumping jacks etc.) If someone gets the flag without getting hit, they become the dog soldier.	
<u>Gentle always wins</u>	Two students hold opposite ends of a rope with their feet close together in a squat position. The object is to get your opponent to let go of the rope or lose his/her balance.	
<u>Inuit wrestling</u>	Two students hold on to the same stick with one hand. They stand side by side with their feet pointing in opposite directions. The object is to get your opponent to let go of the stick or move his/or feet by getting him/her off balance.	
<u>Foxtail Games Target Shooting</u>	Throw and catch for points (catching the foxtail close to the head is 1 point, in the middle is 2 points, and at the tip of the tail is 3 points – no point for catching the head); Ultimate foxtail – like the Frisbee game but using foxtails.	

Ice Breaker Games

Please note that all the icebreaker games listed below are marked with varying levels of activity intensity levels.

No Equipment Required!

On the first day/week of AYMP.....: Everyone in the group will sit in a circle. Whoever starts states their name and their favourite part of AYMP. Whoever goes next will have to remember what the person before them said and then say what their favourite part of AYMP was.

Game Name	Description	Activity Level
Picnic Game	Have the participants sit in a circle. The leader will introduce their name and an item that they will bring on the picnic which starts with the letter of their first name ("My name is John and I'm bringing a juice box"). Go around the circle and get the participants to introduce themselves and what they are bringing. Keep on going around the circle until everyone understands the trick.	
Human Spiral	Get the group into a large circle, holding hands. One participant breaks the circle and has feet planted on the ground. The participant cannot move or turn their body or feet. The other participants begin to walk clockwise around the group, all the while holding hands with the other players. The spiral will fold in towards the middle "planted" participant. Once everyone is crowded into the human spiral, the planted foot person makes their way out without letting go of hands.	
Tags in 1's and 2's	In two's, designate one participant as the number one and the second as number two. Call out a number 1 or 2. If you hear your number called, you must run away from your partner. If tagged by your partner, you stop. The leader calling the numbers will stop the game once everyone has had a chance to tag their partner. Continue the game by calling out another number.	
No talking line game	Get the participants to line up, without talking and using motions with hands, in various line forms. BE CREATIVE!!!! Examples would be lining up in birthday (January at the beginning of the line and December at the end of the line), height, hand size, etc	

<p>Two Truths and a Lie</p>	<p>Have all the participants sit in a circle. One participant starts by saying their name and 3 facts about themselves. The other participant in the circle now must guess which one of the three facts is a lie. Once the person guesses correctly then the next participant will go.</p>	
<p>Honey if you love me:</p>	<p>Have the participants sit in a circle with one person in the middle. The person in the middle has to go up to a child sitting in the circle and make them laugh by only saying "Honey if you love me will you please, please smile". There is no physical contact allowed. If the participant is successful in making that person laugh then the person who was sitting down is now in the middle. If the participant is not successful in making the other person who is sitting down laugh then the participant will move on to someone else to make them laugh.</p>	
<p>The Winds of Change</p>	<p>The participants all sit in a circle. One participant is in the middle and they say "The wind of change is blowing for anyone who....." and the participant will then say either "has a blue shirt" or "is in Grade 2", etc. Encourage the kids to be as creative as possible and make sure that everyone has an opportunity to participate. Everyone who apply to what the child in the middle said (i.e. has a blue shirt, is in grade 2, etc.) will then stand up and switch spots in the circle with someone else. The last child to find a spot to sit is then in the middle.</p>	

Transition Games

Please note that all the transition games listed below are mostly categorized as light intensity physical activity levels.



- **Human Machine:** Divide into small groups of 4-6 people. Allot about 5 minutes for each group to “create a human machine, using at least two moving parts, and it must make a sound”. All players problem solve to come up with an idea for a machine that moves then practice the machine. Each group presents their machine to the larger group, and the other groups have to guess what machine the group made.
- **Atom:** Everyone in the group will mingle until the leader calls out a number. Whatever number is called (e.g. 6) the participants will have to get into groups of that number. If there are participants not in a group or the last group to form a group will be out (play small circle games on the side with these children).
- **Statue Game:** Have players run, hop, skip, gallop, and shuffle around the gym. When you yell freeze they have to pose as the statue position that you say (ie: hockey player taking a slap shot, basketball shooter, etc.)
- **Someone Says:** A leader will say their name and an action (John says touch your head). The participants will follow the direction that the leader says. When the leader says an action without their name in front of action (Touch your head) the participants who do that action will be out (play small circle games on the side)
- **Graveyard:** Give participants 10 seconds to find a comfortable position on the floor. Pick a few children to be Gravediggers. The gravediggers must walk around the graveyard and try to make the people lying down laugh. There is no touching allowed, and screaming in people’s ears is not permitted. If a person laughs they must join the gravediggers in trying to make others laugh.
- **Spokes on a Wheel:** Make an equal number of groups (4-6 participants), standing one behind the other, with the front person facing in towards the middle. The configuration should look like “spokes on a wheel”, with each group fanning out. Next, give each person on each team (eg. red, blue, yellow, green, etc.). The leader will call out a colour (or whatever you named the participants), then whoever’s name was called out will turn to the right, run down to the end of their teams line, turn right again, runs around the group, then races back through the opened legs of their teammates to grab the flag (bean bags, etc) in the middle of all the spokes. Alternate running around the circle with hopping around the circle or dribbling a ball around the circle, etc.
- **Concentration:** All campers sit in a scattered formation on the gym floor. One camper starts by standing up and finds another camper to sit behind. The camper who is in

front must find a new camper who hasn't moved yet to sit behind. Make sure that campers keep quiet so they don't give the looker any hints.

- **Count to 30:** Everyone is sitting in their group with their eyes closed. The campers then count to 30 with their eyes closed by yelling out the numbers in sequence. The object of the game is to count to 30 without two or more people yelling out a number at the same time. If a number is yelled out by more than one person, then the group has to start back at 1.
- **Back Draw:** Have the campers sit down in a straight line, one behind the other. The leader then whispers something to the first camper in the line for them draw, for example "apple". The first camper is then supposed to draw an apple on back of the camper in front of them. That camper then is supposed to draw what he thinks was drawn on his back on the back of the camper in front of them. This continues until the camper at the end of the line, and then the camper at the end is supposed to say what he thinks was drawn on his back.
- **Stella, Ella, Ola:** Have everyone sit in a circle. Everyone will put out their right hand and place it over the person's left hand to the right of them (everyone will have a hand on top of someone else's hand).
Sing the song Stella, Ella, Ola while clapping hands in a circle.
Song: Stella ella ola, clap, clap, clap; Singing S chico, chico; Chico, chico, flapper jacker; S chico, chico, bologna, bologna; With cheese and macaroni; So one, two, three, four five!
- **Black Magic:** Have everyone sit in a group somewhere. Have one leader leave the area, the other leader and group members must decide on an item that they want the leader to guess. The leader then comes back and tries to "guess" the correct item.
- **To Guess:** Have the leader that stayed with the group say, "Is it 'X'" and then the guesser will say yes or no. When the leader points to something **Black** say No, but the next item that they point to will be the correct one. This is a very good trick and many of the kids really like it!
- **Hand Tapping Game:** Everyone lies in a circle (on stomach) with their hands in the middle. Players mix up their hands with the players next to them, so that no one person has their own hands side-by-side. Someone starts the game by tapping their hand once; the tap goes clockwise around the circle. Each player has the option of tapping their hand once or double tapping. Double tapping switches the direction of the tapping. The game is supposed to move quickly and anyone who taps when it is not their turn or doesn't tap when it is their turn has to remove a hand from the game. When both hands are removed they are 'out'. It is a good idea to have two circles going so that the players who are 'out' go to the other circle.
- **Duck, Duck, Anything:** Play similar to traditional duck, duck, goose but instead of goose be creative and have the participants do different things. Examples are: animal, vehicles, objects, etc.
- **Magic Wink:** Have the participants sit in a circle. Choose one child and have them leave the area (preferably with an leader) who will be the detective. Choose one

participant to be the “magician”. Call back the detective who left the room. The magician must wink at the other participants in the circle to cast a “sleeping spell” on them. Participants that have a spell cast on them must fall over and pretend to sleep. The detective has 3 chances (or depending on how large the group is 2 or 4 guesses may be appropriate) to guess who the magician, or until all the children are sleeping.

- **Electricity Game:** Have the participants get into two lines and get them to face back to back. Get the participants to cross their arms over each other and grab the arms of the people beside them. Place any object (bag, shoe, etc) at the end of the lines. Have the participants close their eyes (except for the first person in each line). The leader must sit at the other end of the lines, opposite the object. The leader then flips a coin. If the coin shows tails, the person at the beginning of the line must squeeze the hand of the person next to them. As soon as the person feels their hand being squeezed they can squeeze the next person’s hand. When the last person’s hand is squeezed they must reach for the object at the end of the line before the last person from the other line beats them. If heads is shown, the participant should not squeeze the next person’s hand, if they do, that team will lose that round. Play until one team reaches 10 points.
- **Telephone:** Have everyone sit in a circle and have someone think of something to say. They will then whisper the message to the person on their left. When it gets to the last person then they will say the saying out loud.
- **Human Knot:** Have everyone get into a circle (standing up). Have the participant put their arms into the circle and grab hands with two different people in the circle. The people cannot be next to you. Have the participants try to untangle themselves without letting go of the people to which they are holding onto.
- **Pass the Penny:** The group tries to pass an object around the circle (the object should be the size of a penny). A person on the outside of the circle tries to guess where the penny is located. The group must try to fool the guesser by doing fake passes, etc.
- **Billy’s World:** The leader starts the game by choosing a rule and keeps it a secret (example the people, places and things in Billy’s world have double letters in them) then they give examples, “In Billy’s world there are **feet** but no hands.” In Billy’s world there are **books** but no libraries”. The campers then take turns and try to guess what the rule is.
- **Beat Master (Rhythm Maker):** A chosen 'guesser' goes out room. A leader is then picked from the group. Whatever the leader does the group must copy. When the 'guesser' enters they must try and see who the leader is by trying to work out who is starting the new actions off (tell the group not to all look at leader as it makes it harder). This is a really fun game and is good to keep a small group occupied for short time.
- **Heads Up 7-Up:** Have the group sit in a circle and have a few people be it (use your judgment on how many people will be it depending on the size of the group). Everyone who is not it will close their eyes and the people who are it will tap people on their head lightly. Once all the people who are it have tagged someone everyone who was

tagged will try and guess who tagged them. If they are correct then the person sitting down will switch with the tagger.

- **Pass the Squeeze:** Get your group to sit in a circle holding hands with one young person in the middle, camper squeezes the person next to them discretely and young people will pass it on. The person in the middle has to find the squeeze, the one who gets caught squeezing will go in the middle. **Uma Zuma:** Everyone sits in a circle and the leader asks the question “Uma Zuma lied and cried, did he really cry?”. When it is asked in this way the answer is **no**, but then the leader can ask “ [camper’s name] are you listening?, Uma Zuma lied and cried, did he really cry?” When it is asked in this way the answer is **yes**. The leader goes around the circle asking the campers the question in one of the two ways just explained, and tries to get the campers to figure out that rule of the game.
- **Open or Closed:** Have everyone sit down in a circle. The leader then crosses and opens their arms saying “my arms are closed”, regardless of whether they are crossed or not. The rule is if the leaders legs are crossed in any way then the ‘arms’ are closed (regardless of whether the arms are actually crossed or not) and if the legs are not crossed then the ‘arms’ are open (regardless of whether the arms are actually open or not). Therefore, if the leader’s legs are crossed they will say they’re arms are closed and if their legs are not crossed then they will say their arms are open. The leader does this several times and then gets the campers to try it around the circle to see if they can figure out the rule.

Warm Up and Tag Games

Please note that all of the warm up and tag games are considered to be moderate to vigorous physical activity depending on the level of physical exertion and the amount of time that the game is played



- **Follow the Leader:** Everyone will line up behind a leader and everything that the leader does the children behind them must follow it. Be creative.
- **Line Tag:** All players line up at one end of the gym. Three players volunteer to be “it” and are designated one line (at $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$ of the gym) that they can move across. On the command “go”, players attempt to cross the gym without being tagged by the player on the 3 designated lines. If caught, they join that line and become taggers for the second round.
- **Red Light, Green Light:** Players line up along one end while the leader acts as the “traffic light”; the leader calls out “green light,” children move forward, (tell them to use lunges, hop, jump, skip, run, etc.) “red light,” children stop/freeze. If players get

- caught moving during red light, they're sent back to the beginning. Game end when one or more players pass the leader. Let the winner direct traffic for the next game.
- **What Time is it Mr. Wolf:** Players line up along one end while a leader stands far away with their back to the campers. The campers yell, "What time is it Mr. Wolf?". The campers take giant steps as many strides as the hour (i.e. 5 o'clock = 5 strides). If the wolf yells "Lunch time!" campers run back to beginning before getting tagged by the wolf. Pick one of the campers to be the wolf next game.
 - **Turtle Tag:** Pick one player to be the tagger. Everyone else must run away from the tagger, once tagged you must go on your back like a turtle that has been flipped over onto its shell. You must wait until someone else comes to flip you over in order to get back into the game.
 - **British Bull Dog:** Have the players line up at one side of the room. Designate one person as the bull dog who stands in the middle. Make safe zones at both sides of the room. The player who is in the middle will yell "British Bull Dog". The players who are lined up will then try to run to the other side of the room without getting tagged by the bull dog.
 - **Colour Tag :** Divide group into four teams each with a different colour pinny. Call out a colour to be 'it'. If tagged, sit down. You are freed and back in the game when a teammate picks you up by the hand.
 - **Ollie Ollie Octopus:** Have the players line up at one side of the room. Designate one person as the octopus. Make a safe zone at both sides of the room. The player who is in the middle will yell "Ollie Ollie Octopus in the deep blue sea, Ollie Ollie Octopus you can catch me!" The octopus in the middle will try and tag as many people as possible. Once someone is tagged then they become seaweed. The seaweed stays where they were tagged and try and tag other players who get into their path.
 - **Sun and Frost Tag:** Pick one player to be the frost tagger; if they tag you, you are frozen. Pick another tagger to be the sun. They thaw you out and you're back in the game.
 - **Hot Dog Tag:** Pick one or two players to be it. If you get tagged you become a wiener and must lie down and yell "I need buns". Two other players must come and free you by becoming buns and lie down (one on each side) to make the hot dog.
 - **Human Blob Tag:** Start a tag game by designating 2-3 people as taggers. Three taggers hold hands while chasing those who are not it. The taggers chase the other players, and each time they tag someone, that person joins the line of taggers. Eventually, you will have large blob of taggers, who can engulf those players who are free. Large blobs can also break off and become smaller blobs.
 - **Poison Tag:** If you are tagged in the leg. You must run with one leg. If you are tagged in the arm, it goes behind your back etc.
 - **Toilet Tag:** Pick one or two players to be it. If you get tagged you go down on one knee with one arm sticking straight out. Other players have to try and 'flush' (push

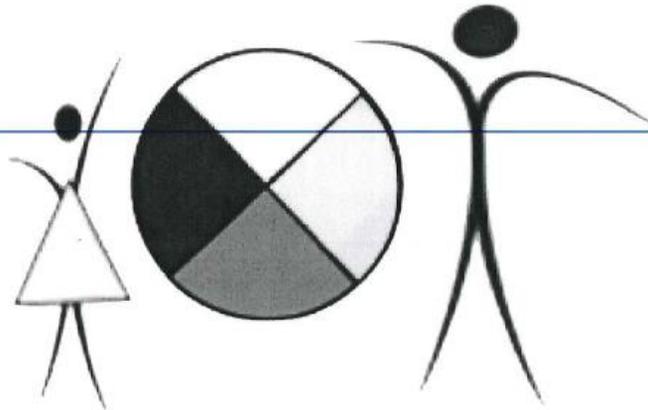
down) the arm of the player who was tagged, once arm has been 'flushed' they can resume playing again.

- **TV Tag:** Pick multiple taggers (depending on how big the group is) to be it. That person who is it will run around and try and tag other people. To be safe from the tagger the player can sit down and say a name of a TV show. If they are tagged then that player becomes it.
- **Giants, Wizards and Elves:** Divide the group into 2 teams. Each team decides whether they want to be giants, wizards or elves. Once you have decided what your group is going to be (giants, wizards or dwarfs) the two groups line up about a meter apart from each other. The groups will count to 3 and then say what they chose. Elves beat wizards, wizards beat giants and giants beat elves. The losing team will have to run to their end of the room without being tagged by the other team. If they are tagged then that player becomes part of the other team.
- **Rock, Paper, Scissors Tag:** Choose three people to be it. Designate one person as a rock, one as paper and the last one as scissors. As a person is tagged the tagger has to say if they were rock, paper or scissors. If the person is tagged by a rock, the player will become a rock and in order to get back into the game someone else in the game has to leap frog over them. If the person is scissors then someone in the game will have to crawl in between their legs. If the person is paper then the person puts out their arms in front of them and someone has to run under their arms stretched out.
- **Pizza:** Campers are lined up on one side of the room. Leader will give each a pizza topping (cheese, ham, pepperoni etc.). One camper will be the chef and they stand in the middle of the room. The chef will call a topping and those campers will try and get to the other side without being tagged. If they are tagged they must go to the fridge and be leftovers (on the side of the room). If the chef calls leftovers all those on the side will try to run to the other side of the room and back. The first one back to the fridge will get to join the pizza again. If chef calls "deluxe", everyone runs (except leftovers).
- **Doctors and Germs:** Two teams face each other in a line lying down on their stomachs in the middle of a floor. One team will be the doctors the other will be germs. The leader will call either doctors or germs. If germs are called they must chase the doctors back to their side. If tagged they go to the other team. Game is over when everyone is either a doctor or a germ.
- **Banana Tag :** When caught, raise arms above head to make your body like a banana. To be freed, a teammate unpeels the banana by pulling one arm down. When both arms are "peeled", you're free!

Appendix B: Data Collection

Aaniish Naa Gegii?

(The Aboriginal Children's Health and Well-Being Measure -ACHWM)[®]



For Review Purposes Only

If you would like to receive more information on the use of the ACHWM[®] please contact one of the copyright holders listed below:

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We would like to know how you are feeling. The questions below were developed by a group of First Nations children and youth to assess physical, mental, emotional and spiritual health.

Please mark the circle that describes you best.	Never	Hardly Ever	Some-times	Often	Always
1. I laugh and have fun ...	<input type="radio"/>				
2. I feel physically fit (I feel that my body is in good shape) ...	<input type="radio"/>				
3. I feel afraid or scared ...	<input type="radio"/>				
4. I feel bullied ...	<input type="radio"/>				
5. I make healthy choices ...	<input type="radio"/>				
6. I enjoy exercise...	<input type="radio"/>				
7. It is hard to keep my mind on my school work during class ...	<input type="radio"/>				
8. I have enough energy ...	<input type="radio"/>				
9. I forget things ...	<input type="radio"/>				
10. I spend time listening to and learning from elders ...	<input type="radio"/>				
11. I have time to be with my family...	<input type="radio"/>				
12. There is someone I can go to for help when I am not well ...	<input type="radio"/>				
13. I see the beauty in nature ...	<input type="radio"/>				
14. I show respect to the people around me...	<input type="radio"/>				
15. I take time to connect (talk or pray) to the Creator/God ...	<input type="radio"/>				
16. It is hard for me to do well at school ...	<input type="radio"/>				
17. I enjoy celebrations (gatherings) in my home or community...	<input type="radio"/>				
18. I hurt other people when I am upset or angry ...	<input type="radio"/>				
19. I do things to keep myself safe ...	<input type="radio"/>				
20. I am proud to be a part of my community ...	<input type="radio"/>				
21. I feel lonely ...	<input type="radio"/>				
22. I am grateful for what I have ...	<input type="radio"/>				
23. I break things when I am upset or angry ...	<input type="radio"/>				
24. I feel safe at home...	<input type="radio"/>				



Please mark the circle that describes you best.

	Never	Hardly Ever	Sometimes	Often	Always
25. I have time on my own to relax with an activity I like (music, etc.) ...	<input type="radio"/>				
26. When I get sad or upset I get over it quickly ...	<input type="radio"/>				
27. I make choices that send me on a good path in life ...	<input type="radio"/>				
28. I stay home from school ...	<input type="radio"/>				
29. I am active outdoors ...	<input type="radio"/>				
30. I play sports ...	<input type="radio"/>				
31. I get mad or cry when something small goes wrong ...	<input type="radio"/>				
32. I feel connected to Mother Earth ...	<input type="radio"/>				
33. I feel like hurting myself ...	<input type="radio"/>				
34. There is a really good person in my life who is there for me...	<input type="radio"/>				
35. I take time to learn our Native language ...	<input type="radio"/>				
36. I feel like I have too much to do (feel overwhelmed)...	<input type="radio"/>				
37. I feel encouraged by my community (they believe in me)...	<input type="radio"/>				
38. I am in a bad mood ...	<input type="radio"/>				
39. I get a good night's sleep ...	<input type="radio"/>				
40. I feel like ending my life ...	<input type="radio"/>				
41. I get so worried that I feel it in my body ...	<input type="radio"/>				
42. There are things in my life that make me happy ...	<input type="radio"/>				
43. I eat healthy foods...	<input type="radio"/>				
44. My family helps each other ...	<input type="radio"/>				
45. I feel like good things will happen...	<input type="radio"/>				
46. I can get clean drinking water ...	<input type="radio"/>				
47. I miss doing things that used to be fun ...	<input type="radio"/>				
48. I find enough fun things to do in my community to keep me happy ...	<input type="radio"/>				
49. I am a good son/daughter to my family ...	<input type="radio"/>				
50. Being active gives me energy ...	<input type="radio"/>				
51. I feel safe in my community ...	<input type="radio"/>				



Please mark the circle that describes you best.

	Never	Hardly Ever	Sometimes	Often	Always
52. I feel loved by other people around me ...	<input type="radio"/>				
53. I worry about getting enough to eat...	<input type="radio"/>				
54. I have hope for my future ...	<input type="radio"/>				

These questions have different answers.

Please mark the circle that describes you best.

	Not Important	A little Important	Important	Very Important	Extremely Important
55. I think that learning is ...	<input type="radio"/>				
56. Spending time with elders is ...	<input type="radio"/>				
57. Our Native language is ...	<input type="radio"/>				
58. Knowing about our culture (like the stories of our ancestors) is ...	<input type="radio"/>				
59. Knowing about our traditional medicines is...	<input type="radio"/>				
60. For me, believing in the Creator/God is ...	<input type="radio"/>				
61. Drinking water to keep me healthy is...	<input type="radio"/>				
62. Long-time friendships are ...	<input type="radio"/>				

What do you do to stay active? _____

What cultural activities do you do? _____

What activity would you like to do if you had the chance? _____

Thank You!



PRE Parent Questionnaire

2017-2018

Aboriginal Youth Mentorship Program (AYMP2)

To be completed by parent/guardian of each participant

Participant ID: _____

School ID: _____

Today's Date: _____

Strengths and Difficulties Questionnaire

For each item, please mark the box for Not True, Somewhat True, or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of your child's behavior over the last six months.

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings			
Restless, overactive, cannot stay still for long			
Often complains of headaches, stomach-aches or sickness			
Shares readily with other children, for example CD's, games, food			
Often loses temper			
Would rather be alone than with other children			
Generally well behaved, usually does what adults request			
Many worries or often seems worried			
Helpful if someone is hurt, upset or feeling ill			
Constantly fidgeting or squirming			
Has at least one good friend			
Often fights with other youth or bullies them			
Often unhappy, depressed or tearful			
Generally liked by other children			
Easily distracted, concentration wanders			
Nervous in new situations, easily loses confidence			
Kind to younger children			
Often lies or cheats			
Picked on or bullied by other children			
Often offers to help others (parents, teachers, children)			
Thinks things out before acting			
Steals from home, school or elsewhere			
Gets along better with adults than with other children			
Many fears, easily scared			
Good attention span, sees chores or homework through to the end			

Do you have any other comments or concerns?

Overall, do you think that your child has difficulties in one or more of the following areas: emotions, concentration, behavior or being able to get along with other people?

- No
- Yes – minor difficulties
- Yes – definite difficulties
- Yes – severe difficulties

If you have answered “Yes”, please answer the following questions about these difficulties:

- How long have these difficulties been present?
 - Less than a month
 - 1-5 months
 - 6-12 months
 - Over a year
- Do the difficulties upset or distress your child?
 - Not at all
 - Only a little
 - A medium amount
 - A great deal
- Do the difficulties interfere with your child’s everyday life in the following areas?

	Not at all	Only a little	A medium amount	A great deal
HOME LIFE				
FRIENDSHIPS				
CLASSROOM LEARNING				
LEISURE ACTIVITIES				

- Do the difficulties put a burden on you or the family as a whole?
 - Not at all
 - Only a little
 - A medium amount
 - A great deal

Mother/Father/Other (please specify):

POST Parent Questionnaire 2017-2018

Aboriginal Youth Mentorship Program (AYMP2)

To be completed by parent/guardian of each participant

Participant ID: _____

School ID: _____

Today's Date: _____

Strengths and Difficulties Questionnaire

For each item, please mark the box for Not True, Somewhat True, or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of your child's behavior over the last six months.

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings			
Restless, overactive, cannot stay still for long			
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Would rather be alone than with other children			
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Has at least one good friend			
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Often lies or cheats			
Picked on or bullied by other children			
Often offers to help others (parents, teachers, children)			
Thinks things out before acting			
Steals from home, school or elsewhere			
Gets along better with adults than with other children			
Many fears, easily scared			
Good attention span, sees chores or homework through to the end			

Do you have any other comments or concerns?

Overall, do you think that your child has difficulties in one or more of the following areas: emotions, concentration, behavior or being able to get along with other people?

- No
- Yes – minor difficulties
- Yes – definite difficulties
- Yes – severe difficulties

If you have answered “Yes”, please answer the following questions about these difficulties:

- How long have these difficulties been present?
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	Not at all	Only a little	A medium amount	A great deal
HOME LIFE				
FRIENDSHIPS				
CLASSROOM LEARNING				
LEISURE ACTIVITIES				

- Do the difficulties put a burden on you or the family as a whole?
 - Not at all
 - Only a little
 - A medium amount
 - A great deal

Mother/Father/Other (please specify):

BREB: B2016:080

Date of Approval: 09/06/2016

Date of Expiry: 08/22/2017

RESEARCH PARTICIPANT INFORMATION AND CONSENT FORM

Child and Parent

Title of Study: Expanding the Circle: A Peer-Led, Resilience-Based Model of Obesity and Diabetes Prevention for Indigenous Youth

Funding Agency: Canadian Institutes of Health Research; Canadian Diabetes Association

Study Staff Contacts: Dr. Jonathan McGavock, 204-480-1359
Dr. Joannie Halas, 204-474-6061
Dr. Heather McRae, 204-474-7425
Dr. Amanda Johnson, 204-474-8629
Dr. [jay johnson](#), 204-474-8996
Dr. Garry Shen, 204-789-3816
Dr. Sharon Bruce, 204-975-7745
Tamara Beardy, 204-789-3591
Jenna Stacey, 204-789-3591

Community Contacts: Garden Hill - Larry Wood, 204-456-2926
[Sagkeeng](#) - Kim O'Laney, 204-367-2588
[Wabowden](#) - Bonnie Monias, 204-689-2620
Thompson (UCN) - Barb Carlson, 204-677-6673
Sandy Bay - George Beaulieu, 204-843-2431
Cross Lake - Anna McKay/ Connie McIvor, 204-676-3030
[Shamattawa](#) – Riley Gilbert, 204-565-2022

Purpose of Study:

In this project high school students will serve as youth -mentors for younger students. They will deliver an afterschool program to elementary school students from 3:30pm - 5:30pm once a week for a period of 5 months (20 weeks). The entire program will be supervised by a young adult health leader. The study is designed to find out if the Aboriginal Youth Mentorship Program can improve students' learning and actions related to health (e.g. physically active, healthy eating and self-esteem). We will also study if the program has an impact on overall well-being, as well as physical risk factors for type 2 diabetes such as body weight and waist girth. Lastly, we are interested in understanding how the program can be adapted to the needs of new communities as it expands across Canada.

What will my child have to do if he/she participates?

High school student mentors will be paired with younger students in grade 4 to help teach about healthy lifestyles and provide peer-led physical activity and healthy eating activities. Your child will attend the AYMP after school once a week, for a 20-week period. In private, wearing regular clothing, your child's height, weight, and waist circumference will be measured twice: before the program begins and at the end of the program. As well, your child will be asked to complete a questionnaire about their ability to cope with and overcome difficult events at the beginning and end of the study period. To measure your child's overall wellness, a questionnaire called "Aaniish Naa Gegii?" (How are you?), also known as the Aboriginal Children's Health and Well-being Measure will be administered at the beginning and end of the study period on a computer tablet. **Please see the next page for more information about this questionnaire.**

What Will I have to do if my child participates?

As a parent/guardian of a child participating in the study, you will be asked to fill out the **Strengths and Difficulties Questionnaire (SDQ)**. The SDQ is a 25 item survey which asks you to answer questions about your child's behavior and how your child copes with different situations. You will be asked to complete this survey twice throughout the study period: Before the 20-week afterschool program begins and again once the program has finished.

*Participation in the study is completely voluntary and may be from Winter 2017 to Spring 2019, or for as long as your child chooses to stay involved with the program.

As a participant in the Aboriginal Youth Mentorship Program, my child will participate, in the following:

- Wear a step counter for 7 days to measure how many steps they take
- Have their height, weight, waist, and hip measurements taken (in regular clothing)
- Answer questionnaires about how they cope with and overcome difficult situations
- Answer the Aaniish Naa Gegii? (ANG), on a computer tablet and meet with a mental health worker should their responses be flagged.
- Attend the 20 week afterschool healthy living program run by the high school mentors
- I will complete the Strength and Difficulties Questionnaire (SDQ)

The Aaniish Naa Gegii? (ANG) – Information about the Questionnaire

What is the Aaniish Naa Gegii? (ANG)?

Aaniish Naa Gegii? means how are you? in Ojibwa. The **Aaniish Naa Gegii?** is also known as the Aboriginal Children's Health and Well-Being Measure (ACHWM). It is a culturally appropriate survey based on the Medicine Wheel created by Aboriginal children for Aboriginal children. The survey is made up of questions about how children perceive their mental, physical, spiritual, and emotional health. The survey is completed on a computer tablet and is able to be read to children who need help.

Why are we using the Aaniish Naa Gegii? (ANG) in our study?

We are using the ANG to assess the effect of the Aboriginal Youth Mentorship Program on the health and well-being of children in (community name). The ANG will help us find out if changes in physical measurements accompany changes in how a child thinks about their health and well-being. We hope to use what we learn from this questionnaire to better the health and well-being of children in (community name).

What will happen if my child participates?

Your child will be asked to complete the ANG twice: once at the beginning of the study period and once at the end of the study period. Your child will complete the survey privately on a computer tablet. The survey should take no more than 15 minutes to complete. If your child requires help reading the questions, help will be provided. **All of your child's responses will be kept confidential on a secured database.** Your child's survey will be marked with a code and not their name to ensure confidentiality.

What if I change my mind?

It is not mandatory that your child completes the ANG as part of their participation in the study. Completion of the ANG is voluntary, meaning it is completely up to you whether or not your child will fill out the survey. If you change your mind at any time about your consent to your child's involvement in the survey, please contact the research assistant in your community or one of the study team members.

***Due to the sensitive nature of some of the questions, to ensure the health and safety of your child, a mental health professional will be on site. If we are concerned about your child's responses in any way, we will connect your child with a mental health professional who will talk to your child privately. Your child and the mental health professional will decide if further support would be helpful.**

Risks: The risk for injury to your child for this study is no greater than taking part in a regular physical education class.

Benefits: We hope the data will help us understand how this program can improve health in children. The program may also help your child learn about making healthy choices.

Costs: There is no cost to participate in this study.

Confidentiality: The information gathered will be private. We will not share your child's name or their data with anyone. All data will be coded with a number. If the information is shared with other scientists; a numerical code will be used in place of your child's name. All records will be locked and accessed only by study staff. All paper, audio, and video data will be kept securely for 7 years before being shredded or deleted.

*The University of Manitoba Research Ethics Board may review records for quality assurances purposes.

Voluntary Participation/Withdrawal from the Study: Your decision to have your child take part in this study is your choice. You may take your child out of study at any time.

Medical Care for Injury Related to the Study: If your child becomes injured or sick because of this study, all health treatment will be available at no cost. You are not waiving any of your legal rights by signing this consent form or releasing the investigator(s) or the sponsor(s) from their legal and professional responsibilities.

Community Support: This project was reviewed and approved by Chief and Council (or a community board). The AYMP is guided and supported by a local Advisory Committee made up of elders, teachers, parents, and members of your community. This committee will make sure the data collected is used properly and for the right purposes. All data are owned and controlled by your community. Data will be presented to the community and approved by the Advisory Committee and community stakeholders (i.e. school board and/or Chief and Council) before it is shared with others and/or published. Your community is one of 12 communities participating in the project. Decisions about pooling data across communities and decisions about what is published about your community will be made by your local Advisory Committee. Whether your community's data is pooled or not, your child's identity will not be stored in the data set and will not be shared with others. If you'd like more information about the Advisory Committee please contact your community representative listed on the first page of this document. You are also welcome to become an Advisory Committee member if you wish.

Questions: For questions before, during, and after this study contact the study doctor (Jonathan McGavock, 204-480-1359), project coordinators (Tamara Beardy and Jenna Stacey, 204-789-3591), or your community representative (names and contact numbers listed on first page). For questions about your child's rights as a research participant, you may contact The University of Manitoba, Research Ethics Board Office at: (204) 789-3389.

Statement of Consent

UNIVERSITY OF MANITOBA BANNATYNE CAMPUS RESEARCH ETHICS BOARD
Version #3: October 2016 Page 4 of 5

PARTICIPANT INITIALS _____



- I have read and understand this consent form.
- I have discussed any questions about the study with study staff.
- The risks and benefits have been explained to me.
- I have not been influenced by study staff to participate in the study.
- I understand that I will be given a copy of this consent form after signing it.
- I understand that my child's participation in this study is voluntary and that he/she may choose to withdraw at any time.
- I freely agree to my child's participation in this study.
- I understand that information regarding my child's personal identity will be kept confidential.
- I authorize The University of Manitoba Research Ethics Board and the Canadian Institutes of Health Research to access my child's records for quality assurance purposes. By signing this consent form, I have not given up any of the legal rights that my child has in this study.

I agree that my child may participate in this study: Yes ___ No ___

I agree for my child to be contacted for future follow-up to this study: Yes ___ No ___

Participant's (your child's) printed name: _____ DOB _____

Parent/legal guardian's printed name: _____

Parent/legal guardian's signature _____ Date _____
(dd/mm/yy)

Teacher Signature (after consent form is returned) _____

FOR STUDY STAFF:

I have fully explained this study to the students and parents and believe that they understand the consent.

Study staff printed name: _____ Role in the study: _____

Study staff signature _____ Date _____
(dd/mm/yy)



BREB: B2016:080
 Date of Approval: 09/06/2016
 Date of Expiry: 08/22/2017

RESEARCH PARTICIPANT INFORMATION AND CONSENT FORM
Young Adult Health Leaders

Title of Study: Expanding the Circle: A Peer-Led, Resilience-Based Model of Obesity and Diabetes Prevention for Indigenous Youth

Funding Agency: Canadian Institutes of Health Research; Canadian Diabetes Association

Study Staff Contacts: Dr. Jonathan McGavock, 204-480-1359
 Dr. Joannie Halas, 204-474-6061
 Dr. Heather McRae, 204-474-7425
 Dr. Amanda Johnson, 204-474-8629
 Dr. Jay Johnson, 204-474-8996
 Dr. Garry Shen, 204-789-3816
 Dr. Sharon Bruce, 204-975-7745
 Tamara Beardy, 204-789-3591
 Jenna Stacey, 204-789-3591

Community Contacts: Garden Hill - Larry Wood, 204-456-2926
Sagkeeng - Kim O'Laney, 204-367-2588
Wabowden - Bonnie Monias, 204-689-2620
 Thompson (UCN) - Barb Carlson, 204-677-6673
 Sandy Bay - George Beaulieu, 204-843-2431
 Cross Lake - Anna McKay/ Connie McIvor, 204-676-3030
Shamattawa - Riley Gilbert, 204-565-2022

Purpose of Study:

In this project high school students will serve as peer-mentors for younger students. They will deliver an afterschool program called the Aboriginal Youth Mentorship Program (AYMP), to elementary school students from 3:30pm – 5:30pm once a week for a period of 5 months (20 weeks). The study is designed to find out if the program can improve students' learning and actions related to health (e.g. physically active, healthy eating and self-esteem). We are also interested in understanding how the program can be adapted to the needs of new communities as it expands across Canada. To do that, we are seeking to find out what factors (people, circumstances, etc.) make the program successful and why.

What will I have to do if I participate?

You are being asked to participate in this study as a Young Adult Health Leader. Your role will be to act as a “champion” to guide and support the youth mentors.

You will be asked to attend a Program Training in early Fall 2016. **Parts of this training will be observed by a research team member and video-recorded.**

Upon completion of the training, you and a research team member will be responsible for training the youth mentors in (community name). **You will be asked to fill out questionnaires about the quality of the training and your confidence and comfort level delivering this training.**

You will run the 20-week afterschool program. Running the program involves being available from 3:30pm – 5:30pm twice a week. The first weekly session will be to plan activities for that week. The second weekly session will involve supervising the youth mentors while they deliver the program to the grade 4 students.

You will be asked to keep a weekly program tracking log. A research team member will stop by occasionally to observe how the program is being delivered and how the program is tailored to the needs of (community name).

At the end of the 20-week program, **you will be interviewed by a research team member** about your experience and how you modified the AYMP program to meet the needs of (community name).

As a young adult leader, I will participate in the following:

- Attend a video-recorded training session in Fall 2016
- Run the AYMP program afterschool twice a week for 20 weeks
- Fill out questionnaires about the training and your confidence in your ability as a YAHL
- Be interviewed at the end of the study about the program in (community name)

Risks: There is no risk for injury associated with this study any greater than taking part in your day to day life’s activities. The video recordings of the training session may pose a small risk related to identification. Your face and voice will appear on the video however no name or personal information will be attached to your voice or image. The video recordings will not be presented to the public and will be kept in a locked cabinet at the University of Manitoba which will only be accessible to the study researchers.

Benefits: We hope the data will help us understand how, why, and under what circumstances the AYMP program can improve health in children. Your participation in this research will help us improve the AYMP and successfully expand the program into other communities.

Costs: There is no cost to participate in this study.



Confidentiality: All of the information gathered including questionnaires and video-recordings will be private. We will not share your name or your data with anyone. All data will be coded with a number. If the Information is shared with other scientists a numerical code will be used in place of your name. All records will be locked and accessed only by study staff. All paper, audio, and video data will be kept securely for 7 years before being shredded or deleted.

*The University of Manitoba Research Ethics Board may review records for quality assurances purposes.

Voluntary Participation/Withdrawal from the Study: Your decision to take part in this study is your choice. You may withdraw from the study at any time.

Community Support: This project was reviewed and approved by Chief and Council (or a community board). The AYMP is guided and supported by a local Advisory Committee made up of elders, teachers, parents, and members of your community. This committee will make sure the data collected is used properly and for the right purposes. All data are owned and controlled by your community. Data will be presented to the community and approved by the Advisory Committee and community stakeholders (i.e. school board and/or Chief and Council) before it is shared with others and/or published. Decisions about pooling data across communities and decisions about what is published about your community will be made by your local Advisory Committee. Whether your community's data is pooled or not, your identity will not be stored in the data set and will not be shared with others. If you'd like more information about the Advisory Committee please contact your community representative listed on the first page of this document. You are also welcome to become an Advisory Committee member if you wish.

Questions: For questions before, during, and after this study contact the study doctor (Jonathan McGavock, 204-480-1359), project coordinators (Tamara Beardy and Jenna Stacey, 204-789-3591), or your community representative (names and contact numbers listed on first page). For questions about your rights as a research participant, you may contact The University of Manitoba, Research Ethics Board Office at: (204) 789-3389.



Statement of Consent

- I have read and understand this consent form.
- I have discussed any questions about the study with study staff.
- The risks and benefits have been explained to me.
- I have not been influenced by study staff to participate in the study.
- I understand that I will be given a copy of this consent form after signing it.
- I understand that my participation in this study is voluntary and that I may choose to withdraw at any time.
- I freely agree to participate in this study.
- I understand that information regarding my personal identity will be kept confidential.
- I authorize the access of any of my records related to this study by The University of Manitoba Research Ethics Board and the Canadian Institutes of Health Research for quality assurance purposes.
- By signing this consent form, I have not given up any of my legal rights.

I agree to participate in all components of this study as I have marked on page 2 of this document.

Yes ___ No ___

I agree to be contacted for future follow-up to this study.

Yes ___ No ___

Your name (printed): _____

Your signature: _____ Date: _____
(Day/Month/Year)

FOR STUDY STAFF USE:

I have fully explained this study to the participant and believe that they understand the consent.

Study staff name (printed): _____ Study Role: _____

Study staff signature _____ Date: _____
(Day/Month/Year)

RESEARCH PARTICIPANT INFORMATION AND CONSENT FORM
Youth Mentor and Parent

Title of Study: Expanding the Circle: A Peer-Led, Resilience-Based Model of Obesity and Diabetes Prevention for Indigenous Youth

Funding Agency: Canadian Institutes of Health Research; Canadian Diabetes Association

Study Staff Contacts: Dr. Jonathan McGavock, 204-480-1359
Dr. Joannie Halas, 204-474-6061
Dr. Heather McRae, 204-474-7425
Dr. Amanda Johnson, 204-474-8629
Dr. Jay Johnson, 204-474-8996
Dr. Garry Shen, 204-789-3816
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Jenna Stacey, 204-789-3591

Community Contacts: Garden Hill - Larry Wood, 204-456-2926
Sagkeeng - Kim O'Laney, 204-367-2588
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Sandy Bay - George Beaulieu, 204-843-2431
Cross Lake - Anna McKay/ Connie McIvor, 204-676-3030
Shamattawa - Riley Gilbert, 204-565-2022

Purpose of Study:

In this project high school students will serve as youth-mentors for younger students. They will deliver an afterschool program called the Aboriginal Youth Mentorship Program (AYMP), to elementary school students from 3:30pm – 5:30pm once a week for a period of 5 months (20 weeks). The entire program will be supervised by a young adult health leader, who will act as a support for the youth mentors. The study is designed to find out if the AYMP can improve elementary students' health (e.g. physical activity, self-esteem, weight status) and well-being. We are also interested to find out what it's like to be a mentor and if being a mentor may affect the health and well-being of high-school students. Lastly, we are interested in understanding how the program can be adapted to needs of new communities as it expands across Canada.

What will I have to do if I participate?

High school student mentors will be paired with younger students in grade 4 to help teach about healthy lifestyles. The AYMP has 3 parts: physical activity, cultural teachings, and a healthy snack. Before the program begins, high school mentors will attend a weekend training session to learn about the program and how to be a mentor. **There will be parts of the training session that will be video-recorded for the purpose of understanding and evaluating the training process not your child.** During the 5 months the program runs, high school mentors will meet twice a week after school: one day to plan the program and one day to deliver it to the grade 4 students.

You will be asked to complete 2 questionnaires before the program begins and once it has finished:

The Readiness and Self-Efficacy Questionnaire will ask questions about your confidence and comfort level delivering the AYMP.

The Aaniish Naa Gegii? (ANG), also known as **the Aboriginal Children's Health and Well-being Measure (ACHWM)**, asks questions about your overall wellness. ***Please see the next page for more information about this questionnaire.**

When the study is complete, you will be asked to attend a focus group to share your experience as a mentor in the program. **This focus group will be video-recorded.**

As well, you will be given a choice to engage in either a photo-voice project or Anishinaabe symbol-based reflection (ASBR). For the photo-voice project, you will explore the meaning of health and wellness to you and your community. You will be given a camera and asked to take pictures that reflect your experience being involved in the program. You will then be asked to discuss the pictures' meaning and your experience as a mentor with the researchers. **This discussion will be tape-recorded.** If you choose to take part in the Anishinaabe symbol-based reflection (ASBR), you will be trained to create art symbols to describe your AYMP experience. You will be asked to discuss the art symbols' meaning and your experience as a mentor with the researchers. **This discussion will be tape-recorded.**

*Participation in the study is completely voluntary and may be from Winter 2017 to Spring 2019, or for as long as you choose to stay involved with the program.

As a high school student peer-mentor, I will participate in the following:

- Mentor orientation/training session
- Complete the Aaniish Naa Gegii? (ANG) on a computer tablet and meet with a mental health worker should my responses be flagged.
- Complete the Readiness and Self-Efficacy Questionnaire about delivering the program
- Attend and facilitate the afterschool healthy living program with the study staff
- Attend a video-recorded focus group discussion at the end of the study
- The photo-voice project or Anishinaabe symbol-based reflection (ASBR)

The Aaniish Naa Gegii? (ANG) – Information about the Questionnaire

What is the Aaniish Naa Gegii? (ANG)?

Aaniish Naa Gegii? means how are you? in Ojibwa. The Aaniish Naa Gegii? is also known as the Aboriginal Children's Health and Well-Being Measure (ACHWM). It is a culturally appropriate survey based on the Medicine Wheel created by Aboriginal children for Aboriginal children. The survey is made up of questions about how children perceive their mental, physical, spiritual, and emotional health. The questionnaire is completed on a computer tablet and is able to be read to children who need help.

Why are we using the Aaniish Naa Gegii? (ANG) in our study?

We are using the ANG to assess the effect of the Aboriginal Youth Mentorship Program on the health and well-being of children in (community name). The ANG will help us find out if changes in physical measurements (height, weight, and waist circumference) go with changes in how you think about your health and well-being. We hope to use what we learn from this questionnaire to better the health and well-being of children in (community name).

What will happen if I participate?

You will be asked to complete the ANG twice: once at the beginning of the study period and once at the end of the study period. You will complete the survey privately on a computer tablet. The survey should take no more than 15 minutes to complete. If you require help reading the questions, help will be provided. **All of your responses will be kept confidential on a secure database.** Your survey will be marked with a code and not your name to make sure confidentiality is kept.

What if I change my mind?

It is not mandatory that you complete the ANG as part of your participation in the study. Completion of the ANG is voluntary, meaning it is completely up to you whether or not you fill out the survey. If you change your mind at any time about your consent to be involved in the survey, please contact the research assistant in your community or one of the study team members.

***Due to the sensitive nature of some of the questions, to ensure your health and safety, a mental health professional will be on site. If we are concerned about your responses in any way, we will connect you with a mental health professional who will talk to you privately. You and the mental health professional will decide if further support would be helpful.**

Risks: The risk for injury during this study is no greater than the risk of taking part in a regular physical education class. The video recordings of the training session and focus group discussion may pose a small risk related to identification. Your face and voice will appear on the video however no name or personal information will be attached to their voice or image. The video recordings will not be presented to the public and will be kept in a locked cabinet at the University of Manitoba which will only be accessible to the study researchers.

Benefits: The program may help you learn about making healthy choices. We hope the data will help us understand how this program can improve health in children and youth. Your participation in the video-recorded training and focus group discussion will help us to improve the AYMP and successfully expand the program into other communities.

Costs: There is no cost to participate in this study.

Confidentiality: All of the information gathered including questionnaires, tape-recordings, and video-recordings will be private. We will not share your name or your data with anyone. All data will be coded with a number. If the information is shared with other researchers; a numerical code will be used in place of your name. All records will be locked and accessed only by study staff. All paper, audio, and video data will be kept securely for 7 years before being shredded or deleted.

*The University of Manitoba Research Ethics Board may review records for quality assurances purposes.

Voluntary Participation/Withdrawal from the Study: Your decision to take part in this study is your choice. You may remove yourself from the study at any time.

Medical Care for Injury Related to the Study: If you become injured or sick because of this study, all health treatment will be available at no cost. You are not waiving any of your legal rights by signing this consent form or releasing the investigator(s) or the sponsor(s) from their legal and professional responsibilities.

Community Support: This project was reviewed and approved by Chief and Council (or a community board). The AYMP is guided and supported by a local Advisory Committee made up of elders, teachers, parents, and members of your community. This committee will make sure the data collected is used properly and for the right purposes. All data are owned and controlled by your community. Data will be presented to the community and approved by the Advisory Committee and community stakeholders (i.e. school board and/or Chief and Council) before it is shared with others and/or published. Your community is one of 12 communities participating in the project. Decisions about pooling data across communities and decisions about what is published about your community will be made by your local Advisory Committee. Whether your community's data is pooled or not, your identity will not be stored in the data set and will not be shared with others. If you'd like more information about the Advisory Committee please contact your community representative listed on the first page of this document. If your parent/legal guardian is interested, they are welcome to become an

Advisory Committee member.

Questions: For questions before, during, and after this study contact the study doctor (Jonathan McGavock, 204-480-1359), project coordinators (Tamara Beardy and Jenna Stacey, 204-789-3591) or your community representative (names and contact numbers listed on first page). For questions about your child's rights as a research participant, you may contact The University of Manitoba, Research Ethics Board Office at: (204) 789-3389.

Statement of Consent

- I have read and understand this consent form.
- I have discussed any questions about the study with study staff.
- The risks and benefits have been explained to me.
- I have not been influenced by study staff to participate in the study.
- I understand that I will be given a copy of this consent form after signing it.
- I understand that my participation in this study is voluntary and that I may choose to withdraw at any time.
- I freely agree to participate in this study.
- I understand that information regarding my personal identity will be kept confidential.
- I authorize The University of Manitoba Research Ethics Board, the Canadian Institutes of Health Research to access my records for quality assurance purposes.

By signing this consent form, I have not given up any of the legal rights that I have in this study.

Youth Mentor Participant:

I agree to participate in this study: Yes ___ No ___

Participant's printed name: _____

Participant's signature: _____ Date _____
(dd/mm/yy)

Parent/Legal Guardian:

I agree that my child may participate in this study: Yes ___ No ___

I agree for my child to be contacted for future follow-up to this study, Yes ___ No ___

Parent/legal guardian's printed name: _____

Parent/legal guardian's signature _____ Date _____
(dd/mm/yy)

Teacher Signature (after consent form is returned) _____



FOR STUDY STAFF:

I have fully explained this study to the students and parents and believe that they understand the consent.

Study staff printed name: _____ Role in the study: _____

Study staff signature _____ Date _____

The Aboriginal Youth Mentorship Program - Participant Checklist

School ID#:

Participant ID#:

Sex: Male Female

Date of Birth (MM/DD/YR): _____/_____/_____

Informed Consent Form Yes No

Pre-Intervention Data Collection Date:

RA Initials: _____

Grade/ Classroom:

MEASURE			
	Measure #1	Measure #2	Average
Waist Circumference (cm)			
Hip Circumference (cm)			
Height (cm)			
Weight (kg)			
ACHWN		<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete	
SDQ		<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete	
<u>Pedometry</u> – Log Sheet		<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete	
Other:		<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete	

Post-Intervention Data Collection Date:

RA Initials: _____

Grade/ Classroom:

MEASURE			
	Measure #1	Measure #2	Average
Waist Circumference (cm)			
Hip Circumference (cm)			
Height (cm)			
Weight (kg)			
ACHWN		<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete	
SDQ		<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete	
<u>Pedometry</u> – Log Sheet		<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete	
Other:		<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete	

Pre-Intervention Data Collection Date:

RA Initials: _____

Grade/ Classroom:

MEASURE			
	Measure #1	Measure #2	Average
Waist Circumference (cm)			
Hip Circumference (cm)			
Height (cm)			
Weight (kg)			
ACHWN		<input type="checkbox"/> Complete	<input type="checkbox"/> Incomplete
SDQ		<input type="checkbox"/> Complete	<input type="checkbox"/> Incomplete
Pedometry – Log Sheet		<input type="checkbox"/> Complete	<input type="checkbox"/> Incomplete
Other:		<input type="checkbox"/> Complete	<input type="checkbox"/> Incomplete

Post-Intervention Data Collection Date:

RA Initials: _____

Grade/ Classroom:

MEASURE			
	Measure #1	Measure #2	Average
Waist Circumference (cm)			
Hip Circumference (cm)			
Height (cm)			
Weight (kg)			
ACHWN		<input type="checkbox"/> Complete	<input type="checkbox"/> Incomplete
SDQ		<input type="checkbox"/> Complete	<input type="checkbox"/> Incomplete
Pedometry – Log Sheet		<input type="checkbox"/> Complete	<input type="checkbox"/> Incomplete
Other:		<input type="checkbox"/> Complete	<input type="checkbox"/> Incomplete

Appendix C: Mental Health Support Training Resources

What are some difficult Issues

Delicate Topics
Sex
Peer Pressure
Hygiene
Behaviour
Alcohol and Drugs
School Performance
Self-image/ personal insecurities
Class/cultural identity
Others:

DELICATE TOPICS are likely to come up during discussions between mentors and mentees, and therefore mentors should be trained to handle these topics directly with youth. Caution needs to be taken, however, since these topics can be touchy and strongly affect the relationship. Generally speaking, delicate topics should be discussed only when initiated by the mentee, and confidentiality takes on greater importance. While mentors should be adequately trained to deal with these topics on their own, they should be encouraged to seek support and feedback from supervisors and other mentors when these issues come up.

Issues of Concern
Bullying
Fighting
Drug and alcohol use
Delinquent Behaviour
Others:

ISSUES OF CONCERN may have significant implications for the life of the mentor/individual, and therefore YAHLs may need to address these concerns with the community mental health worker or an additional support within the community. However, these issues do not necessarily require direct intervention. Many of these issues are ongoing conditions that mentees face, and mentors may need to be trained and supported to accept these aspects of the mentees' lives without judgment. It is important that mentors and programs do not focus too heavily on changing behavior when these issues arise; however, they should be aware of the challenges their mentees face, and over time they may be able to help mentees to ameliorate them

Crisis Requiring Follow-Up/ Additional Support
Child Abuse or Neglect
Self-harming thoughts
Self-harming actions
Severe violence (towards others, towards self etc)
Health concerns/ problems
Abusive relationships (sexually, physically, emotionally, spiritually)
Other trauma
Others:

CRISES are of grave concern and may require direct and immediate intervention—mentors should never be expected to handle crises alone! Many of these situations will require collaboration with families of mentees, community health workers etc and this should be handled by the point contact person within each community.

Appendix C: Mental Health Support Training Resources
Ten Hints for Helping Someone in Crisis

1. Sitting at eye level with the young person.
2. Not acting surprised or shocked or angry when hearing about the crisis, but at the same time being honest and understanding that it is a difficult situation.
3. Remaining calm and compassionate about the individual's experience.
4. Don't pressure the youth to tell more than she/he/they is comfortable telling but instead use "open-ended" questions (questions that won't elicit only "yes" or "no" responses) to allow the youth to continue if she is comfortable.
5. Don't make judgmental statements about the situation (e.g., "How could they . . .")
6. Acknowledge that the youth trusted you enough to tell you.
7. Reflect back to the youth what feelings she is expressing ("That sounds scary.")
8. Affirm the youth for using her coping skills and surviving.
9. Be honest about what you need to do with the information.
10. Brainstorm her options with the youth and offer appropriate resources

Appendix C: Mental Health Support Training Resources

Talking with the mentor/individual about staying safe

Use the following talking points to help the mentor/ individual create a mental plan for staying safe (if this has been raised as a concern).

1. Let's think of people you can call for help. (List name and phone number. If the youth has a cell phone ask him/her to enter the numbers in his/her phone.)

911 for emergencies Other important names and phone numbers:

Other important names and phone numbers:

Name	Number
1.	
2.	
3.	
4.	

2. If you feel unsafe in your neighborhood, where can you go to ask for help or to use the phone?

3. If you feel unsafe at school, who can you talk to? (Identify at least two people.)

4. If you ever feel unsafe at home, where can you go in the house to stay safe? (Identify at least two places.) If you can leave the house, where will you go to use the phone?

Remind your mentee that she/he can talk to you or program staff if she ever feels afraid but that if she is in immediate danger, they should call _____.

Appendix D: Group Resources FM 300 Form: TEMPLATE



Canadian Institutes of Health Research
National Sciences and Engineering Research Council of Canada
Social Sciences and Humanities Research Council of Canada



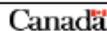
Indicate for which Federal Granting Agency the "Statement of Account" is intended.

Other
 Annual Statement
 Final Statement

GRANTS IN AID OF RESEARCH STATEMENT OF ACCOUNT

Family Name, Given Name and Initial (s) of Grantee Program Coordinator		Council/Personal Identification No. (CID/PIN)	Date	Year Ending Sept to March
Institution School Receiving Funds		Sponsoring Agency CIHR	University Account No. 315713	Grant No. AYMP
FUNDS AVAILABLE FOR CURRENT YEAR				
Balance of grant at close of previous year				\$ -
Current year grant				\$10,000.00
Federal Granting Agency authorized transfer				\$ -
Total funds available for current year				A \$ 10,000.00
EXPENDITURES INCURRED FOR CURRENT YEAR				
1) Salaries to students (including benefits)	Canadian/Permanent Residence	Foreign	Total	
a) Bachelor's	\$ -	\$ -	\$ -	
b) Master's	\$ -	\$ -	\$ -	
c) Doctorate	\$ -	\$ -	\$ -	
2) Salaries to non-students (including benefits)				
a) Postdoctoral	\$ -	\$ -	\$ -	
b) Other			\$10,000.00	
			honorariums	
3) Salary and benefits of incumbent (Canada Research Chairs only)			\$ -	
4) Professional and technical services/contracts			\$ -	
5) Equipment (including powered vehicles)			\$ -	
6) Materials, supplies and other expenditures			\$2,000.00	
			food, supplies	
7) Administrative costs related to the Canada Research Chair (proposal writing, technology transfer costs, libraries, relocation, etc.)			\$ -	
8) Travel			\$ -	
			transportation expenses	
9) Research time stipends (SSHRC Grantees and NCE Program Leaders only)			\$ -	
10) GRF, SIG and ASU expenditures only				
a) Travel in Canada			\$ -	
b) International travel			\$ -	
c) Research awards			\$ -	
d) Research infrastructure (ASU only)			\$ -	
e) Other (e.g. conferences, workshops, seminars)			\$ -	
11) Other Expenditures (e.g. NCE administration costs)			\$ -	
Total expenditures incurred for current year				B \$ 12,000.00
Balance (A-B)				\$ (2,000.00)
UNSPENT BALANCE				
Outstanding commitment at close of year			\$ -	
SIGNATURES				
I hereby certify that the above statement is correct, that the expenditures conform to the general conditions and regulations governing grants as outlined in the Federal Granting Agency guide, and were for the purpose for which the grant was made.			I hereby certify that the expenditures summarized above were incurred and paid wholly on behalf of the grantee, and that the vouchers are available for monitoring purposes.	
Coordinator, plus one over one if paid			Financial Officer	
Grantee (or University official for GRF, SIG and ASU)			Financial Officer	
Date			Date	

Form 300 (2001)



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Appendix D: Group Resources FM 300 Form: BLANK



Canadian Institutes of Health Research
National Sciences and Engineering Research Council of Canada
Social Sciences and Humanities Research Council of Canada



Indicate for which Federal Granting Agency the "Statement of Account" is intended.

- Other
 Annual Statement
 Final Statement

GRANTS IN AID OF RESEARCH STATEMENT OF ACCOUNT

Family Name, Given Name and Initial (s) of Grantee		Council/Personal Identification No. (CID/PIN)	Date	Year Ending
				Sept to March
Institution		Sponsoring Agency	University Account No.	Grant No.
		CIHR	315713	AYMP
FUNDS AVAILABLE FOR CURRENT YEAR				
Balance of grant at close of previous year				\$ -
Current year grant				
Federal Granting Agency authorized transfer				\$ -
Total funds available for current year				A \$ -
EXPENDITURES INCURRED FOR CURRENT YEAR				
		Canadian/Permanent Residence	Foreign	Total
1) Salaries to students (including benefits)				
a) Bachelor's	\$	-	-	\$ -
b) Master's	\$	-	-	\$ -
c) Doctorate	\$	-	-	\$ -
2) Salaries to non-students (including benefits)				
a) Postdoctoral	\$	-	-	\$ -
b) Other	\$	-	-	\$ -
3) Salary and benefits of incumbent (Canada Research Chairs only)				
				\$ -
4) Professional and technical services/contracts				
				\$ -
5) Equipment (including powered vehicles)				
				\$ -
6) Materials, supplies and other expenditures				
				\$ -
7) Administrative costs related to the Canada Research Chair (proposal writing, technology transfer costs, libraries, relocation, etc.)				
				\$ -
8) Travel				
				\$ -
9) Research time stipends (\$SHRC Grantees and NCE Program Leaders only)				
				\$ -
10) GRF, SIG and ASU expenditures only				
a) Travel in Canada	\$	-	-	\$ -
b) International travel	\$	-	-	\$ -
c) Research awards	\$	-	-	\$ -
d) Research infrastructure (ASU only)	\$	-	-	\$ -
e) Other (e.g. conferences, workshops, seminars)	\$	-	-	\$ -
11) Other Expenditures (e.g. NCE administration costs)				
				\$ -
Total expenditures incurred for current year				B \$ -
Balance (A-B)				\$ -
UNSPENT BALANCE				
Outstanding commitment at close of year				\$ -
SIGNATURES				
I hereby certify that the above statement is correct, that the expenditures conform to the general conditions and regulations governing grants as outlined in the Federal Granting Agency guide, and were for the purpose for which the grant was made.			I hereby certify that the expenditures summarized above were incurred and paid wholly on behalf of the grantee, and that the vouchers are available for monitoring purposes.	
Grantee (or University official for GRF, SIG and ASU)			Financial Officer	
Date			Date	

Form 300 (2001)



Français au verso

Appendix D: Group Resources

Sample Budget to record detailed expenses

AYMP Community Budget - Expense Tracking Form: Name of Community	<i>Ontario FN</i>		Keep Original Receipts on File; Photocopy, Photograph or Scan Receipt for back up		
Funding Period Start Date:			Location of Receipts and Financial Records:	<i>Health Centre Administration Office</i>	
Funding Period End Date:			Person Responsible for Processing Reimbursements		
Funding Amount for Period:	\$ 12,000.00				
Item (Description) e.g. <i>healthy snacks</i>	Form 300 Category (Honoraria, Food, Supplies, Transportation)	Date Purchased	Supplier (e.g. <i>name of store, name of person receiving honoraria</i>)	Amount	Balance Remaining
Fruit & Drinking Water for January AYMP	Food	15-Jan-17	Gerald's Convenience Store - Reimbursement to J. Smith	\$23.27	\$ 11,976.73
Paper for Consent Forms	Supplies	01-Jan-17	Staples - Thunder Bay	\$ 16.24	\$ 11,960.49
Honoraria - Community Research Assistant (Sept-Dec)	Honoraria	15-Oct-16	J. Smith	\$ 2,500.00	\$ 9,460.49
					\$ 9,460.49
					\$ 9,460.49
					\$ 9,460.49
					\$ 9,460.49
					\$ 9,460.49
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					\$ 9,460.49
					\$ 9,460.49
					\$ 9,460.49

Appendix E: Physical Activity Data Collection Resources

Pedometer Log Sheet: EXAMPLE

Pedometer Log Sheet

Participant ID: 130204004

DATE	MONDAY APRIL 4, 2017	TUESDAY APRIL 5, 2017	WEDNESDAY APRIL 6, 2017	THURSDAY APRIL 7, 2017	FRIDAY APRIL 8, 2017	SATURDAY APRIL 9, 2017	SUNDAY APRIL 10, 2017
Steps	4700	6539	10937	3021	4889	8902	12039
Activity Time	45 MIN	56MIN	1HR 34MIN	35 MIN	49 MIN	1 HR 15 MIN	1HR 49 MIN
Physical activities I did today...	WALK TO SCHOOL	WALK TO SCHOOL, BIKE RIDE	WALK TO SCHOOL, SOCCER (1HR)	NOTHING	WALK TO SCHOOL, SWIMMING (30 MIN)	SOCCER	ROLLER BLADE, BIKE RIDE

Appendix E: Physical Activity Data Collection Resources
Pedometer Log Sheet: BLANK

Pedometer Log Sheet

Participant ID:

DATE							
Steps							
Activity Time							
Physical activities I did today...							

Appendix E: Physical Activity Resources
Monitoring Instructions

PHYSICAL ACTIVITY MONITOR INSTRUCTIONS

- WEAR YOUR PEDOMETER EVERY DAY FOR 7 DAYS.
- WRITE DOWN HOW MANY STEPS YOU TAKE EACH DAY, AND THE ACTIVITY TIME FOR EACH DAY.
- WRITE DOWN ANY PHYSICAL ACTIVITY YOU DID THAT DAY.
- RESET THE PEDOMETER BEFORE BED OR FIRST THING IN THE MORNING.

WHERE DO I WEAR MY PEDOMETER?

PLACE YOUR PEDOMETER ON YOUR RIGHT HIP. TO KNOW IF IT IS IN THE RIGHT SPOT, TAKE 50 STEPS (COUNT THEM OUT). LOOK AT YOUR PEDOMETER, IF IT READS BETWEEN 46-52 IT IS IN A GOOD SPOT. IF IT IS HIGHER OR LOWER THAN THAT, MOVE YOUR PEDOMETER OVER A BIT AND REPEAT.

WHAT IF I FORGET TO WEAR IT FOR A DAY?

THAT'S OK

HOW DO I SEE MY "ACTIVITY TIME"?

WHEN YOU OPEN YOUR PEDOMETER, YOU WILL SEE HOW MANY STEPS YOU HAVE TAKEN. PRESS "MODE" TO SWITCH TO THE "ACTIVITY TIME" SCREEN.

WHAT DO I DO IF I HAVE QUESTIONS?

ASK YOUR TEACHER OR CALL US!

Y AHL Name - (xxx)xxx-xxxx

Appendix E: Physical Activity Data Collection Resources
StepsCount Pedometer Log Sheet

Instructions:		Step 1: Enter device ID								
		Step 2: Enter 7-day study start date								
		Step 3: Enter today's date (data entry date)								
		Step 4: Enter data in yellow fields								
Device_ID	Study Start Date	Data entry date	Day #	M #	Steps	BOUNTS	MVPA	MPA	VPA	TPA
Y0001A	4-Jun-16	25-Jun-16	Day 1	M21	10,471	3	0:30:52	0:20:52	0:10:00	0:30:52
<u>Example</u>			Day 2	M20	11,461	4	0:43:58	0:28:52	0:15:06	0:43:58
			Day 3	M19	8,516	2	0:22:38	0:12:11	0:10:27	0:22:38
			Day 4	M18	11,357	5	0:55:32	0:30:12	0:25:20	0:55:32
			Day 5	M17	10,143	3	0:30:52	0:20:52	0:10:00	0:30:52
			Day 6	M16	10,166	4	0:43:58	0:28:52	0:15:06	0:43:58
			Day 7	M15	9,866	2	0:22:38	0:12:11	0:10:27	0:22:38
						Day 1				
			Day 2							
			Day 3							
			Day 4							
			Day 5							
			Day 6							
			Day 7							

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