Appendix F: Thriving Families parent education workshop materials
INTRODUCTIONS

THriving Families

Presented by Kemi Wright

THE UNIVERSITY OF WESTERN AUSTRALIA

PAHL

ESSA

SESSIONS

1. Why are we here?
2. A little bit of theory
   - Benefits of physical activity
   - Determinants of being physically active
     - Self-Determination Theory (SDT)
     - Self-Efficacy Theory
3. Introducing MAGIC!
4. Activity 1 - Time to reflect

SESSIONS

1. Review MAGIC!
2. Strategies for building motivation & confidence
   - Activity 2: Communication
   - Activity 3: Environment
   - Activity 4: Mastery
3. Advice & Trouble shooting
4. Extra Resources
5. Feedback Session
**WHY ARE WE HERE?**

- "Physical activity for children and young people (5-10 years)"
- "Be physically active"
- "Sit less, Move more"

**BIG PICTURE**

**WHAT IS PHYSICAL LITERACY?**

- Physical literacy is when kids have developed the skills and confidence to be physically active for life.

**THRIVING FAMILIES PHASE 1**

- Physical Activity
- Confidence
- Strength
- Enjoyment
- Predilection
- Parent Support
- Body Composition
- Mobility
- Health
- Optimism
- Relationships
- Enjoyment

- "We know that physical competence and confidence are essential ingredients to being physically active."
**THriving FAMILIES PHASE 1**

**PHYSICAL**
- Fitness
- Strength
- Hypermobility
- Body Composition

**PSYCHOSOCIAL**
- Confidence
  - Enjoyment
  - Prediction
  - Parent Support

**WORKSHOP OBJECTIVES**
- To give you the knowledge and practical strategies to help improve your child’s motivation and confidence towards physical activity.
- We hope the workshops:
  - Is interesting and relevant for you
  - Helps you feel more confident, in helping you build your child’s motivation and confidence towards physical activity
  - Leaves you with some useful and practical strategies to help you in the future

**BIG PICTURE**
- Self-Determination Theory
- Self-Efficacy Theory
- FMS Proficiency
- Body Composition
- Cardio-respiratory Fitness
- Muscle Strength
- Flexibility
- Instructors
- Parent “Coaches”

**A LITTLE BIT OF THEORY - SDT**

- Self-Determination Theory
  - Is a theory of motivation.
  - Best kind of motivation is when we do an activity for **intrinsic** reasons.
  - E.g. Playing sport because we are interested & enjoy the activity
  - Having this type of motivation for PA leads to improved psychological well-being, greater persistence, and personal growth.
**SELF-DETERMINATION THEORY**

- These needs are important to psychological growth and wellbeing, and are linked to intrinsic types of motivation.
- When one or more of these needs are not being satisfied:
  - Decreased personal growth and well being
  - Decreased positive/‘intrinsic’ motivation

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**WHAT IS CONFIDENCE?**

- **Confidence**: is the perception of one's ability to perform a task successfully
- Context specific assessment
- Competence for a specific task
- Judgement of personal capabilities
- Future orientated
- Strong predictor of behaviour

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**CONFIDENCE AND MOTIVATION**

- Greater confidence - greater effort and persistence
- Influences goal setting:
  - Higher confidence = higher goals set, less afraid of failure and more open to finding new strategies
  - Lower confidence = avoid tasks altogether or give up easily when problems arise

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**MAGIC PRINCIPLES**

- **M** - Focus on activities they enjoy
- **A** - Give choices and provide reasons
- **G** - Embrace challenges and grow from mistakes
- **I** - Connect with friends and family
- **C** - Provide a supportive & positive environment
**MAGIC Principles**

- **Motivation**: Focus on activities they enjoy.
- **Autonomy**: Give choices and provide reasons.
- **Grit**: Embrace challenges and grow from mistakes.
- **Interconnected**: Connect with friends and family.
- **Confidence**: Provide a supportive & positive environment.

**How Do We Build Motivation & Confidence**

- MAGIC principles can be influence by many things including:
  1. Communication
  2. Environment
  3. Modelling

**Motivation**

- Broad overarching term
- **Remember**: The best kind of motivation is when we do an activity for **intrinsic** reasons.
- Emphasising enjoyment is key to promoting good forms (**intrinsic**) motivation.
- Enjoyment within the child but also that you are enjoying/ having fun with them!
LEARNING ENVIRONMENT - COMMUNICATION

- Grit and confidence can be influenced by encouragement and discouragement pertaining to an individual's performance or ability to perform.
- Positive and appropriate communication is KEY!
- Tips for communication
  - Importance of using the word YET
  - Give praise when it's due
  - Praise effort not just the outcome
  - Supportive Language

INTERCONNECTED

- The universal need to interact, to be connected to and to experience caring for others.
- Children who feel that their parents, peers and/or teachers cares about, understands and appreciates them as individuals, are more confident in themselves. This then flows into more positive (intrinsic) forms of motivation.
- Your child will have multiple support networks:
  - Parents
  - Siblings and/or peers
  - Teachers and/or instructors

COMMUNICATION

- EMPHASIZE
  - EFFORT
  - OVER
  - EXCELLENCE

MODELLING

- In addition to allowing us to feel connected:
  - Modelling is a secondary source of confidence, especially from people we consider role models.
  - Who are role models for your children?
- "If they can do it, I can do it as well!"
INDIVIDUAL ACTION PLANS

TIME TO PLAN

ACTIVITY 4 - MODELLING

CONFIDENCE
- First and foremost source of confidence is through mastery experiences.
- Direct experience of mastery most influential in increasing confidence.
- To have a resilient sense of confidence requires experience in overcoming obstacles through effort and perseverance.
**CONFIDENCE**

- Confidence can be influenced by encouragement and discouragement pertaining to an individual's performance or ability to perform.
- Positive and appropriate communication is KEY!
- Tips for communication:
  - Verbalise confidence in them
  - Come down to their level
  - Give praise when it's due
  - Supportive Language

**EMPHASIZE**

- JOURNEY
- OVER
- JUDGEMENT

**INDIVIDUAL ACTION PLANS**
MAGIC PRINCIPLES

WHAT TO TAKE AWAY FROM TODAY?

- Greater awareness of the role of motivation & confidence in improving PA involvement.
- Ideas and practical strategies to help your child build confidence and motivation for physical activity.
- Where to from here?
  - Email communication
  - Use your personal action plan, resources and each other as support
  - Troubleshooting session (week 6)

GO FORTH AND SPREAD THE...
Building Motivation & Confidence Workshop

Parent Workbook
**Activity 1 - Reflection**

When has your child not been motivated to be physically active? Are there any situations or reasons why they weren't motivated?

Think about a time when your child has been really motivated to complete an activity? Why do you think they were motivated to do so?

If you are physically active your child, do you give them choices when it comes to activity?

Do you provide reasons for why you complete certain activities or games?

Think about how your child responds to not succeeding in a task or physical activity?

How does your child react when they face physical activity challenges?

Does your child find it easy to connect with friends or family involving physical activity?

How does your child react or what do they do if they don't feel confident at certain physical activity?

Is there an environment where your child is confident? If so, what was it about the environment that allows them to feel confident?
Activity 2 - Communication Video

What would you change to promote more autonomy?

Activity 3 - Individual Environment
**Activity 4 - Modelling Video**

<table>
<thead>
<tr>
<th>Worked Well</th>
<th>Needs Improvement</th>
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**Activity 5 - Mastery Video**

<table>
<thead>
<tr>
<th>Strategies used well in the video to promote mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>Choose an activity your child would like to improve in?</td>
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<tr>
<td>At home how would you create a mastery experience?</td>
</tr>
</tbody>
</table>
## Thriving Families Action Plan

<table>
<thead>
<tr>
<th>What can I ‘SAY, DO or TRY’</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Motivation</strong></td>
</tr>
<tr>
<td>I will encourage enjoyment by…</td>
</tr>
<tr>
<td><strong>Autonomy</strong></td>
</tr>
<tr>
<td>I will provide choices and reasoning within our activities by…</td>
</tr>
<tr>
<td><strong>Grit</strong></td>
</tr>
<tr>
<td>I will encourage resilience and a growth mindset by…</td>
</tr>
<tr>
<td><strong>Interconnected</strong></td>
</tr>
<tr>
<td>I will promote positive role modelling by…</td>
</tr>
<tr>
<td><strong>Confidence</strong></td>
</tr>
<tr>
<td>I will create a supportive &amp; positive environment by…</td>
</tr>
</tbody>
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Appendix G: *Thriving Families instructor education workshop materials*
INTRODUCTIONS

Why are we here?
We know that physical competence and confidence are essential ingredients to being physically active.

Structure for today
- Why are we here?
- A little bit of theory
  - Behavioural determinants of being physically active
    - Self Determination Theory (SDT)
    - Self-Efficacy Theory
- Introducing MAGIC!
- Building Confidence
- Activity 1: Mastery
- Activity 2: Modelling
- Activity 3: Communication
- Activity 4: Instructor Strategies
**Workshop Objectives**

- To give you and other instructors knowledge and practical strategies to help improve children’s motivation, confidence and competence for physical activity.
- We hope today:
  - Is interesting and relevant for you
  - Helps you feel more confident, in helping to build children’s motivation, confidence and competence.
  - Leaves you with some useful and practical strategies to help you in the future.

**Self Determination Theory**

- These needs are important to psychological growth and wellbeing, are linked to more ‘self-determined’ or intrinsic types of motivation.
- When one or more of these needs are not being satisfied
  - Decreased personal growth and well being
  - Decreased positive ‘self-determined’ motivation

**A Little Bit of Theory - SDT**

**Self Determination Theory**

- Is a theory of motivation.
- Best kind of motivation is when we do an activity for **intrinsic** reasons.
  - E.g. Playing Sport because we are interested & enjoy the activity
- Having this type of motivation for PA leads to improved psychological well-being, greater persistence, and personal growth.

**What is Self-Efficacy?**

- **Self Efficacy:** is the perception of one’s ability to perform a task successfully
- Context specific assessment
- Competence for a specific task
- Judgement of personal capabilities
- Future orientated
- Strong predictor of behaviour
SELF-EFFICACY AND MOTIVATION

- Greater self-efficacy - greater effort and persistence
- Influences goal setting:
  - Higher self-efficacy - higher goals set, less afraid of failure and more open to finding new strategies
  - Lower self-efficacy - avoid tasks altogether or give up easily when problems arise

MAGIC PRINCIPLES

MASTERY

- First and foremost source of self-efficacy is through mastery experiences.
  - Direct experience of mastery most influential in increasing self-efficacy.
  - To have a resilient sense of self-efficacy requires experience in overcoming obstacles through effort and perseverance.

HOW DO WE BUILD CONFIDENCE?

- MAGIC principles can be influence by:
  1. Mastery
  2. Modelling
  3. Communication
  4. Emotional States
**ACTIVITY 2**

**COMMUNICATION**

- Self-efficacy can be influenced by encouragement and discouragement pertaining to an individual's performance or ability to perform.
- Positive and **appropriate** communication is KEY!
- Tips for communication
  - Ask questions open ended questions
  - Verbalise confidence in them
  - Come down to their level
  - Give praise when it's due
  - Praise effort not just the outcome
  - Supportive Language

**ACTIVITY 3 - COMMUNICATION**

**ACTIVITY 3 - COMMUNICATION**
**EMOTIONAL STATES**

- Your emotional state can influence how you judge your self-efficacy.
- Stress reactions or tension are interpreted as signs of vulnerability to poor performance whereas positive emotions can boost our confidence in our skills.
- Important to recognize changes in bodily states.
  - How it influences behaviour.
  - Modification of session outcomes or task.

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**MAGIC PRINCIPLES**

- **F**ocus on activities they enjoy.
- **A**llow choices and provide reasons.
- **M**brace challenges and grow from mistakes.
- **I**ncorporate social connectedness.
- **C**omfort and confidence.
- Provide a supportive & positive environment.
ACTIVITY 4 - INSTRUCTOR GOALS

▶ As a group discuss and come up with a few key strategies or goals that you will aim to achieve each session to build confidence?

WHAT TO TAKE AWAY FROM TODAY?

▶ Greater awareness of the role of confidence in improving PA involvement
▶ Ideas and Practical Strategies for helping children build confidence and motivation for physical activity
▶ Where to from here?
  + Email communication
  + Use your personal action plan, resources and each other as support

GO FORTH AND SPREAD THE....

MAGIC
BUILDING CONFIDENCE & COMMUNICATION WORKSHOP

Instructor Workbook
### Activity 1 - Mastery

<table>
<thead>
<tr>
<th>Worked Well</th>
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### Activity 2 - Modelling

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Activity 3 - Communication

Write down a circumstance when you have had difficulties in communicating with a child or group of children:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Activity 4 - Instructor Group Goals


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<tr>
<th>Instructor Name: ____________________</th>
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</table>

# Building Confidence Action Plan

<table>
<thead>
<tr>
<th>What can I ‘SAY, DO or TRY’</th>
<th>Child/Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery</td>
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<td>Emotional States</td>
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Appendix H: *Thriving Families* activity card examples
Side A - repeated for each activity card

This card will provide you with physical activities to help work on specific physical goals.

On the reverse side you will find:

- Instructions for how to complete the activity
- How to add some challenges to the activity
- How to vary the activity

Equipment needed for the activity

The main focus of the activity will be indicated by icons:

- Balance
- Agility
- Power
- Speed
- Strength

“AGILITY RUN”

Side B

Set up the course in your backyard or a park like the diagram (above).

- Have a go at making you way through the course.
- Ladder options:
  - One foot in each square
  - Two foot jumps in each square
  - Running sideways one foot at a time

See how many time you can make it through the course in 5 minutes.

Make the track more challenging!
- i.e. ladder further from the cones &/or cones spaced further apart so you have to run further.

Agility Kit (ladder, cones, mini hurdles)
**“Balancing Act”**

Tree  Ruler Balancing  Balloon Soccer  Snake Balance  Aeroplane

- Try to complete each of the activities above and hold for as long as you can!
- Write down your record and try to beat it next time.
- Challenge 1: Try to stay balanced on one leg for 30 sec, for each activity.
- Challenge 2: Try to kick the balloon upwards 10x whilst balancing on the same foot.
- Balloons, ruler, snake or pillow, timer and some space!

- Try different objects to balance on
- Try different foot positions
- Try turning your head side to side, & up-down

**“Army Challenge”**

- Work together with your ‘army buddy’ to complete a circuit of exercises.
- Time how long it takes to complete 10 x each of the exercises, and try to beat your time.
- Increase the number of times you repeat an exercise to 15 and then 20!
- Add some new exercises or activities to the circuit i.e.
  - Backyard jogs or stair climbs
  - Sit ups
  - Lunges

- Star jumps x 10
- Push ups x 10
- Jogging high knees x 10
- Burpees x 5
- Army barrow x 5
- Squats x 10

- A partner
“BUILDERS & BULLDOZERS”

One person will be a builder and the other will be a bulldozer.

Set the timer for 2.5 minutes, the builder aims to turn the cones upright, whilst the bulldozer aims to flip them over.

At the end of the time count how many cones are upright or upside down to determine the winner.

Swap role and repeat for another 2.5 minutes.

Get each player to do 4x high knees after each cone they flip or turn upright.

Add more players and work in teams.

Add more cones if there is more than 2 players.

Partner - Cones - Timer

“GRIPPY HANDS”

Each person will wear a grip hand on their non-preferred throwing hand.

One person will throw with their preferred hand, whilst the other partner tries to catch with their grip hand.

Repeat and keep throwing to each other.

**Challenge 1:** See how many throws and catches you can get in a row.

**Challenge 2:** Start close approx. 1m apart, if each person catches a throw then both partners take a step back, if both or one partner drops the catch take a step forward.

See how far apart you can get from your partner.

Try varying the heights of the throws, i.e. high, wide or low throws

Try swapping your throwing and catching hands

Partner, Tennis Ball, Grip Pads
**PARTNER UP**

Work together to complete 10 repetitions of each exercise.

Time how long it takes to complete 10 x each of the 5 exercises, making sure you work together as a pair.

Increase the number of exercises to 15 and then 20!

Think of some new exercises i.e. squats to jumps, or rather than counting add a backyard run or stair climb.

Try a stronger resistance band:
- Level 1 - Yellow
- Level 2 - Green
- Level 3 - Red
- Level 4 - Blue

A partner and a set of 4 stretchy loops.

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**YOGA A**

Complete the circuit of poses two times.

Start with your right leg, and then completed the circuit again with your left leg.

Finish the circuit with quiet lying and 5 breaths.

Hold each position for a longer period of time.
Start with 15 sec, then 30 sec and keep going!

Nothing - just some space *mat optional*