

A healthy school-day includes:

- Breaking up periods of extended sedentary behaviour with both scheduled and unscheduled movement breaks
 - At least once every 30 minutes for ages 5-11 years.
 - At least once every hour for ages 12-18 years.
 - Consider a variety of intensities and durations (e.g., standing, stretching breaks, moving to another classroom, active lessons, active breaks).
- Incorporating different types of movement (e.g., light activities that require movement of any body parts, and moderate to vigorous activities that require greater physical effort) into homework whenever possible, and limiting sedentary homework to no more than 10 minutes per day, per grade level. For example, in Canada this means typically no more than 10 minutes per day in grade 1, or 60 minutes per day in grade 6¹.
- Regardless of the location, school-related screen time should be meaningful, mentally or physically active, and serve a specific pedagogical purpose that enhances learning compared to alternative methods. When school-related screen time is warranted:
 - Limit time on devices, especially for students 5-11 years of age.
 - Take a device break at least once every 30 minutes.
 - Discourage media-multitasking in the classroom and while doing homework.
 - Avoid screen-based homework within an hour of bedtime.
- Replacing sedentary learning activities with movement-based learning activities (including standing) and replacing screen-based learning activities with non-screen-based learning activities (e.g., outdoor lessons), can further support students' health and wellbeing.

¹. For examples in other countries, visit www.sedentarybehaviour.org.

How to Implement These Recommendations²:

Educators, school administrators, policy makers, parents/guardians, caregivers, physicians and healthcare providers can implement these recommendations using the Four M's approach:

- **Manage** sedentary behaviour.
 - See recommendations above.
- Encourage **Meaningful** screen use.
 - Prioritize face-to-face interactions over screen use.
 - Use screens when they are the best pedagogical tool for the job and likely to enhance learning.
 - Prioritize screens for mental and physical engagement, rather than for passive viewing.
 - Turn screens off when not in use, including background TV or videos while doing school or homework.
 - Avoid screen use during meal and snack times.
 - Avoid using screens as the default method for content delivery or classroom management.
 - Encourage students to review and self-regulate their screen use, and plan time for outdoor play and physical activity.
- Educators, healthcare providers, parents and caregivers should **Model** healthy and meaningful screen use.
- **Monitor** for signs of problematic screen use and follow-up with a physician or healthcare provider if concerns arise. Signs of problematic screen use can include:
 - Complaints about being bored or unhappy without access to technology.
 - Difficulty accepting screen time limits.
 - Screen use that interferes with school, family activities, sleep, physical activity, offline play, or face-to-face interactions.
 - Negative emotions following time spent playing video games, texting or using social media.

². Adapted with permission from the Canadian Paediatric Society (Canadian Paediatric Society, 2019).

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