

Learning Session 3: How Can We Continue to Make Healthy Changes?



Early Childhood Health Promotion
and Obesity Prevention



National Early Care and Education
Learning Collaboratives (ECELC) Project

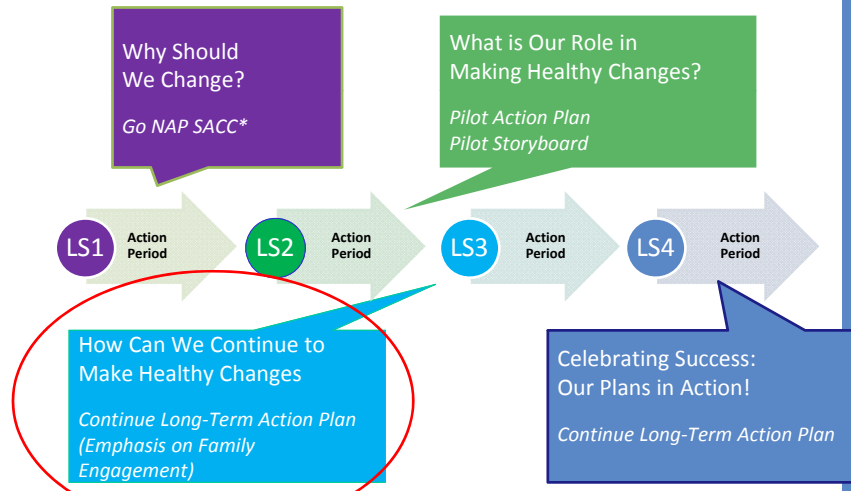
Acknowledgements

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 - For the implementation of the project



Learning Session 3



*Go NAP SACC is a Nutrition and Physical Activity Self Assessment for Child Care for ECE settings comparing their current practices with a set of best practices




Presenting Storyboards



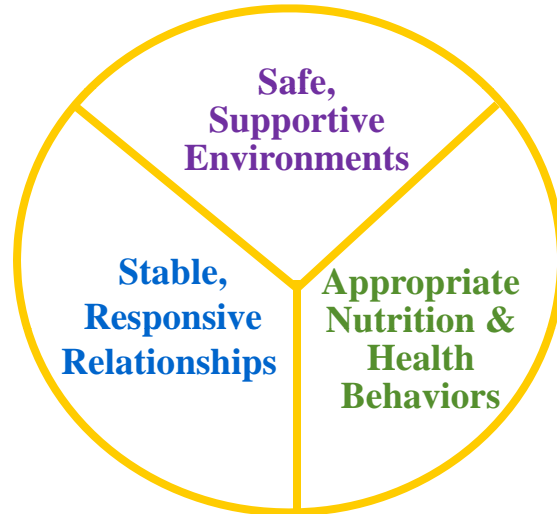
What is Healthy Development?

- **The capability of children, with appropriate support, to:**
 - Develop and realize their potential
 - Satisfy their needs
 - Interact successfully with their physical and social environments
- **Multidimensional and cross-domain**
- **Influenced by responsive relationships, safe and engaging environments to explore, good nutrition**
- **Foundation for success in learning and life**



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Foundations of Healthy Development



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Motor Development

- **Influenced by interactions with peers and adults**
 - Learned through teacher-directed activities, practice, and mastery of skills
 - Learned through peer observations and interactions
- **Supported by the built environment**
 - Adequate indoor and outdoor space
 - Age appropriate equipment
 - Integration into the curriculum
 - Promotion of motor development skill building with parents




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Key Points for **A**ctive Play

- Time
- Type
- Location
- Limiting sedentary time
- Teacher engagement
- Integration into learning activities



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Benefits of Active Play

- Supports exploration, development and learning
- Helps manage weight and maintain a healthy body mass index (BMI)
- Builds and maintains healthy bones and muscles
- Increases strength, coordination and fitness
- Lowers risk of chronic disease
- Improves self-esteem
- Lowers stress
- Linked to academic achievement



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Infant Physical Activity



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Best Practices for Infants

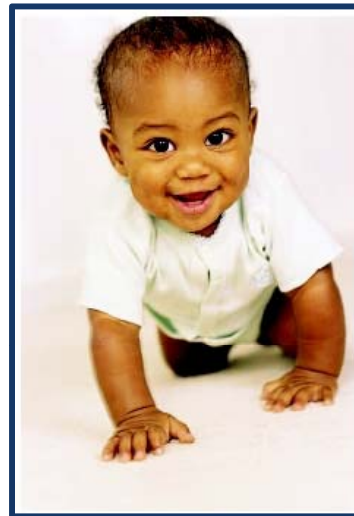


- **Tummy time**
 - Every day for 3-5 minute periods
 - Increase length as infant shows enjoyment
- **Outdoors 2-3 times per day, as tolerated**
 - Time for gross motor development
- **Strategies for promoting tummy time:**
 - Encourage the infant to reach for you or a toy by placing yourself or a toy just out of reach
 - Place toys in a circle around the baby to encourage him/her to reach for different points around the circle
 - Lie on your back and place the infant on your chest. The infant will lift his/her head and push up to see your face

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Infants

- **Limit use of restricting equipment to no more than 15 minutes at a time (except when napping or eating) or eliminate:**
 - Sit-in walkers and jumpers
 - Swings
 - High chairs
 - Car seats
 - Strollers



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Rationale for Infant Physical Activity

- **Infants need:**

- To move in order to build strength, brain connections, and knowledge about the world and people around them
- Equipment that allows the child to move freely. Confining equipment has been linked to delayed motor skill development
- Tummy time to build strong neck and back muscles and allows infants to learn how to move and control their bodies



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Sensory Actions for Infants

- **Role of adults is to maximize a child's actions by:**

- Encouraging responsive interactions
- Providing enriched, sensory experiences

- **Four sensory areas:**

1. Visual (seeing)
2. Auditory (hearing)
3. Tactile (touch)
4. Vestibular (motion)



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Indoor/ Outdoor ECE Provider Engagement Activities (Infants)

- **Touch Tour** - introduce infants to senses (soft and hard objects, squishy items, cool and warm water)
- **String Along** - tie small objects to a thick piece of yarn and have infants practice grabbing and moving the toys while holding onto the yarn
- **Pile small boxes up** - have infants knock them down
- **Texture Crawl** - have infants crawl across various textures (rubber mat, carpet, scarves, bubble wrap, and velvet) This can be used as an indoor or outdoor activity
- **Peek-a-Boo**

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Best Practices for Toddlers

- At least 60-90 minutes of active play per day
- Opportunities for “breathless” (MVPA) play
- Structured and unstructured
- Outdoors for at least 60-90 minutes per day



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Exploratory Actions for Toddlers

- **Toddlers seek independence, but need safe spaces to explore**
- **Play experiences which support optimal motor development including:**
 - Ball handling
 - Balance
 - Manipulation
 - Space awareness
 - Obstacles
 - Wheeled toys
 - Pretend play or dramatic play
 - Rhythm

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Indoor/ Outdoor ECE Provider Engagement Activities (Toddler)

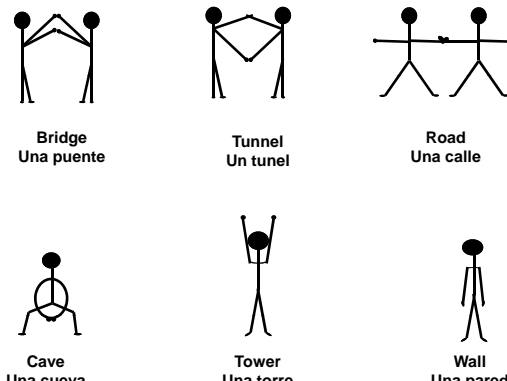
- **Jingle Toes** - Tie small bells around the toddlers ankles and sing songs while they stomp across the floor
- **Beanbag Toss**
- **Cardboard Train** - have toddlers push cardboard boxes together like a train
- **Follow the Leader**
- **Ribbon Dancing** - have toddlers hold onto ribbons and play songs while dancing
- **Jumping** - have toddler jump on soft mats, pillows and other soft objects

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🎵 Build a Bridge 🎵



The diagram shows six stick figure configurations for building structures:

- Bridge**
Una puente
- Tunnel**
Un tunel
- Road**
Una calle
- Cave**
Una cueva
- Tower**
Una torre
- Wall**
Una pared

Diagram courtesy of Angela Russ



**Best Practices
for Physical
Activity
(Preschoolers)**

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Best Practices for Preschoolers

- At least 120 minutes of active play per day
- Opportunities for “breathless” (MVPA) play
- Structured and unstructured
- Outdoors for at least 60-90 minutes per day
- Equipment should be visible and accessible to children



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Structured and Unstructured Physical Activity

- **Structured physical activity is teacher-led, developmentally appropriate and engaging**
 - Daily planned physical activity should support age-appropriate motor development
 - Activities should involve all children with minimal or no waiting
- **Unstructured physical activity is child-led free play**
 - Activities should encourage children’s individual abilities and interests
 - Teachers should be engaged and provide support and prompts to encourage active play
- **Moderate to vigorous physical activity (MVPA)**
 - “Breathless” physical activity using large muscle groups



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Equipment

- **Age and developmentally appropriate**
- **Sturdy and safe**
 - Sensory equipment: mobiles, teething toys, baby mirrors, etc.
 - Manipulative equipment: grip toys, stacking toys, puzzles, peg boards, etc.
 - Large muscle equipment: riding/rocking toys, gym mats, balance beams, slides, etc.
- **Portable play equipment**
 - Indoors and outdoors
 - Balls, scarves, bean bags, wagons, etc.
- **Appropriate adult supervision**



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Outdoor Play

- Daily outdoor play helps children be more physically active
- Going outside is important to expose children to sunlight for Vitamin D and fresh air
- Reduces stress
- Improves attention, memory, and problem solving skills



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Weather

- **Weather that poses a significant health risk:**
 - Wind chill at or below -15°F
 - Heat index at or above 90°F
- **Protect children from the sun, especially 10am-2pm**
 - Use sunscreen
- **Ask families to send appropriate clothing for children to play outside in any weather**
 - Hats, coats, gloves, raingear, sunscreen
 - Keep an extra supply at your program



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Ways to Get Children Moving

- **Add physical activity into your daily routine**
 - Sesame Street Healthy Habits for Life: *Movement Grab Bag*
 - Sesame Street Healthy Habits for Life: *Raindrops Cant Make the Rain Stop*
 - Moving & Dancing Activity Kits: *Frogs and Ants*
 - Tossing & Catching Activity Kits: *Fitness Tag*



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ECE Provider Engagement

- **Lead structured activities at least twice per day**
- **Dress for movement**
- **Participate during active play**
 - Role model
 - If you have physical limitations, be a cheerleader
 - Get your own physical activity into meet adult recommendations for physical activity
- **Provide prompts and encouragement**
 - During structured and unstructured play
- **Support activities that are appropriate and safe**



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Head Start Body Start Activity Calendar

JANUARY

Get Moving Today!

ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Start the New Year off with a family walk. As you walk, share the ways that your family can stay healthy this year.</p>	<p>Get outside again and work on the concept of big and small. Can you take big steps and small steps? Big jumps and small jumps?</p>	<p>Cut out paper snowflakes and make a trail through your home. Walk, run, and hop along the trail.</p>	<p>Practice rolling your body into different shapes and then moving across the floor. Can you be straight like a pencil and small like a marble?</p>	<p>Make a hopscotch pattern on the floor using paper plates, and work on your hopping/jumping skills while you help your body get fit.</p>	<p>Recycle the paper plates from yesterday and set up targets on the floor – close and far. Using rolled up socks practice your underhand tossing skills. Remember to follow through by pointing at the target.</p>	<p>Rainbow Games – find as many things in your home that are different colors of the rainbow. When you get to each item, jog in place and count to 10.</p>
<p>Shut off the lights and have fun with a flashlight dance. When the flashlight is shined onto a body part, move it in different ways – wiggle, reach, bend and stretch.</p>	<p>Move across the room scolding like something. When you get to the other side someone has to guess what you were and then they have to copy your movements.</p>	<p>Go for a winter wilderness walk. As you walk, take deep breaths.</p>	<p>Make a big pile of clean socks. Move quickly as you match the pairs and run them to a different part of your home.</p>	<p>Twirl, turn, bounce, bend! Try doing each of these movements with different parts of your body. Can you think of other ways to move?</p>	<p>Using a make believe paintbrush, paint your house. Stretch high, reach low, paint fast and paint slow.</p>	
<p>Find a bunch of pillows and set up an obstacle course. Use the pillows as rocks to step on as you cross the river. Don't get wet!</p>	<p>Read a book with your family – set out the movements in the book.</p>	<p>Using a laundry basket and recycled paper, make a bunch of paper balls and practice throwing into the basket from different distances.</p>	<p>Build your muscles today by acting like a crab, a bear and a weasel.</p>	<p>Play "add-on." Take turns doing one simple movement, such as bending your elbow. As you do a new movement, repeat the movements that have already been done.</p>	<p>Go ice skating inside! Put two paper plates on the floor and use them to skate around. Try taking big steps or small steps; try going in a straight line or a curvy line.</p>	<p>Make a tunnel using chairs and a blanket. Have fun crawling through it and running around it.</p>
<p>Roll up some socks, put them on a big beach towel, hold one the ends of the towel and fling the socks into the air.</p>	<p>Play follow-the-leader in your house. Take turns moving to a different room and then do a fun movement in each room.</p>	<p>Copy me. Toss a mitten in the air, do a trick and catch the mitten. Can someone copy you? Now you copy them!</p>	<p>Sit on a t-shirt and move around the floor using only your arms to pull and push.</p>	<p>Practice your galloping today. Try to use your hands to do other things while your legs are galloping – such as waving, clapping, or snapping.</p>	<p>Go on an imaginary walking trip. Pretend to walk through the sand, over a bridge, into the mud, or under a tree.</p>	<p>Today you are going to be "rain". Can you act out a mit, or a drizzle, or a downpour? What about a windy rain, a cold rain, or a heavy rain?</p>
<p>It "rained" yesterday so there are lots of puddles today. Pretend to run through the puddles, jump over the puddles, crawl around the puddles, and splash in the puddles.</p>	<p>Find two different songs – one fast and one slow. Do a fast dance and then do a relaxing slow stretch.</p>	<p>Practice your rhyming skills while moving. Say any movement word you can think of – like run. Then think of words that rhyme with it. Act out your words. Have fun, as you run, under the sun!</p>	<p>Practice your kicking skills. Roll up a big pair of socks and kick them across the room into a laundry basket turned onto its side.</p>	<p>Play "Movement Emotional Charades." Use your entire body to act out different emotions and see if someone can guess what you are feeling.</p>	<p>Let's go silly walking! Walk all around your home acting out different emotions. Can you walk happy, sad, shy and angry?</p>	<p>Teach through each day again and repeat your favorite January activity. Enjoy!</p>

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Hokey Pokey Muscles and Bones



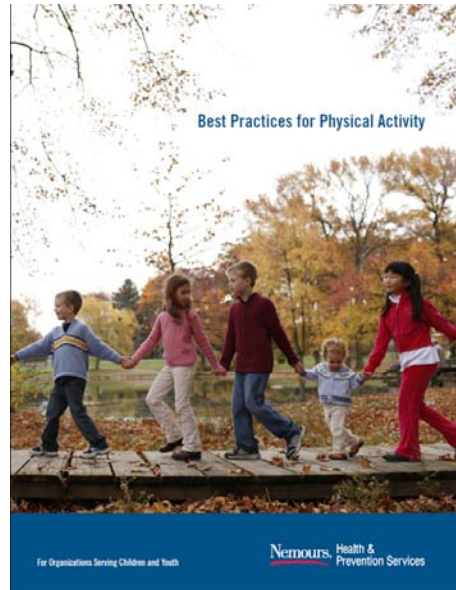
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Goal Setting

How could you incorporate the *Hokey Pokey Muscles and Bones* activity into your daily schedule?

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Take Advantage of Resources



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Motor Development

- **Types of motor development**
 - **Gross motor**
 - Involves the large muscles in the arms and legs
 - Examples: holds head up, sits/stands with and without support, reaches with one hand, crawls, stands, walks, etc.
 - **Fine motor**
 - Involves the small muscles in the hands, feet, fingers, and toes
 - Examples: grasps a toy, claps hands, drops blocks in to a container, picks up a toy, tears paper, holds a crayon, etc.



Developmental Delays and Screenings

- **Developmental milestones**
 - Include playing, learning, speaking, behaving, and moving
- **Developmental delay**
 - When a child does not reach developmental milestones at the same time as other children
- **Developmental screenings**
 - Doctor's and nurses use to identify whether children are learning basic skills at the time they should
- **Identify developmental delays early**
 - To assist parents with receiving additional support

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Ongoing Observation and Assessment

- **Why is it important to document observations of the children in your program?**
- **How do you document observations of children in your program?**
- **Do you use any type of assessment tools in your program?**
- **What do you do if you have developmental concerns?**

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Additional Resources

- Infant Toddler Services of Johnson County
 - 913 432 2900
 - www.itsjc.org
- <http://www.cdc.gov/ncbddd/childdevelopment/screening.html>
- <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/families/Safe%20and%20Healthy%20Family/Health/DevelopmentalScr.htm>



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Resources



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Physical Activity Break



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Best Practices for Screen Time



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What is Screen Time?

- **What is screen time?**
 - TV, DVDs, videos
 - Computer time
 - Smart phone, tablets
 - Handheld video games

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Best Practices for Screen Time

- **No screen time for children under age 2 years**
- **Limit or eliminate screen time for children ages 2 years and older**
 - No more than 30 minutes per week in ECE setting
 - No more than 2 hours per day from all sources
 - Used for educational or physical activity purposes only
 - Work with parents to reduce screen time at home

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Screen Free Moments: Promoting Healthy Habits



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Screen Time

Table 1: Proportion of time spent with educational media, by platform

Among 2- to 10-year-olds, average time spent in a typical day with:

	Total media time	Educational media time	Proportion of media time that is educational
Television/DVDs	1:21	:42	52%
Video games	:17	:03	18%
Computer	:14	:05	36%
Mobile device	:14	:05	36%
Total screen media	2:07	:56	44%

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Screen Time Rationale

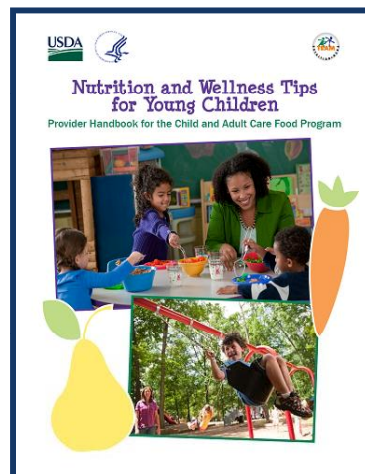
- Gets in the way of exploring, playing, and social interaction
- Children who spend more time watching TV are more likely to be overweight or obese
- For children 8-16 months, every hour of viewing is associated with 6-8 fewer words learned
- More hours of viewing at age 3 can lead to decreased cognitive test scores at age 6



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Ways to Cut Down on Screen Time

- *Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program Activities to Limit Screen Time:*
 - Play music: have children create their own dances
 - Organize puzzle time
 - Conduct a “pretend play” activity
 - Draw, color, create a sculpture or use playdough
 - Provide a sack of special activities: put together a box containing activities children do not normally engage in



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Make the Most of Screen Time

- **Technology is everywhere, so if it is used for *no more than 30 minutes per week* in your program choose strategies that support children's development**
 - Make screen time interactive – talk about what you're viewing and ask children to act out what they see
 - Point out new words, letters, and concepts
 - Discuss the issues the main characters face and how they overcome them
 - Help the child connect what they're viewing to the real world
 - Have children take turns using a device to teach them about sharing



"Go, Slow, or Whoa" Activity

- **If the statement is:**
 - **Recommended**, participants will **RUN** in place
 - **Limit**, you will **MARCH** in place
 - **Not recommended**, you will **STAND** in place





Lunch

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Table
Discussions

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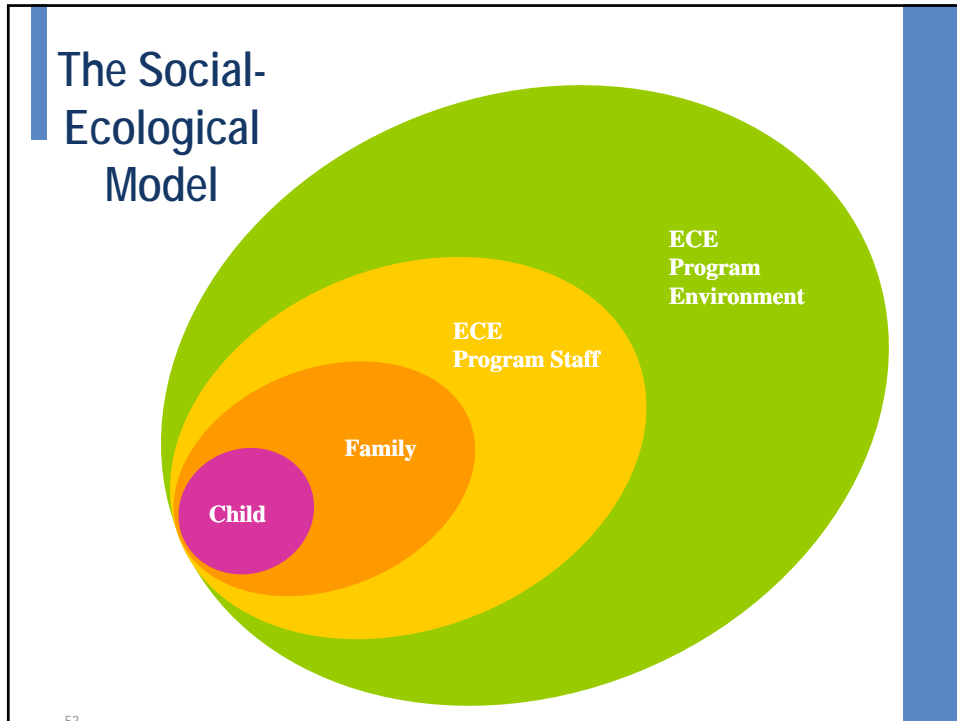
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Long-Term Action Plan



- **Using the five areas of improvement identified from the *Go NAP SACC* results, choose 1-2 areas to work on for the Long-Term Action Plan**
- **Goals and action steps should include practices and policies from at least one of the following:**
 - Healthy eating
 - Healthy beverages
 - Physical activity
 - Screen time limits
 - Breastfeeding support
- **Think about the Social Ecological Model to create and support lasting change**

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Sample Goals and Objectives

- **Infants and children have more opportunities to engage in daily physical activity**
 - Infants experience supervised tummy time daily
 - Children experience at least 120 minutes per day for preschoolers and 60-90 minutes per day for toddlers
- **Children do not experience passive screen time**
 - Remove televisions from classrooms
 - Create an environment that encourages physical activity using proper equipment, music, and/or structured PA
- **Breastfeeding mothers and babies are supported**
 - Develop policies and practices to encourage and support breastfeeding moms and babies
 - Create a private space to breastfeed or pump

Sample Goals and Objectives



- **Children eat healthy food in the program:**
 - Revise menus over a 3 month period to align with best practices
 - Engage children in weekly, planned activities to increase healthy eating and awareness of healthy habits
 - Implement family-style dining
- **Children drink only healthy beverages in our program:**
 - Make water accessible to children throughout the day, inside and outside
 - Serve only nonfat milk to children 2 years and older for all meals
 - Stop serving juice and sugar sweetened beverages

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Long-Term Action Plan



Start Date: _____
 ECE Program Name: _____
 Goal: _____

Long Term Action Plan



Step to Achieve Goal	Child: Action Step	Family: Action Step	Program Environment: Action Steps	Program Policies: Action Steps
Target Date:				

Goal: Infants and children have more opportunities to engage in daily physical activity (PA).					
Objectives	Policies: action steps	Environment: action steps	Program Staff: action steps	Family: action steps	Child: action steps
1. Infants experience supervised tummy time daily.	<ol style="list-style-type: none"> Require daily plans for each infant to include intentional tummy time : 11/15 Include discussion of tummy time as a required part of infant family orientation: 11/15 Include daily tummy time requirements and rationale in family and staff handbooks: 3/1 	<ol style="list-style-type: none"> Create infant play space in calm corner: 10/30 Place infant toys and board books visible on low shelf: 10/30 Install infant-safe mirror on wall at infant's eye level: 10/30 Post photos of infants and teachers engaged in tummy time: 11/30 	<ol style="list-style-type: none"> Gather DVD resources to show and discuss during team meeting: 10/15 Require intentional plan for tummy time in daily plan for each infant: 11/15 Take photos of infants and teachers engaged during tummy time: 11/30 Encourage teachers to implement families' ideas to make tummy time fun: ongoing 	<ol style="list-style-type: none"> Show DVD on tummy time at family event: 11/15 At new family orientation, staff and families share ideas for tummy time: 11/15 Invite families to recommend favorite toys, books or activities to make tummy time fun in the program: ongoing 	<ol style="list-style-type: none"> Provide several opportunities for tummy time daily: 11/15 Develop different tummy time sensory and motor experiences: 11/15 Support activities to increase strength and flexibility: 11/15 Encourage infants to reach for and grasp objects: 11/15
Target Date:					
Who is responsible?	Director Program Coordinator, and Teachers	Program Coordinator and teachers	Program Coordinator and Infant Teachers	Families, Infant Teachers and Director	Children and Teachers

Sample Goal: Children eat healthy food in the program.					
Objectives	Program Policies: action steps	Program Environment: action steps	Program Staff: action steps	Family: action steps	Child: action steps
1. Revise menus over a 3 month period to align with best practices for fruits, vegetables, whole grains and elimination of fried foods.	<ol style="list-style-type: none"> Develop new menus to align with LMCC goals for fruits, vegetables, whole grains and fried foods: 8/1. Include HE as a required topic at family orientation: 9/1 Include HE policy and rationale in family and staff handbooks: 9/1 Create a healthy celebrations policy: 9/1 	<ol style="list-style-type: none"> Post menus in lobby: 8/1 Develop display in lobby to share info, resources and healthy recipes: 6/1 Create and hang documentation of children engaged in healthy eating or nutrition activities: 7/1 and ongoing. Develop systems for ordering, storing and monitoring food: 8/1 	<ol style="list-style-type: none"> Learn about best practices through training sessions: 6/1 Share families' ideas for healthy foods to be included in new menus: 7/1 Involve staff in DVD viewing and discussion about the importance of their role modeling healthy eating: 8/1 Take photos of children enjoying healthy food and share with families: 9/1. 	<ol style="list-style-type: none"> Ask families for healthy foods or recipes to be included in new menus: 6/1 Work with families to develop an exciting "taste test" event for children, families and staff to try and vote on new menu items: 7/15 Schedule quarterly events focused on healthy food: 7/15, 10/15, 1/15, 4/15 	<ol style="list-style-type: none"> Model curiosity and enjoyment of healthy foods: during all meals and snacks: 8/1 and ongoing Discuss menu changes with the children and how they help them grow up strong and healthy! 8/1 and ongoing Develop "taste tests" and graph the results of classroom preferences for new foods: 8/15
Who is responsible?	Director and Cook	Director, Cook and Teachers	Program Coordinator and Teachers	Families, Teachers, and Program Coordinator	Children and Teachers

Engaging Families



- Partner with families to support children’s health and development
- Share resources like Family Tip Sheets
- Ask families for ideas that would help children grow up healthy
- Put information in family newsletters, bulletin boards, notes, etc.
- Create challenges where the program and families work together on achieving a behavior, like Screen Free Week

10 Tips for Becoming More Active As a Family

10 tips be an active family

Nutrition Education Series 10 tips for becoming more active as a family

Physical activity is important for children and adults of all ages. Being active as a family can benefit everyone. Adults need 2 1/2 hours a week of physical activity, and children need 60 minutes a day. Follow these tips to add more activity to your family’s busy schedule.

- 1 set specific activity times**
Determine time slots throughout the week when the whole family is available. Choose a few of these times to be physical activity. Try doing something active after dinner or begin the weekend with a Saturday morning walk.
- 2 plan ahead and track your progress**
Write your activity plans on a family calendar. Let the kids help in planning the activities. Allow them to check it off after completing each activity.
- 3 include work around the house**
Involve the kids in yard work and other active chores around the house. Have them help with raking, weeding, planting, or vacuuming.
- 4 use what is available**
Plan activities that require little or no equipment or facilities. Examples include walking, jogging, jumping rope, playing tag, and dancing. Find out what programs your community recreation center offers for free or minimal charge.
- 5 build new skills**
Enroll the kids in classes they might enjoy such as gymnastics, canoe, or tennis. Help them practice. This will keep things fun and interesting, and introduce new skills.
- 6 plan for all weather conditions**
Choose some activities that do not depend on the weather conditions. Try mall walking, indoor swimming, or active video games. Enjoy outdoor activities as a bonus whenever the weather is nice.
- 7 turn off the TV**
Set a rule that no one can spend longer than 2 hours per day playing video games, watching TV, and using the computer (except for school work). Instead of a TV show, play an active family game, dance to favorite music, or go for a walk.
- 8 start small**
Begin by introducing one new family activity and add more when you feel everyone is ready. Take the dog for a longer walk, play another ball game, or go to an additional exercise class.
- 9 include other families**
Invite others to join your family activities. This is a great way for you and your kids to spend time with friends while being physically active. Plan parties with active games such as bowling or an obstacle course, sign up for family programs at the YMCA, or join a recreational club.
- 10 treat the family with fun physical activity**
When it is time to celebrate as a family, do something active as a reward. Plan a trip to the zoo, park, or lake to treat the family.

Increased Physical Activity & Nutrition in Child Care Programs



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Facilitating Change in Your Program: LS3 Action Period



- **Opportunity to:**
 - Complete Action Tasks related to making healthy change
 - Pick 1-2 of the five areas of improvement identified from the *Go NAP SACC* results to create your Long-Term Action Plan
 - Host a Wellness Parent Engagement Activity

- **Trainers provide technical assistance (TA)**

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LS3 Action Period



- **I will:**
 - Implement physical activities learned during the training in my program
 - Identify areas to improve for the program's Long-Term Action Plan
 - start a storyboard demonstrating what area the program improved
 - Bring all Action Period materials back to LS4
 - *Storyboards*
 - *Long-Term Action Plan Worksheet*

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