



# National Early Care & Education Learning Collaboratives:

## Taking Steps to Healthy Success

Learning Session 4, Family Child Care Edition  
Implementation Guide

September 2018



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# Definitions

<b>Action Period</b>	The period after each in-person Learning Session to share information, support discovery learning and engage staff (when applicable), in a particular task: program assessment, action planning, implementation of the action plan, and/or documentation of the process.
<b>Center</b>	Refers to a physical place where a program is offered.
<b>Early Care and Education (ECE)</b>	A field, sector or industry that includes nurturing care and learning experiences for children from birth to age 5.
<b>Early Care and Education Program</b>	An intervention or service that has a design, staff, a curriculum or approach and a funding source that serves children from birth to age 5.
<b>Early Care and Education Program Leadership Team</b>	Up to 3 people (e.g., owner/director, lead teacher, food service personnel) self-defined by each ECE program to attend the 5 in-person Learning Sessions and facilitate the corresponding Action Period with their program staff.
<b>Early Childhood</b>	A developmental period of time, typically birth to age 6.
<b>Facilitator</b>	Designated person or people from the Leadership Team to lead the Action Period component with their ECE program staff.
<b>Family Child Care (FCC)</b>	An intervention or service that is provided in a caregiver's home that typically serves children birth to school-age.
<b>Family Child Care Home</b>	Refers to a physical place where a FCC program is offered.
<b>Family Child Care Provider (FCC Provider)</b>	A caregiver that provides childcare services in their home.
<b>Nutrition and Physical Activity Self-Assessment for Child Care (Go NAP SACC)</b>	A self-assessment instrument for early care and education programs comparing their current practices with a set of best practices.
<b>Nutrition and Physical Activity Self-Assessment for Family Child Care (Go NAP SACC)</b>	A self-assessment instrument for family child care homes comparing their current practices with a set of best practices.
<b>Learning Collaborative</b>	A learning community made up of approximately 20-25 ECE programs or FCC homes to increase their knowledge, create networks of support, and equip programs to work together to make healthy policy and practice changes aligned with Healthy Kids, Healthy Future.
<b>Learning Session</b>	Five in-person, active Learning Sessions focused on the relationship of nutrition, breastfeeding support, physical activity, and screen time to children's health also provide opportunities to build collegial relationships, develop leadership, increase collaboration, plan for and implement healthy change.
<b>Healthy Kids, Healthy Future (HKHF)</b>	Formerly known as <i>Let's Move!</i> Child Care (LMCC), Healthy Kids, Healthy Future gives early care and education providers the tools to help children get a healthy start.
<b>National Early Care and Education Learning Collaboratives Project (ECELC)</b>	Name of this project funded by the Centers for Disease Control and Prevention and managed by Nemours to support ECE programs as they improve their practices and policies for nutrition, breastfeeding support, physical activity, and screen time.
<b>Program</b>	An intervention or service that has a design, staff, curriculum or approach, and a funding source.
<b>Resources</b>	The tools, materials, and resources aligning with Healthy Kids, Healthy Future Child Care and the Preventing Childhood Obesity, 3rd Edition standards that are available to participating ECE programs and FCC providers as they implement the ECELC.
<b>State Implementing Partner</b>	An agency/organization subcontracted with Nemours to handle the administration of the ECELC in a particular state.

## National Early Care & Education Learning Collaboratives

<b>State Project Coordinator (Project Coordinator/PC)</b>	Administers the ECELC and provides overall coordination of the Learning Collaborative logistics in the state, with leadership responsibility for technical support, communication efforts, recruitment and support of Trainers and participating programs and providers.
<b>Taking Steps to Healthy Success (Curriculum)</b>	ECELC curriculum, structured around 5 in-person learning sessions for Leadership Teams or FCC Providers and on-site Action Period sessions to engage all program staff, designed to guide Leadership Teams and their programs through the process of making healthy changes aligned with best practices.
<b>Teacher</b>	An individual responsible for the primary education of a group of children.
<b>Technical Assistance (TA)</b>	Encouragement, support, information and resources provided by the Trainer(s) to help Leadership Teams facilitate training of program staff and develop and implement action plans for healthy change.
<b>Trainer(s)</b>	Individuals responsible for implementing 5 on-site Learning Collaborative sessions and providing ongoing technical assistance to participating ECE programs.

## Learning Session 4: Overview

# Learning Session 4: Getting Kids Moving

## Overview

Learning Session 4 provides rationale for the role family child care (FCC) providers play in helping make healthy changes. It explains physical activity and screen time best practices in the family child care home. The session focuses on increasing knowledge and awareness of healthy practices and their impact on young children. During the session, providers are expected to increase their knowledge, awareness, and motivation to work towards healthy change.

Key content includes information on:

- Best practices for physical activity;
- Continuing the process of healthy change through an Action Plan;
- Developing action steps to support policies; and
- Ways to support physical activity through family engagement, and policies.

## Post-session (Action Period)

The family child care provider will utilize the Provider Guide to:

- Complete the *Nutrition and Physical Activity Self-Assessment for Family Child Care (Go NAP SACC)*;
- Implement steps identified in the “policy” column of the *Action Plan Worksheet*; and
- Finalize documenting goals and healthy changes made throughout Learning Session 2 through Learning Session 5 on their storyboard.

## Objectives

At the end of the Learning Session, providers will be able to:

1. Describe best practices for physical activity time and identify change opportunities within their program;
2. Finalize the Action Plan and develop action steps for policies; and
3. Finalize documenting the process of healthy changes on their storyboard.





## Learning Session 4: Content Implementation

# Learning Session 4: Getting Kids Moving

## Sample Agenda

The Agenda Template can be found on the *Healthy Kids Healthy Future* website [www.healthykidshealthyfuture.org](http://www.healthykidshealthyfuture.org). Feel free to use this as you customize the timing and activities for each Learning Session.

Learning Session 4: Getting Kids Moving	
Time	Topic
8:30 – 9:00 am	Check-In
9:00 – 9:30 am	Welcome Back <b>Learning Session 3 Action Period</b> <ul style="list-style-type: none"> <li>• <b>Technical Assistance Groups</b></li> <li>• <b>Activity:</b> <i>Taking Steps to Success: Trainers refer to the PPT or Implementation Guide</i></li> </ul>
9:30 – 9:45 am	<b>PPT Part A:</b> Supporting Motor Development
9:45 – 10:00 am	<i>Physical Activity Break</i>
10:00 – 11:15 am	<b>PPT Part B:</b> Best Practices for Physical Activity <ul style="list-style-type: none"> <li>• <b>Video:</b> <i>Move, Play, Learn: Physical Activity in North Dakota Child Care Programs</i></li> <li>• <b>Video:</b> <i>Motor Skill Development</i></li> <li>• <b>Video:</b> <i>Feldenkrais Class by Baby Liv</i></li> </ul>
11:15 – 11:30 am	<i>Physical Activity Break</i>
11:30 am – 12:30 pm	<b>PPT Part C:</b> Facilitating Change in Your Program <ul style="list-style-type: none"> <li>• <b>Technical Assistance Groups:</b> <i>Trainers refer to the Implementation Guide</i></li> </ul>
12:30 – 12:45 pm	<b>PPT Part D:</b> Extending Your Learning: The Provider, Families and Policies
12:45 – 1:00 pm	Check-Out

LS4: Materials List	
<b>Check-In</b>	<ul style="list-style-type: none"> <li>• Check-in signs (for example A-I, J-R, S-Z)</li> <li>• Pre-filled provider sign-in sheets (name and enrollment ID)</li> <li>• Pens</li> <li>• Nametags</li> <li>• LS4 Provider Handbooks</li> <li>• Resources for distribution                             <ul style="list-style-type: none"> <li>– <i>Best Practices for Physical Activity</i> guide</li> <li>– <i>Tossing &amp; Catching</i> activity kit</li> </ul> </li> </ul>
<b>Welcome Back Learning Session 3 Action Period</b>	<ul style="list-style-type: none"> <li>• Learning Session 3 Action Period</li> <li>• Technical Assistance Group                             <ul style="list-style-type: none"> <li>– Learning Session 4 Implementation Guide: Trainers refer to the <i>Taking Steps to Success</i> activity                                     <ul style="list-style-type: none"> <li>• Materials needed for activity:   <ul style="list-style-type: none"> <li>– Large chart paper</li> <li>– Sticky notes</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<b>PPT Part A: Supporting Motor Development</b>	<ul style="list-style-type: none"> <li>• PPT Part A: Supporting Motor Development</li> </ul>
<b>PPT Part B: Best Practices for Physical Activity</b>	<ul style="list-style-type: none"> <li>• PPT Part B: Best Practices for Physical Activity                             <ul style="list-style-type: none"> <li>– Video: <i>Move, Play, Learn: Physical Activity In North Dakota Child Care Programs</i> - Refer to PPT</li> <li>– Video: <i>Motor Skill Development</i>: Refer to PPT</li> <li>– Video: <i>Feldenkrais Class by Baby Liv</i>: Refer to PPT</li> <li>– Distribute the <i>Best Practices for Physical Activity</i> guide</li> <li>– Distribute the <i>Tossing and Catching</i> activity kit</li> </ul> </li> </ul>
<b>PPT Part C: Facilitating Change in Your Program</b>	<ul style="list-style-type: none"> <li>• PPT Part C: Facilitating Change in Your Program                             <ul style="list-style-type: none"> <li>– Learning Session 4 Participant Handbook: Providers refer to the <i>Provider Guide</i></li> <li>– Learning Session 4 Implementation Guide: Trainers refer to the “Policy” column on the <i>Action Plan Worksheet</i>.</li> </ul> </li> </ul>
<b>PPT Part D: Extending Your Learning: The Provider, Families and Policies</b>	<ul style="list-style-type: none"> <li>• PPT Part D: Extending Your Learning: The Provider, Families and Policies</li> </ul>
<b>Check-Out</b>	<ul style="list-style-type: none"> <li>• Check-Out</li> </ul>

## Check-In (30 min.)



### SET UP:

Set up the night before if possible. If not, plan on setting up early the day of the training. Refer to the Materials List on page 8 for a complete list of what to set out or store for later. Set out sign-in sheets, nametags, and pens on tables near the main room entrance. In addition:

- Have Learning Session 4 Participant Handbooks ready for distribution;
- Set out materials on tables or distribute throughout the Learning Session:
  - *Best Practices for Physical Activity* guide; and
  - *Tossing & Catching* activity kit.
- Gather materials for physical activity breaks;
- Set up and test all technology: laptop, LCD projector, CD/DVD player (laptop may have this capability), and wireless microphone;
- Set up Show and Tell area (optional) to showcase important resources;
- Set up KWL Chart on large chart paper (optional); and
- Display raffle prizes (optional).



### CHECK-IN:

It is recommended to begin check-in at least 30 minutes prior to LS4. As providers sign-in, do the following:

- Collect LS3 Action Period materials in envelopes labeled with the provider's name; and
- Distribute LS4 Participant Handbooks.



### TIPS:

- Five minutes before start time, begin asking providers to find their seats.

## Technical Assistance Groups – LS3 Action Period (30 min.)

### Taking Steps to Success Activity



#### SET UP:

- Prepare PPT: Getting Kids Moving.



#### ACTION:

- Welcome providers back;
- Congratulate them on completing the LS3 Action Period Tasks;
- Mention housekeeping items:
  - Bathroom locations; and
  - Silencing cell phones.
- Provide an overview of the LS4 Participant Handbook and the agenda.



#### ACTION:

- Facilitate a group discussion around the “Provider” and “Environment” columns completed on the *Action Plan Worksheet* in Learning Session 3.
- Place 10 pieces of large chart paper around the room. Label each paper with the following headers:
  - Healthy eating;
  - Provider Health;
  - Family engagement;
  - Screen time;
  - Outdoor play;
  - Healthy beverages;
  - Physical activity;
  - Family-style dining;
  - Policies; and
  - Infant feeding and breastfeeding support.



#### ACTION:

- Provide the providers with a sticky note and ask them to write down the goal(s) they identified on their *Action Plan Worksheet*. Providers should use one sticky note per goal;
- Have providers take their sticky note(s) and place it on the corresponding chart paper. Have providers stand by the chart paper their goal(s) falls under; and
  - For example, if a provider created an area for mothers to breastfeed, they would write that on a sticky note and place it on the “Infant feeding and breastfeeding support” chart paper on the wall.
- Ask providers to share the healthy changes they have implemented in their home.

## PPT Part A – Supporting Motor Development (15 min.)



### PRESENT:

- PPT Part A: Supporting Motor Development.



### ACTION:

- Discuss with the providers the importance of supporting motor development.
- Review ways to identify and support children with developmental delays:
  - Provide state and local early intervention programs' contact information and resources providers can use for additional support; and
  - Encourage providers to share this information with parents and families.

## Physical Activity Break



### SET UP:

- Choose a 1-2 minute physical activity; and
- Gather materials needed for the activity.



### ACTION:

- Make sure everyone has enough space, and conduct the physical activity you chose.

## PPT Part B: Best Practices for Physical Activity (1hr. 15 min.)



### PRESENT:

- PPT Part B: Best Practices for Physical Activity.

### Video: *Move, Play, Learn: Physical Activity in North Dakota Child Care Programs*



### PLAY:

*Move, Play, Learn: Physical Activity in North Dakota Child Care Programs*

**Note:** The PPT contains a prompt to play the *Move, Play, Learn: Physical Activity in North Dakota Child Care Programs* video. Click on the picture (hyperlink) to start the video.



### PRESENT:

- Continue presenting PPT Part B: Best Practices for Physical Activity.

### Video: *Motor Skill Development*



### PLAY:

*Motor Skill Development: Creative Expressions*

**Note:** The PPT contains a prompt to play *Motor Skill Development: Creative Expressions* video. Click on the picture (hyperlink) to start the video.



### PRESENT:

- Continue presenting PPT Part B: Best Practices for Physical Activity.



### ACTION:

- Have providers turn to the *Caring for Our Children in Mixed Age Groups* handout in the Participant Handbook and facilitate a discussion around ways to engage children of all ages in physical activity.
  - Review the Indoor/ Outdoor Activity slides and encourage providers to think of activities they can conduct in their home that will engage children of all ages; and
  - Have providers share different activities they are currently using to promote physical activity.
- Have providers turn to the *Head Start Body Start Activity Calendar* and *Rainy Days Ideas* handout in the Participant Handbook. Inform providers that the full *Head Start Body Start Activity Calendar* can be found on the *Healthy Kids Healthy Future* website ([www.healthykidshealthyfuture.org](http://www.healthykidshealthyfuture.org)).



### PRESENT:

- Continue presenting PPT Part B: Best Practices for Physical Activity.

Video: *Feldenkrais Class by Baby Liv*



**PLAY:**

*Feldenkrais Class by Baby Liv*

**Note:** The PPT contains a prompt to play the *Feldenkrais Class by Baby Liv* video. Click on the picture (hyperlink) to start the video.



**PRESENT:**

- Continue presenting PPT Part B: Best Practices for Physical Activity.



**ACTION:**

- Distribute the *Best Practices for Physical Activity* guide; and
- Introduce providers to the different sections.
- A lot of the content discussed today can be found in the *Best Practices for Physical Activity* guide. This includes:
  - Rules and best practices of physical activity;
  - Rationale;
  - Practical ways to support intentional planning of physical activity recommendations;
  - Recommendations by age group;
  - Sample policies;
  - Family tip sheets; and
  - List of tools for use in the classroom.
- Distribute the *Tossing and Catching* activity kit;
- Introduce the providers to the different materials inside of the kits; and
- Encourage them to think of ways they can use the kits in their home.





# Caring for Children

## In Mixed Age Groups

Handout #22

Healthy Children, Strong Families, Caring Communities

### Special Opportunities

Family child care home settings provide opportunities for several different age groups to be cared for at the same time. Most experts agree there are many benefits to this type of child care. Educator Lillian Katz in *The Case for Mixed-Age Grouping in Early Education (NAEYC) 1993*, feels that in these “family units” younger members observe, emulate and imitate a wide range of skills. Most younger children are not equally mature in all areas of development. Older children can offer leadership, tutoring experiences and may assume some of the responsibility for less mature and knowledgeable members. She also feels there are greater opportunities for children to develop friendships with others who match, compliment or supplement their own needs and styles.

Children need a sense of community that includes people of all ages, interests and skills. This support enables them to grow into healthy, socially-skilled adults. They can learn empathy, patience and they develop a healthy self-esteem while helping others.

On the business side, caring for several children from different age groups at the same time is a good way to help providers maintain full enrollment. In addition, many families looking for child care for school-age children want to keep all their children together.

### Meeting the Challenges

Providing child care for children from several age groups can be a great challenge – especially to a new provider. For instance, what do you do when two babies are crying at once? What if a toddler wants to get into the game the “big kids” are playing? Or how do you respond if the “big kids” want to kick a ball where the pre-schoolers are playing? Through trial and error child care providers have come up with great suggestions. Most providers emphasize planning and organization. They feel that having a routine and planning how the day should be organized are critical factors for success.

### Organizing for Care

1. Don't jump into taking the maximum capacity of children you are licensed for right away – start slowly.
2. Put the babies together with supervision. They are fascinated with each other's faces and behavior.
3. Look for a family that fits into the current group. Consider your own philosophy and compare it with their views on child-rearing.
4. Have a two-week trial period to look at the children's ages and temperament to see whether they all get along together.
5. Educate yourself about child development. Learn what is developmentally appropriate, what kinds of behaviors are typical at certain ages and how to handle children during their different stages of growth. Resources for child development materials are available in the student library of the local colleges. You may want to enroll in early childhood education classes for a more thorough understanding of child development. Child Action, Inc. offers free workshops throughout the year on child development and their resource library contains videos, books and handouts.
6. Plan enough space so each age group can be on its own while you remain available to supervise.

### Planning the Environment

Set up play areas and environments for all the ages in your care. Use barriers when needed, such as safety gates, big pillows or furniture. Use barriers sparingly and for short periods of time. You should include an infant or crawler in the group whenever possible.

Consider:

- Holding an infant on your lap while older children are using scissors or working on crafts
- Using an empty wading pool with toys in it to separate babies from rough and tumble play or placing your own body between the two age groups

- Planning different types of activities to meet the needs of each age group
- Having crawlers play on the floor while older ones play board games at the kitchen table
- Doing some activities with older children while others nap
- Having an art activity or a box with all the materials needed for pretend play organized and labeled for easy storage and accessibility
- Going through the house or center and looking at the room from the child's level. What would the baby see first? What would the toddler or preschooler see first? What appeals to the school-age child?

### Setting Routines

- Establish a routine that is convenient, works for your group and doesn't take you away from your supervising role
- Include all children in cleanup and preparation for the next activity
- Consider the children's ages, individual needs and interests
- Plan transitions between activities carefully, so everyone gets to the next activity without a rush.

### Mealtime Success

- You may have to eat in shifts, feeding infants on demand, settling them down and then feeding the others. But your goal should be to have all the children eating together whenever possible. Family-style meals include an adult sitting with the children, modeling table manners, enjoying conversation and sharing information about nutritious foods. Children will want to eat what others are eating, but be careful you're not comparing one child's appetite or food preference with another child for the purpose of getting him/her to eat.

You might want to:

- Have older children help with food preparation, setting the table, serving younger children or helping with cleanup
- Provide child-sized furniture
- Use high-chairs for the infants and toddlers and utilize "booster-chairs" to adjust for smaller children in regular-sized chairs
- Offer pre-prepared snacks in containers children can open

- Have juice or milk poured or available in small pitchers for a family-style setting.

### Planning Activities

Observe all of the children consistently to learn their skills and interests, then plan activities they find fun and interesting.

Enlist older children to help with younger children. They can entertain babies, read to preschoolers, put together a play or a puppet show, or teach a board game. Older children enjoy being valued for their input.

Some children really like helping, but be careful not to use all their time helping care for younger children. Being your assistant can be a way for older children to avoid their own age group and a way to escape peer conflicts.

Buy open-ended toys such as blocks, Lego® and other multiple use items that can be used by different age groups. Alternate and slightly change activities for the different age groups. For example, younger children paint and explore color, while older children use the same paint materials to express their ideas.

Look at mixed-age groups as an opportunity to learn about the different ages, individual needs and interests of all the children in your care.

Learn to meet their needs before they become demands. Children develop socially when they have opportunities to observe and play with older children, siblings and adults. They are then more likely to be flexible, cooperative, focused and socially-competent members of a community.

### Further Resources

Books and videos are available at the Child Action, Inc. Resource Library. Here are some suggestions:






#### Books:

- *Active Learning In A Family Day Care Setting* by Susan McCartney
- *Caring For Children In Family Child Care* by Derry Koralek, Laura J. Colker, and Diane Trister Dodge
- *The Creative Curriculum For Family Child Care* by Diane Trister Dodge & Laura J. Colker
- *The Incredible Indoor Games Book* by Bob Gregson

# MARCH

## Get Moving Today!

## ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Start the month off with a game of follow the leader. Move around your house in different ways as someone copies your movements.</p> <p>Using paper plates as pretend stones; make an indoor nature trail through your house. Walk through the nature trail by only stepping onto the make believe stones.</p> <p>Turn on some music and take turns choosing a way to move.</p> 	<p>"Chair Exercise". Move around, under, and over a chair; sit down and stand up using a chair; turn on music and wiggle &amp; stretch while sitting in a chair.</p> <p>Make a pile of paper balls by crumching recycled paper. For one minute throw these balls all over the playing space – making a blizzard of balls. Collect them and do it again.</p> <p>Leaping! Put pillows on the floor and practice your leaping skills. Push off of your back leg and reach with your front leg.</p> <p>Animal Action Fun! One person says the name of an animal and the other person has to move around the house like that animal would.</p> <p>Get outside today and play "I Spy". Each time one of you says, "I spy", you have to all walk, run or gallop to that object.</p> <p>Pretend to have a beach party. Turn on some beach music and dance. Pretend to surf and swim as you work your body.</p> 	<p>Loud and soft – first walk on your tip toes trying to be really quiet, then stomp using your whole foot trying to be really loud.</p> <p>Using the balls from yesterday put them in a pile. Crab walk with one ball at a time on your tummy, carry it across the room. Move all the balls to a new pile.</p> <p>Work on your locomotor skills – go outside and practice walking, running, galloping, skipping, jumping and hopping.</p> <p>Using a scarf or handkerchief, practice your self-toss and catch skills. Watch the scarf with your eyes and move your body so the scarf can land in your hands.</p> <p>Put a sock puppet on your hand and have it travel high, low, fast, slow, curvy and straight.</p> <p>Pretend your arms or foot or elbow or nose is a crayon and draw a big picture of a rainbow in your home.</p>	<p>Tear newspaper into long strips – crunch them up into balls – throw the balls into a basket – Rip-Crunch-Throw.</p> <p>Get outside and pick up trash in your yard.</p> <p>Pickup marbles with your fingers and toes. Lie on the floor and blow the marbles across the floor.</p> <p>Have an adult write your name really big on a sheet of paper, and then put your body into the shapes of each letter. Can you do this standing up? Can you do this laying on the floor?</p> <p>Pretend to be a balloon – first without air, then being blown up, then floating around the room, and then being popped!</p>	<p>Be a superhero! Think about all of your favorite superhero's and then spend some time moving just like they would.</p> <p>Take a "spring is here" walk. Swing your arms as you walk quickly. Notice all the signs of spring!</p>  <p>Pull a wagon around outside as you pick up sticks. Create an obstacle course with the things you find.</p> <p>Make up a nonsense word. Now make up a movement to go with that word.</p> <p>Work on your tossing and catching skills with someone. Toss it right to their hands.</p> 	<p>Ask someone to go for a walk with you and as you walk, make up a little song about moving and having fun together.</p> <p>How many different ways can you carry a sock as your move around the house?</p> <p>Make it backwards day. Move from room to room backwards. Try to high and low, fast and slow.</p> <p>Twins – for 2-5 minutes pretend as if you are connected to someone else and the two of you have to move exactly the same way.</p> <p>Balance on two body parts. How about three parts or four or ever five body parts?</p>	<p>Take a few minutes today to lie on the floor and stretch your body from head to toe. Take some deep breaths and relax as you reach and then relax.</p> <p>Crawling is a great way to work on the muscles in your arms. Try to crawl around your home for a few minutes – take a break and do it again.</p> <p>Make a trail of paper plates through your home and pretend that you can only walk on the plates or you will fall in the water.</p> <p>Go on a walk through your home. Each time you get to a new space you have to change the way you are moving.</p> <p>Repeat your favorite activity this month!</p> 

# Rainy Day Ideas

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It can be tough to plan physical activity when outdoor play is cancelled due to poor weather conditions. Use these ideas to help your class be physically active indoors:

- Start a parade** around the classroom. Children can line up and march, gallop, skip, tip-toe, walk sideways and backwards
- Move like an animal**-hop like a rabbit, crawl like a dog, waddle like a duck, stomp like an elephant, soar like a bird, swim like a fish
- Play movement games like** ring around the rosey, musical squares, the hokey pokey, duck duck goose, or do the chicken dance
- Turn on the music and dance.** Children can dance to the music on their own, or play a song that provides verbal instructions
- Play Simon Says.** To ensure children stay active throughout the session, do not ask them to sit out if they make a mistake
- Set up indoor hop scotch** using carpet squares or hula hoops
- Stretch.** Children can circle their arms, shrug their shoulders, touch their toes, reach high toward the sky, and twist at the waist
- Volley a balloon**
- Move like weather.** Children can move like a tree in the wind, stomp like thunder, and spin like a tornado
- Use bean bags** to toss to a partner, toss into a container or basket, balance on the childrens' heads, or play hot potato
- Try a children's exercise DVD or video**



*Bright from the Start and USDA are equal opportunity providers and employers.*



## Physical Activity Break



### SET UP:

- Choose a 1-2 minute physical activity; and
- Gather materials needed for the activity.



### ACTION:

- Make sure everyone has enough space, and conduct the physical activity you chose.



## PPT Part C – Facilitating Change in Your Program (60 min.)



### PRESENT:

- PPT Part C: Facilitating Change in Your Program.
- Discuss the Action Period; and
- Discuss that providers will complete their Action Plan by:
  - Connecting their objectives to policies by identifying action steps needed to facilitate change.

### Technical Assistance Groups



### ACTION:

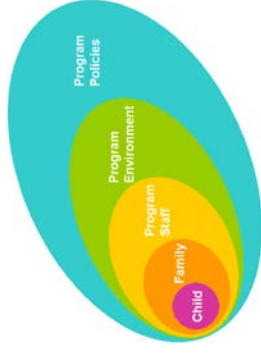
- Use the *Action Plan Worksheet* located in this guide to facilitate discussion; and
- Instruct providers to follow along with the discussion using the Action Period checklist and *Provider Guide* in the Learning Session 4 Participant Handbook.



### ACTION:

- Welcome providers back to the group; and
- Using the *Action Plan Worksheet* on the following page, discuss:
  - How to implement changes in the area of policies;
  - How to document and communicate these healthy changes on their storyboards; and
  - Answer any questions they may have.
- Have providers use this time to complete the “policy” column on their *Action Plan Worksheet*.





# Action Plan Worksheet

Start Date: December

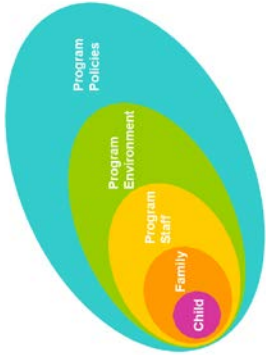
Provider Name: ABC Family Child Care

Goal: Introduce and incorporate daily physical activity into our program to help children develop healthy habits

Child	Family	Provider	Environment	Policies
<p>Discuss physical activity with the children and how being active will help them grow up strong and healthy (Ongoing beginning December)</p> <p>Discuss with children what types of physical activities they like (Ongoing beginning December)</p> <p>Provide opportunities for adult-led physical activities and unstructured physical activities both indoors and outdoors on a daily basis (Ongoing beginning January)</p> <p>Provide “wiggle breaks” throughout the day to encourage movement with children (Ongoing beginning January)</p>	<p>Send home resources to families about the importance of physical activity (December, repeating as new resources are available)</p> <p>Create “Physical Activity Kits” that include materials and physical activities for families to check-out from the program’s lending library to use at home with children (January)</p>	<p>Incorporate physical activity resources into staff meetings (Ongoing beginning December)</p> <p>Identify spaces where children may be physically active (early December)</p> <p>Assess whether or not classroom environments are conducive for physical activity (early December)</p> <p>Incorporate time for adult-led physical activities and unstructured physical activity into daily lesson plans (Ongoing beginning December)</p> <p>Take photos of children engaging in various physical activities and display on program’s bulletin board (Ongoing beginning January)</p> <p>Attend trainings to learn more about best practices on engaging infants, toddlers, and preschoolers in physical activity (Ongoing, as available, beginning January)</p> <p>Be physically active with the children in your care (Ongoing, as available, beginning January)</p>	<p>Based on program environmental assessments, arrange space to allow children to be physically active without interfering with each other (late December)</p> <p>Identify and increase the amount and variety of portable play equipment and loose play objects that promote physical activity such as balls, wheeled toys, hoops, soft objects (Ongoing beginning December)</p> <p>Incorporate physical activity into other curricular lessons and during transition times (Ongoing beginning December)</p> <p>Identify outdoor and indoor spaces to be physically active. Display photos of children engaging in various physical activities to display for parents on program’s bulletin board (Ongoing beginning January)</p>	<p>Research physical activities and resources for children to incorporate into the program (Ongoing beginning December)</p> <p>Research program policies for promoting physical activity in infants, toddlers, and preschoolers, to include in parent handbook (December)</p> <p>Develop written policies to include parent handbook. Policies will cover: amount of time allotted for physical activity, type of physical activity offered, spaces available for physical activity, provider’s role in leading physical activity, physical activity added to other curricular areas, daily outdoor physical activity and weather policy, safety protocols and injury prevention, and not withholding physical activity as punishment for bad behavior or poor academic performance (January)</p>



# Action Plan Worksheet



Start Date:

Provider Name:

Goal:

Child	Family	Provider	Environment	Policies



## PPT Part D Extending Your Learning – The Provider, Families and Policies (15 min.)



### PRESENT:

- PPT Part D: Extending Your Learning: The Provider, Families and Policies



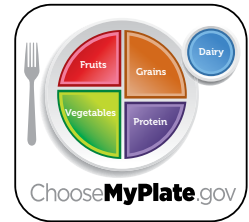
### ACTION:

- Discuss with providers the importance of physical activity through:
  - Provider health;
  - Family engagement; and
  - Policies.
- Inform providers that all documents can be downloaded electronically from the *Healthy Kids Healthy Future* website ([www.healthykidshealthyfuture.org](http://www.healthykidshealthyfuture.org)).

# 10 tips

Nutrition Education Series

# be an active family



## 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 2½ 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. Devote a few of these times to 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 you 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, dance, 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.

## Check-Out (15 min.)



### SET UP:

- Set up any take-away materials assembly line style on the check-in tables;
- Provide a container for providers to drop off nametags; and
- Assign one person to highlight (or otherwise record) provider's name on a list after nametags are collected and take-away items are picked up.



### ACTION:

- Remind providers about next steps. When they get back to their home, they need to:
  - Begin implementing changes in the area of policies;
    - Complete the *Go NAP SACC* instruments to assess their practices; and
    - Finalize their storyboard with the change(s) made from LS2-LS4.
- Bring back to LS5
  - Completed *Go NAP SACC* instruments;
  - Completed storyboard; and
  - Completed *Action Plan Worksheet*.



### ACTION:

- Thank providers for being a part of the Learning Collaborative; and
- Request that providers drop their nametag in the container on the check-in table before leaving.



### ACTION:

- Remind providers that the next Learning Session will be held on date: \_\_\_\_\_; and
- Set aside 15 minutes to sit down with your co-trainer(s) and volunteers to discuss and record first thoughts about what went well and what could be improved for future sessions. You may also want to schedule a longer meeting at a later date.

## LS4 Action Period

### Providers Should:

- Review the “policy” column on the *Action Plan Worksheet* to begin implementing changes in their home;
- Complete the *Go NAP SACC* instruments;
- Complete the *Action Plan Worksheet*; and
- Finalize their storyboard with the change(s) made between LS2-LS5.
- Bring back to Learning Session 5:
  - Completed *Go NAP SACC* instruments;
  - Completed storyboard; and
  - Completed *Action Plan Worksheet*.

### Technical Assistance

- Call providers to set up a convenient time to visit. Try to set up the visit for as soon after the Learning Session as you can, so that you can support them as they prepare to complete the Action Period;
- REMEMBER to document your Technical Assistance visits on the TA form; and
- Ask if there is anything that they especially want to focus on or have questions about.

### During the Visit:

- Ask what they thought about the Learning Session;
- Offer assistance with the Action Period Tasks;
- Walk through the *Action Plan Worksheet* in the *Provider Guide* in the Participant Handbook and help the provider understand how to implement the action steps they developed during the Learning Session;
- Walk through the *Go NAP SACC* instruments in the *Provider Guide* in the Participant Handbook:
  - Explain to providers that they will complete a post *Go NAP SACC* assessment to identify the best practices they are meeting and any changes they may have made; and
  - Refer to their copy of the *Go NAP SACC* instruments completed during the Learning Session 1 Action Period if they need additional assistance.
- Review items they need to bring back to LS5; and
- Ask if there is anything else they would like to talk about. Encourage them to reach out to you at any time. Be sure they have your contact information

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