



Learning Session 4: Getting Kids Moving

Early Childhood Health Promotion
and Obesity Prevention




National Early Care and Education
Learning Collaboratives
(ECELC) Project

Nemours is currently funded by the Centers for Disease Control and Prevention (CDC) under a five-year Cooperative Agreement (1U58DP004102-01) to support states/localities in launching early care and education learning collaboratives focused on childhood obesity prevention. The views expressed in written materials or publications, or by speakers and moderators do not necessarily reflect the official policies of the Department of Health and Human Services, nor does the mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.

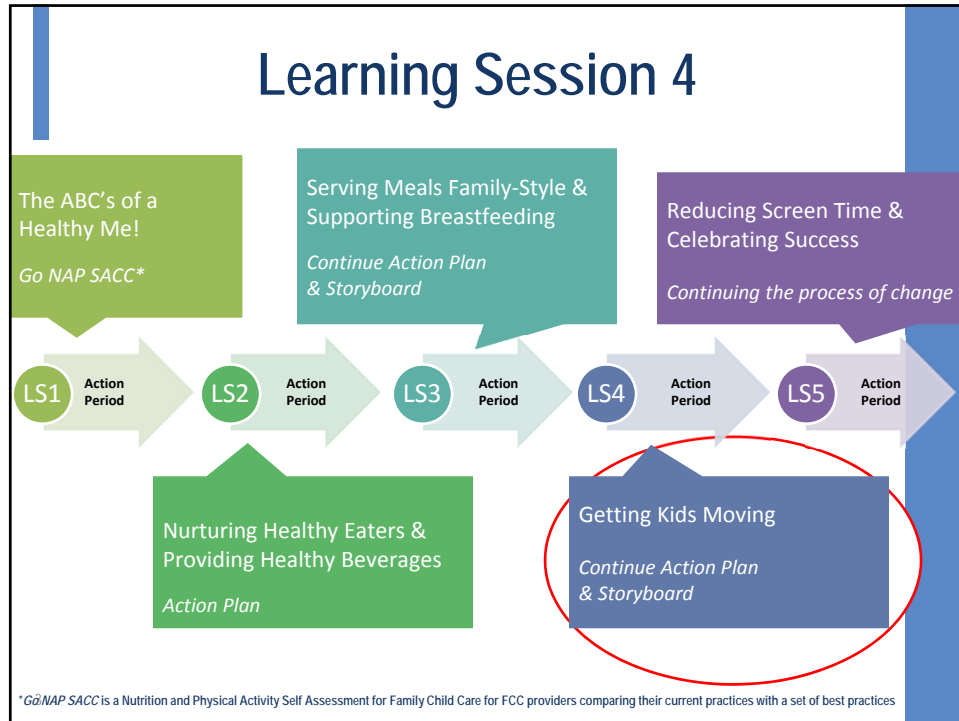
Acknowledgements

A special thank you to:

- **Centers for Disease Control and Prevention (CDC)**
 - For generous funding support and expertise
- **Nemours**
 - For their expertise, materials, support, and time spent on the project’s implementation
- **Gretchen Swanson Center for Nutrition**
 - For the evaluation component of this national effort



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Learning Session 4 Objectives

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

1. Describe best practices for physical activity for preschool, toddlers, and infants.
2. Have the information to continue the Action Plan, with a focus on program policies; and
3. Document and communicate the process of healthy change through a storyboard presentation.





ABC's of a Healthy Me

- A**ctive play
- B**reastfeeding
- C**ut down on screen time
- D**rink milk and water
- E**at healthy foods

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Key Points for **A**ctive Play

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



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Part A: Supporting Motor Development



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Motor Development

Influenced by interactions with peers and adults

- Learned through provider-directed activities, practice and mastery of skills
- Learned through peer observations and interactions

Supported by the environment

- Adequate indoor and outdoor space
- Age appropriate equipment
- Promotion of motor development skill building with families



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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.



Promoting Motor Development in Infants

- **Gross motor skills**
 - Encourage physical activity (i.e. “tummy time”)
 - Place toys just out of reach of infant and encourage them to move towards them
 - Provide open space(s) for infants to explore
 - Move the infant gently by rolling, swaying, or bouncing
- **Fine motor skills**
 - Prop infants up with pillows to allow he/she to explore objects with support
 - Play hand and/or finger games with the infant
 - Encourage the infant to grasp your finger
 - Provide different size toys (i.e. puzzles, blocks, balls, etc)

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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**
 - Doctors 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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Developmental Delays

- **The Centers for Disease Control and Prevention (CDC) produced materials that assist with tracking a child's progress through key developmental milestones, these materials include:**
 - Developmental milestones list for children ages 2 months-5 years
 - Flyers and factsheets on developmental milestones
 - Four video modules on developmental monitoring

“Learn the signs. Act Early.”

<http://www.cdc.gov/ncbddd/actearly/index.html>

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Physical Activity Break



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Best Practices for Physical Activity

- The best practices for physical activity in ECE include 8 areas:
 - intensity, time, integrating activity throughout the day, type, provider's role, equipment, being outdoors, and policies



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'Moderate to Vigorous' Physical Activity

- **Engage all children in 'moderate to vigorous' physical activities every day**
- **Moderate intensity activity** is faster than a slow walk, but still allows you to talk easily
- **Vigorous intensity activity** causes you to breathe so much faster and deeper than normal that it interferes with your ability to talk – leaves you 'breathless'
 - Children who are breathless are exercising their heart and lungs along with the muscles in their arms and legs!

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Daily Moderate to Vigorous Physical Activity (MVPA)

- **Schedule enough time for daily moderate to vigorous physical activity (MVPA)**
- **A child's age determines how much MVPA time they need:**
 - Preschoolers need 90 to 120 minutes (per 8 hour day)
 - Toddlers need 60 to 90 minutes (per 8 hour day)
 - Infants need short durations of supervised 'tummy time' a few times every day. There is no set time duration for tummy time.

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Integrate Physical Activity Throughout the Day

- **Active play should not be limited to the times set aside for physical activity each day**
- **Include physical activity in your lesson plans**
 - Children can learn about colors and shapes by hopping to a blue circle and skipping to a red square. They can learn numbers by counting their jumps and can act out what the main character is doing during story time.

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



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'Adult-led' Active Play

- Schedule 'adult-led' active play at least twice a day for infants, toddlers, and preschooler
- Occurs whenever you directly lead children in an activity that promotes movement such as jumping, throwing, balancing, or kicking
- Planned games and activities should:
 - Support age-appropriate motor development
 - Be non-competitive and non-elimination
 - Have no or minimal waiting time
 - Be adapted so children of all abilities can participate



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Free Active Play

- **Schedule free play daily**
- When children engage in free play (or 'unstructured' play), they get to decide what to do
 - Activities should encourage children's individual abilities and interests
 - Providers should be engaged and provide support and prompts to encourage active play



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Free Active Play (Toddlers & Preschoolers)

- **With toddlers and preschoolers:**
 - Encourage each child to engage in activities that support their specific abilities and interests
 - Be encouraging and supportive. For example, you can encourage children to run by saying “Look at that yellow leaf, let’s race to get it.”
 - Be up and active during this time to role model physical activity.
 - Ensure there is adequate portable play equipment that supports physical activity (such as balls, hula hoops, riding toys, streamers).



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Free Active Play (Infants)

- **For free play with infants:**
 - Place infants on the ground to promote free movement. The ground should be well maintained, clean, and free of any objects the infant could eat
 - Provide a play space with infant toys, music, and play mats and rugs with varying colors, patterns, pictures, and textures
 - Place infants so they may interact with providers and other infants
 - Encourage infants to practice head control, pushing themselves up, rolling, crawling, and creeping



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Provider Engagement

- **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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Indoor/Outdoor Provider Engagement Activities (Preschoolers)

- **Building and Bulldozing** - create an obstacle course for children to act out what builders and bulldozers do
- **Runaway Train** - have children wrap their arms around each other to create “trains” and have them try to connect to each other to make one large train
- **Twist, Turn, Bounce and Bend** - have children try to do each of these movements with various parts of their body
- **Tap, Tap, Run, Run** - have children practice dribbling a ball and perform those actions with their hands and feet

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Indoor/Outdoor 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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www.life.familyeducation.com



Provide Opportunities for Motor Skill Development

- **Provide continuous opportunities to develop and practice gross motor and movement skills**
- **How do you know what skills are age-appropriate?**
 - Most motor and movement skills have a very large age-range where the development of the skill is considered “normal”
 - This handout from CDC includes a milestone checklist:

https://www.cdc.gov/ncbddd/actearly/pdf/checklists/all_checklists.pdf

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Motor Skill Development



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Exploratory Actions for Toddlers

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



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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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Engaging Mixed-Age Groups

- Adjust activities for the different age groups
- Engage in activities with older children during less active times or rest periods for younger children
- Encourage older children to help with younger children
 - Read to infants, bounce balls with toddlers
 - Be mindful not to rely on older children, continue to provide activities that they can engage in
- Ensure appropriate supervision at all times
- If possible, set up barriers or designated areas for children of different age groups to move freely



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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 preschoolers 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

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Head Start Body Start

Activity Calendar

MARCH

Get Moving Today!

ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Start the month off with a game of follow the leader. Move around your house in different ways as someone copies your movements.	"Chair Exercise" Move around, under, and over a chair: all down and stand up using a chair, turn on music and wiggle in stretch while sitting in a chair.	Load and roll – first walk on your tip toes trying to be really quiet, then stomp using your whole foot trying to be really loud.	Tear newspaper into long strips – crunch them up into balls – throw the balls into a basket – Rip-Crunch-Throw.	Be a superhero! Think about all of your favorite superheroes and then spend some time moving just like they would.	Ask someone to go for a walk with you and as you walk, make up a little song about moving and having fun together.	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.
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.	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.	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.	Get outside and pick up trash in your yard.	Take a "Spring in here" walk. Swing your arms as you walk quickly. Notice all the signs of spring!	How many different ways can you carry a rock as you move around the house?	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.
Turn on some music and take turns choosing a way to move.	Leaping! Put pillows on the floor and practice your leaping skills. Push off of your back leg and reach with your front leg.	Work on your locomotor skills – go outside and practice walking, running, galloping, skipping, jumping and hopping.	Pickup marbles with your fingers and toes. Lie on the floor and blow the marbles across the floor.	Put a wagon around outside as you pick up sticks. Create and obstacle course with the things you find.	Make it backward! dry. Move from room to room backwards. Try to high and low, fast and slow.	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.
Get outside today and play "Spy". Each line one of you says, "I spy," you have to all walk, run or gallop to that object.	Animal Action Fun! One person says the name of an animal and the other partners has to move around the house like that animal would.	Using a scarf or handkerchief, practice your ant-ticks and catch skills. Watch the scarf with your eyes and move your body so the scarf can land in your hands.	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 lying on the floor?	Make up a nonsense word. Now make up a movement to go with that word.	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.	Go on a walk through your home. Each time you get to a new space you have to change the way you are moving.
Pretend to have a beach party. Turn on some beach music and dance. Pretend to surf and swim as you work your body.	Pretend your arms or feet or elbow or nose is a organ and draw a big picture of a rainbow in your home.	Put a sock puppet on your hand and have it travel high, low, fast, slow, curly and straight.	Pretend to be a balloon – first without air, then being blown up, then floating around the room, and then being popped!	Work on your leaping and catching skills with someone. Toss it right to their hands.	Balance on two body parts. How about three parts or four or even five body parts?	Reveal your favorite activity this month!

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Use all of your space effectively for physical activity

- Having an all-purpose room or a gymnasium is not necessary
- Small classrooms, hallway, or living-room corners can suffice for indoor active play that reaches moderate to vigorous intensity!
- Be flexible
- Identify a plan to quickly move furniture for a larger space to engage young children in physical activity

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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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Never withhold or use physical activity as a punishment

- Using physical activity as a punishment takes the fun out of activity and lead children to have negative associations to it
- It might be necessary to provide such children with time and space to calm down before they can resume active play with other children



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Play Outdoors Every Day

- 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
 - Air Quality Index at or above 201
- **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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Rainy Day Ideas



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**



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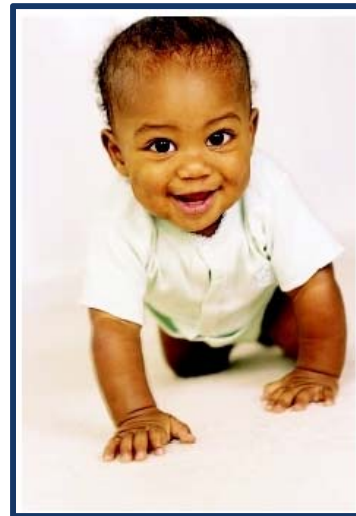
Infant Physical Activity



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Infant Physical Activity

- **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 in the classroom
 - Strollers



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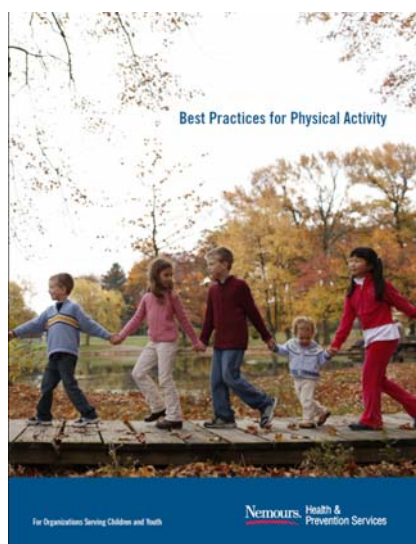
Have comprehensive physical activity policies

- Written policies help everyone have a clear and shared understanding of how your program supports physical activity
- Be sure to regularly communicate policies for physical activity to parents along with all other program policies
- Comprehensive policies will address all best practices covered in this learning session

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Best Practices for Physical Activity



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Tossing and Catching Activity Kit



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Physical Activity Break

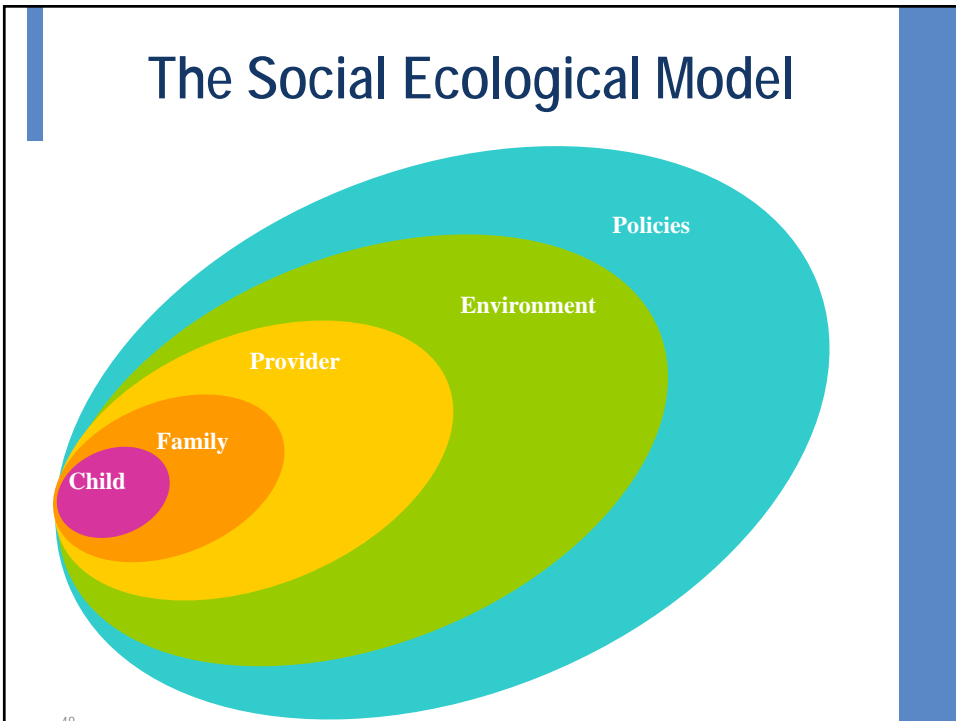


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Part C:
Facilitating
Change in Your
Program

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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
Discuss physical activity with the children and how being active will help them grow up strong and healthy (Ongoing beginning December) Discuss with children what types of physical activities they like (Ongoing beginning December) Provide opportunities for adult-led physical activities and unstructured physical activities both indoors and outdoors on a daily basis (Ongoing beginning January) Provide "wiggle breaks" throughout the day to encourage movement with children (Ongoing beginning January)	Send home resources to families about the importance of physical activity (December, repeating as new resources are available) 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)	Incorporate physical activity resources into staff meetings (Ongoing beginning December) Identify spaces where children may be physically active (early December) Assess whether or not classroom environments are conducive for physical activity (early December) Incorporate time for adult-led physical activities and unstructured physical activity into daily lesson plans (Ongoing beginning December) Take photos of children engaging in various physical activities and display on program's bulletin board (Ongoing beginning January) Attend trainings to learn more about best practices on engaging infants, toddlers, and preschoolers in physical activity (Ongoing, as available, beginning January) Be physically active with the children in your care (Ongoing, as available, beginning January)	Based on program environmental assessments, arrange space to allow children to be physically active without interfering with each other (late December) 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) Incorporate physical activity into other curricular lessons and during transition times (Ongoing beginning December) 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)	Research physical activities and resources for children to incorporate into the program (Ongoing beginning December) Research program policies for promoting physical activity in infants, toddlers, and preschoolers, to include in parent handbook (December) 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)

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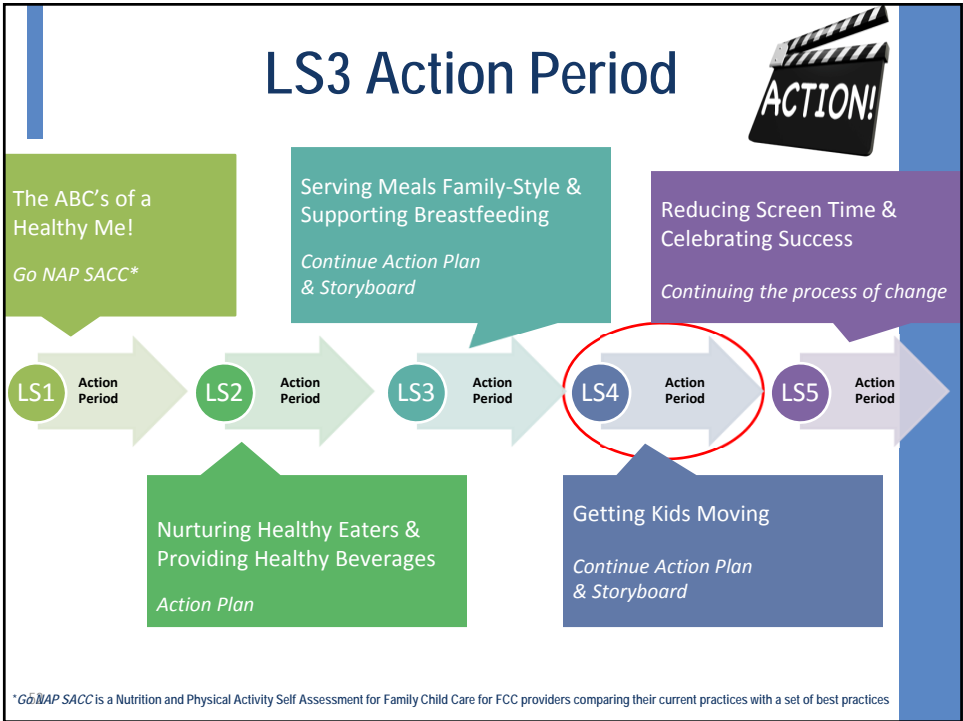
Technical Assistance Groups



Action Plan

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LS3 Action Period



LS1 Action Period: The ABC's of a Healthy Me! Go NAP SACC*

LS2 Action Period: Serving Meals Family-Style & Supporting Breastfeeding Continue Action Plan & Storyboard

LS3 Action Period: Nurturing Healthy Eaters & Providing Healthy Beverages Action Plan

LS4 Action Period: Getting Kids Moving Continue Action Plan & Storyboard

LS5 Action Period: Reducing Screen Time & Celebrating Success Continuing the process of change

ACTION!

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

Facilitating Change in Your Program: LS4 Action Period



- **Opportunity to:**
 - Complete the Post *Go NAP SACC* instruments
 - Implement the action steps for policies for the 1-2 areas providers would like to improve upon
 - Finalize a storyboard demonstrating what area(s) the provider improved
- **Trainers provide technical assistance (TA)**

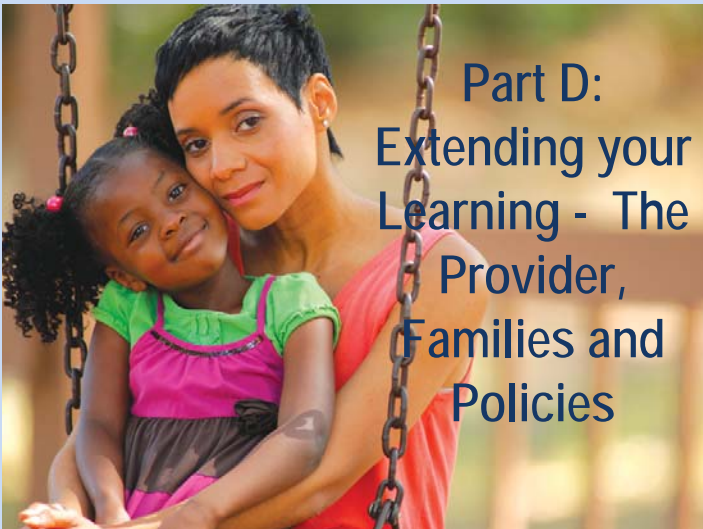
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Finalizing the Storyboard



- **Providers will express their story of change by:**
 - Describing what change(s) were made and how they did it
 - Sharing who was involved in the process
 - Explaining accomplishments and challenges faced
 - Sharing photos of the implementation process
 - Describing how participants reacted to the change(s)
 - Outlining any policies that were updated as a result
 - Explaining the next steps they will take to sustain the change(s)

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

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Get to know families and shared expectations

- **Think about how you communicate with your families and engage them related to active play**
- **Best practices to keep in mind include:**
 - Communicate physical activity policies
 - Provide education to families on developmental milestones and ways to support physical activity
 - Give families regular feedback on progress their children are making
 - Work with families to adapt activities for children with physical or developmental disabilities



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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

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Health and Physical Development at Home

- **Encourage parents to:**
 - Sing, move, and dance with their children
 - Play games that involve all five senses
 - Enjoy walking, climbing, running, and jumping
 - Take their child(ren) to the doctor and dentist for regular check-ups and immunizations
 - Promote healthy eating behaviors, good hygiene, and basic safety practices



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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. Divide 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 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 good.
- 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.

USDA United States Department of Agriculture
Go to www.ChooseMyPlate.gov
00 Together We Can Save Lives
April 2012
Center for Nutrition Policy and Promotion

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"Go Smart" Phone App

- Developed by Nike in partnership with the National Head Start Association
- Physical activities for children birth to five
- To be used by providers and parents



www.gosmart.nhsa.org

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Personal Wellness & Physical Activity

- **Doesn't have to be hard, stressful or boring!**
- **Recommendations for adults:**
 - 2 hours + 30 (150 minutes) a week of moderate-intensity
 - 1 hour + 15 minutes (75 minutes) a week of vigorous-intensity aerobic physical activity
 - Muscle strengthening exercises at least 2x/week
- **Episodes should last at least 10 minutes**
- **Develop goals and a plan to engage in physical activity**
 - Take a walk one day a week for 30 minutes



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Sample Physical Activity Policies

- **Children attending ABC Family Child Care:**
 - Shall play outdoors daily when weather and air quality conditions do not pose a significant risk. Time planned for outdoor play and physical activity depends on the age group and weather conditions.
 - Activities shall include structured (led by the adult caregiver) and unstructured (not led by an adult) physical activity.
 - Shall be dressed appropriately for the weather, including wearing appropriate seasonal clothing and footwear, so they can participate fully, move freely, and play safely.



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