



Learning Session 4: Getting Kids Moving

Early Childhood Health Promotion
and Obesity Prevention




National Early Care and Education
Learning Collaboratives
(ECELC) Project

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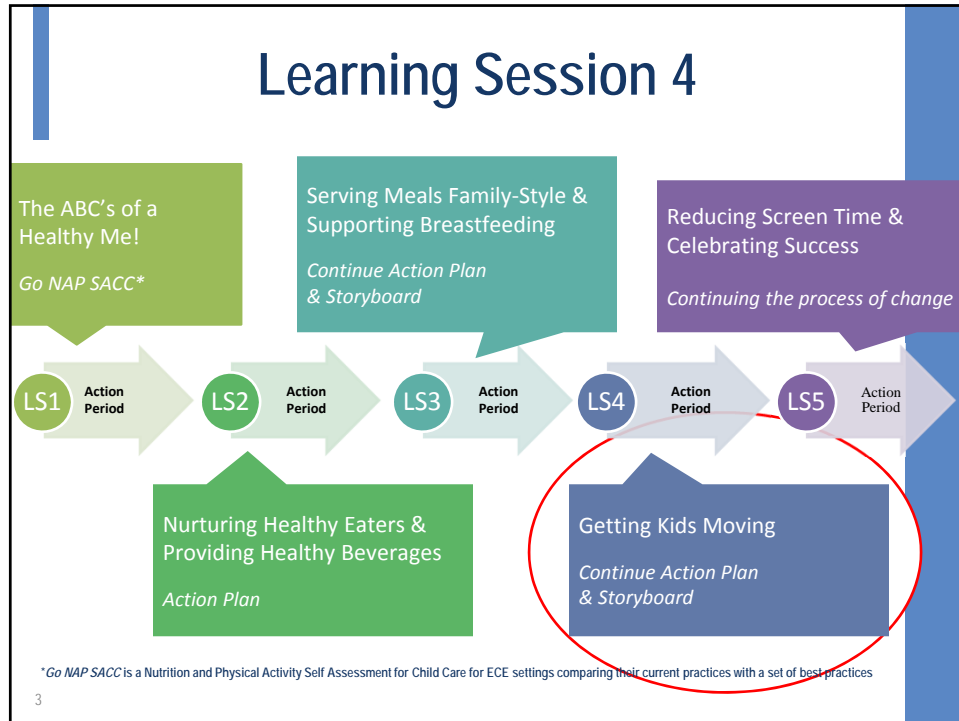
Acknowledgements

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- **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, participants 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.



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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
- Teacher engagement
- Integration into learning activities



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Benefits of **A**ctive 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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Part A: Supporting Motor 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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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)



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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Early Learning Standards Physical Activity Break



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Part B: Best Practices for Physical Activity



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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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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*
 - Tossing & Catching activity kit: *Fitness Tag*



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Motion Moments: Preschoolers



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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
 - Teachers 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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ECE 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 ECE 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 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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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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Physical Activity Break



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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; sit down and stand up using a chair; turn on music and wiggle to stretch while sitting in a chair.	Loud and soft – first walk on your tip toes trying to be really silent, then stomps using your whole feet 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 rocks (below stones).	Make a pile of paper balls by crumpling recycled paper. For one minute throw these balls all over the playing space – making a mound 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 is 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 your 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.	Leapfrog! 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 slow the marbles across the floor.	Put a wagon around outside or use pick-up sticks. Create and obstacle course with the things you find.	Make it backwards day! 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 "I Spy". Each time 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 person has to move around the house like that animal would.	Using a scarf or handkerchief, practice your self-flow and catch skills. Watch the scarf with your eyes and move your body as the scarf can land in your hands.	Have an adult write your name (using leg 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 2-3 minutes pretend as if you are connected to someone else and the feet 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 elbows or nose is a ray 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, curvy 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 tossing and catching skills with someone. Toss it right to them.	Balance on two body parts! How about three parts or four or even five body parts?	Repeat your favorite activity today!

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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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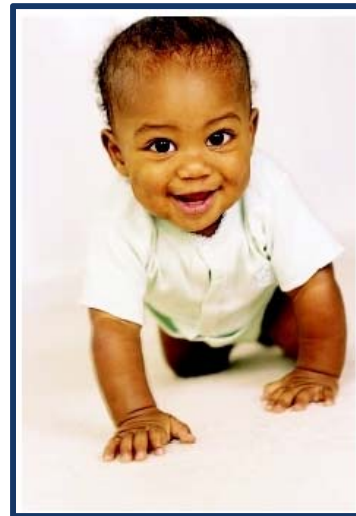
Infant Physical Activity



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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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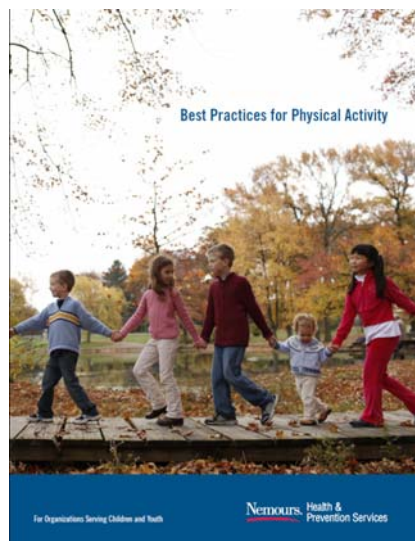
Have comprehensive physical activity policies

- 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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Part C:
Overcoming
Challenges to
Meeting
Physical
Activity Best
Practices

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Challenge: Unsure About How to Promote Physical Activity

- **I've never enjoyed physical activity or been very good at it. I can't imagine being a good role-model for children in terms of physical activity**
- Solution #1: Become familiar with children's developmental milestones
- Solution #2: Incorporate physical activity into existing daily routines
- Solution #3: Make transitions more active
- Solution #4: Seek out training opportunities and reach out to a technical assistance provider



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Challenge: Weather and Air Quality

- **It's too hot/cold/rainy/smoggy to be outside**
- Solution #1: Plan ahead and be flexible with your schedule
- Solution #2: Identify who makes decisions to cancel outdoor physical activity, based on weather and air quality
- Solution #3: Ask families to send appropriate clothing for their children
- Solution #4: Keep extra hats, coats, raingear, and sunscreen at your program



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Challenge: Space Constraints

- **We just don't enough space for kids to be physically active**
- Solution #1: Be creative in your search for space
- Solution #2: Seek out special resources and training for promoting physical activity in small spaces



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Challenge: I'm not able to be very physically active

- **I have knee/hip/back issues that make being active with the children very difficult.**



Watch this video to learn solutions and how to modify activities for yourself just as you would modify an activity for a child:

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Challenge: I have kids with very different skill levels

- **How do I do activities that work for everyone?**
- Solution #1: Choose activities that can be adapted to all ability levels.
- Solution #2: Go with cooperative activities rather than competitive ones.
- Solution #3: Get up and Dance! Music is a great way to get everyone moving.
- Solution #4: Support child initiated activity.



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Challenge: Unsure how to make tummy time productive

- **You know that infants need tummy time, but you are unsure about what things you should be doing to make sure that they are getting the most out of it**
- Solution #1: Use tummy time to promote gross motor development
- Solution #2: Participate in tummy time with infants
- Solution #3: Change up tummy time routines

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Physical Activity Break

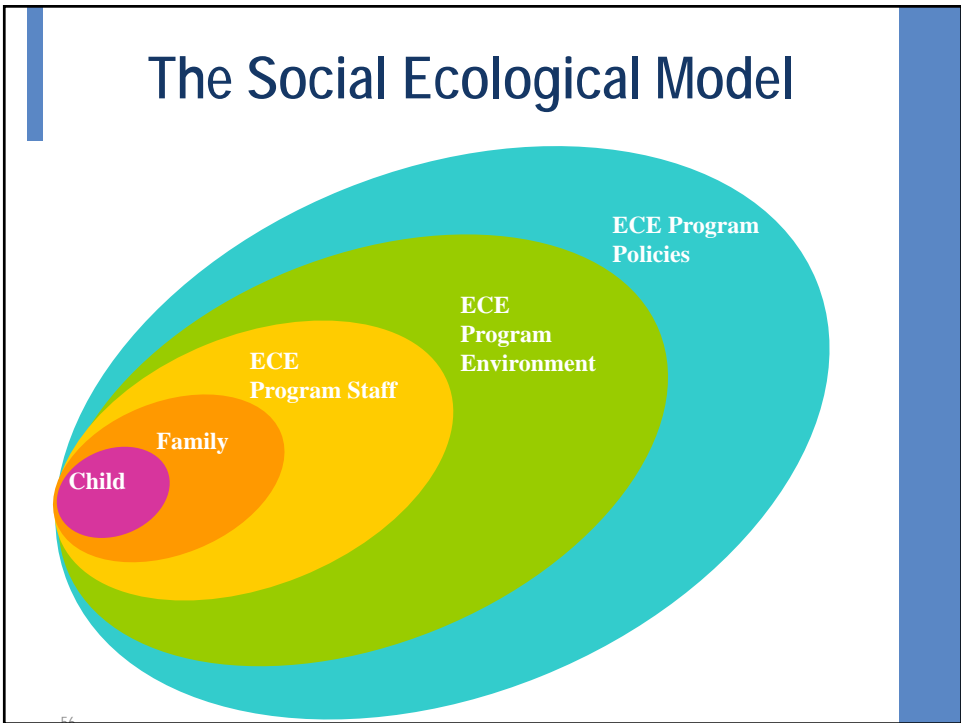


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Part D:
Facilitating
Change in Your
Program

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Action Plan Worksheet



Start Date: December

ECE Program Name: ABC Child Care Program

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

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

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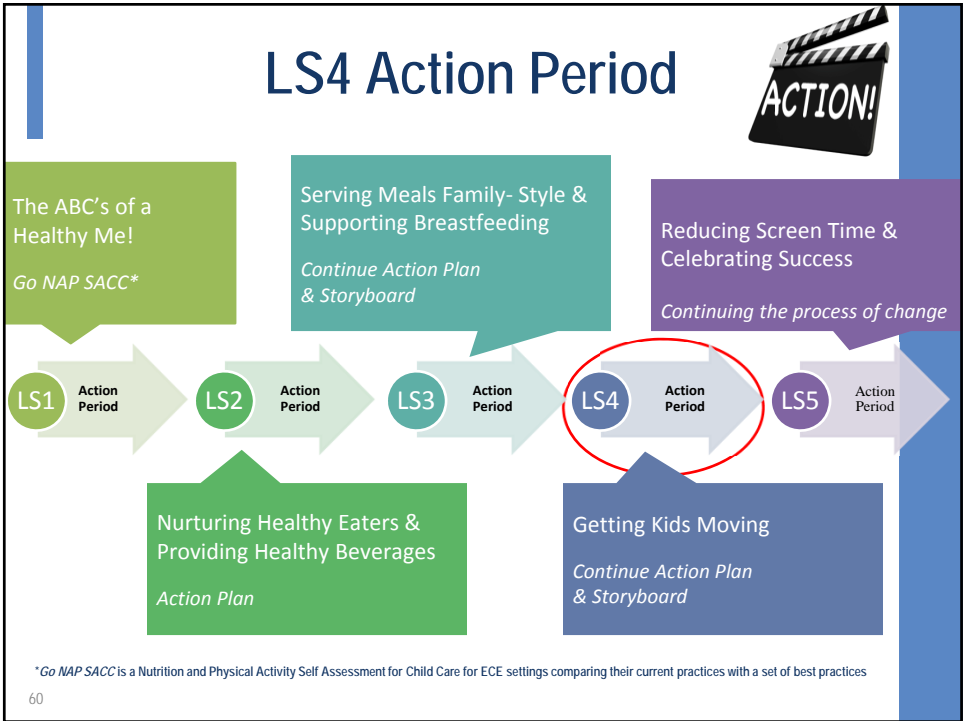
Technical Assistance Groups



Action Plan

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LS4 Action Period



LS1 Action Period → **LS2 Action Period** → **LS3 Action Period** → **LS4 Action Period** → **LS5 Action Period**

The ABC's of a Healthy Me!
*Go NAP SACC**

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

Reducing Screen Time & Celebrating Success
Continuing the process of change

Nurturing Healthy Eaters & Providing Healthy Beverages
Action Plan

Getting Kids Moving
Continue Action Plan & Storyboard

ACTION!

*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

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Facilitating Change in Your Program: LS4 Action Period



- **Facilitated by the program Leadership Team**
 - Training for program staff
 - Mini-version of the Learning Session that the Leadership Team attended
- **Opportunity to:**
 - Complete the Post *Go NAP SACC* instruments
 - Implement the action steps for program policies for the 1-2 areas programs would like to improve upon
 - Collaborate with program staff to finalize your storyboard demonstrating what area(s) the program improved
 - Storyboards will be presented at LS5
- **Trainers provide technical assistance (TA)**

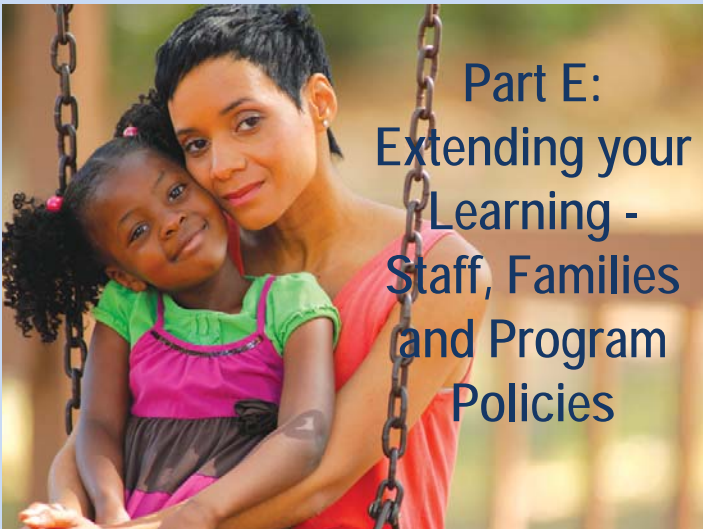
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Creating a Storyboard



- **Programs 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 program policies that were updated as a result
 - Explaining the next steps they will take to sustain the change(s)

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Part E:
Extending your
Learning -
Staff, Families
and Program
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 polices
 - 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



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
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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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Staff 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 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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