



National Early Care & Education Learning Collaboratives:

Taking Steps to Healthy Success

Learning Session 4
Implementation Guide

September 2018



Nemours is currently funded by the Centers for Disease Control and Prevention (CDC) under a six-year Cooperative Agreement (6U58DP004102-05-02) to support states in launching ECE learning collaboratives focused on obesity prevention. Funding for these materials and learning sessions was made possible by the CDC. 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.

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Definitions

| | |
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| Action Period | Facilitation of a training session by the Leadership Team with their program staff after each in-person Learning Session to share information, support discovery learning and engage staff in a particular task: program assessment, action planning, implementation of the action plan, and/or documentation of the process. |
| Center | Refers to a physical place where a program is offered. |
| Early Care and Education (ECE) | A field, sector or industry that includes nurturing care and learning experiences for children from birth to age 5. |
| Early Care and Education Program (ECE Program) | 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. |
| Early Care and Education Program Leadership Team (Leadership Team) | 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. |
| Early Childhood | A developmental period of time, typically birth to age 6. |
| Facilitator | Designated person or people from the Leadership Team to lead the Action Period component with their ECE program staff. |
| Go NAP SACC | Nutrition and Physical Activity Self Assessment for Child Care self-assessment for ECE settings comparing their current practices with a set of best practices. |
| Learning Collaborative | A learning community made up of approximately 20-25 ECE programs 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. |
| Learning Session | 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. |
| Healthy Kids, Healthy Future (HKHF) | 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. |
| National Early Care and Education Learning Collaboratives Project (ECELC) | 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. |
| Program | An intervention or service that has a design, staff, curriculum or approach, and a funding source. |
| Resources | The tools, materials, and resources aligning with Healthy Kids, Healthy Future and the Preventing Childhood Obesity, 3rd Edition standards that are available to participating ECE programs as they implement the ECELC. |
| State Implementing Partner | An agency/organization subcontracted with Nemours to handle the administration of the ECELC in a particular state. |
| State Project Coordinator (Project Coordinator/PC) | 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. |
| Taking Steps to Healthy Success (Curriculum) | ECELC curriculum, structured around 5 in-person learning sessions for Leadership Teams 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. |
| Teacher | An individual responsible for the primary education of a group of children. |
| Technical Assistance (TA) | 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. |
| Trainer(s) | 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 (LS4) provides rationale for the role early care and education (ECE) providers play in helping make healthy changes. It explains physical activity best practices in ECE settings. The session focuses on increasing knowledge and awareness of physical activity and its impact on young children. During the session, participants are expected to increase their knowledge, awareness, and motivation to work towards healthy change. Key content includes information on:

- Best practices for physical activity for infant, toddler, and preschool children;
- Continuing the process of healthy change through an Action Plan;
- Resources and strategies for overcoming challenges to meeting Physical Activity Best Practices;
- Developing action steps to support program policies;
- Ways to support physical activity through staff, family engagement, and program policies.

Post-session (Action Period)

Program Leadership Teams utilize the *Leadership Team Guide* to engage their program staff to:

- Complete the *Nutrition and Physical Activity Self-Assessment for Child Care (Go NAP SACC)*;
- Implement steps identified in the “Program Policies” column of the *Action Plan Worksheet*; and
- Collaborate with staff to finalize documenting healthy changes made from LS2-LS5 on their storyboard.

Objectives

At the end of the Learning Session, participants will:

1. Describe best practices for physical activity and identify change opportunities within their program;
2. Have the information to continue the Action Plan and develop action steps for program policies; and
3. Document and communicate 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. 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 – 9:45 am | Welcome Back Learning Session 3 Action Period <ul style="list-style-type: none"> • Technical Assistance Groups • Activity: <i>Taking Steps to Success</i>: refer to the PPT or Implementation Guide |
| 9:45 – 10:15 am | PPT Part A: Supporting Motor Development <ul style="list-style-type: none"> • Early Learning Standards Physical Activity Break: refer to the <i>Bean Bag Toss</i> activity in the <i>Tossing and Catching</i> activity kit. |
| 10:15 am – 12:00 pm | PPT Part B: Best Practices for Physical Activity <ul style="list-style-type: none"> • Video: <i>Motion Moments: Preschoolers</i> • Video: <i>Motor Skill Development</i> • Physical Activity Break: refer to the <i>Tossing and Catching</i> activity kit • Video: <i>Feldenkrais Class by Baby Liv</i> |
| 12:00 – 12:45 pm | Networking Lunch |
| 12:45 – 1:30 pm | PPT Part C: Overcoming Challenges to Meeting Physical Activity Best Practices <ul style="list-style-type: none"> • Video: <i>Modifying Activities to Participate with Children</i> • Physical Activity Break: refer to the <i>Tossing and Catching</i> activity kit |
| 1:30 – 2:15 pm | PPT Part D: Facilitating Change in Your Program <ul style="list-style-type: none"> • Technical Assistance Groups: refer to the <i>Sample Action Plan Worksheet</i> |
| 2:15 – 2:45 pm | PPT Part E: Extending Your Learning: Staff, Families and Program Policies |
| 2:45 – 3:00 pm | Check-Out |

| LS4: Materials List | |
|--|--|
| Check-In | <ul style="list-style-type: none"> • Check-in signs (for example A-I, J-R, S-Z) • Pre-filled participant sign-in sheets (name and enrollment ID) • Pens • Nametags • LS4 Participant Handbooks (one per program) • Resources for distribution (one per program) <ul style="list-style-type: none"> – <i>Best Practices for Physical Activity</i> guide – <i>Tossing & Catching</i> activity kit |
| Welcome Back Learning Session 3 Action Period | <ul style="list-style-type: none"> • Learning Session 3 Action Period <ul style="list-style-type: none"> – Technical Assistance Groups – <i>Taking Steps to Success</i> activity <ul style="list-style-type: none"> • Materials needed for activity: <ul style="list-style-type: none"> – Large chart paper – Sticky notes – Learning Session 4 Participant Handbook: Participants refer to the <i>Leadership Team Guide</i> – Learning Session 4 Implementation Guide: Trainers refer to the <i>Taking Steps to Success</i> activity |
| PPT Part A: Supporting Motor Development | <ul style="list-style-type: none"> • PPT Part A: Supporting Motor Development <ul style="list-style-type: none"> – Distribute the <i>Best Practices for Physical Activity</i> guide – Distribute the <i>Tossing & Catching</i> activity kit – Early Learning Standards Physical Activity Break: refer to the <i>Bean Bag Toss</i> activity in the <i>Tossing & Catching</i> activity kit. <ul style="list-style-type: none"> • Materials needed for chosen activity: <ul style="list-style-type: none"> – Bean Bags |
| PPT Part B: Best Practices for Physical Activity | <ul style="list-style-type: none"> • PPT Part B: Best Practices for Physical Activity <ul style="list-style-type: none"> – Video: <i>Motion Moments: Preschoolers</i>: Refer to PPT – Video: <i>Motor Skill Development</i>: Refer to PPT – Physical Activity Break: refer to <i>Tossing & Catching</i> activity kit <ul style="list-style-type: none"> • Materials needed for chosen activity – Video: <i>Feldenkrais Class by Baby Liv</i>: Refer to PPT |
| PPT Part C: Overcoming Challenges to Meeting Physical Activity Best Practices | <ul style="list-style-type: none"> • PPT Part C: Overcoming Challenges to Meeting Physical Activity Best Practices <ul style="list-style-type: none"> – Video: <i>Modifying Activities to Participate with Children</i>: Refer to PPT – Physical Activity Break: refer to <i>Tossing & Catching</i> activity kit |
| PPT Part D: Facilitating Change in Your Program | <ul style="list-style-type: none"> • PPT Part D: Facilitating Change in Your Program <ul style="list-style-type: none"> – Technical Assistance Groups – Learning Session 4 Participant Handbook: Participants refer to the <i>Leadership Team Guide</i> – Learning Session 4 Implementation Guide: Trainers refer to the “Program Policies” column on the <i>Action Plan Worksheet</i>. |
| PPT Part F: Extending Your Learning: Staff, Families, and Program Policies | <ul style="list-style-type: none"> • PPT Part E: Extending Your Learning: Staff, Families, and Program Policies |
| Check-Out | <ul style="list-style-type: none"> • Check-Out |

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 (one per program) ready for distribution;
- Set out materials on tables or distribute throughout the Learning Session:
 - Program name signs;
 - *Best Practices for Physical Activity* guide; and
 - *Tossing & Catching* activity kit.
- Gather materials for physical activity breaks (see *Tossing & Catching* activity kit);
- 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 participants sign-in, do the following:

- Collect LS3 Action Period materials in envelopes labeled with the program name; and
- Distribute LS4 Participant Handbooks (one per program).



TIPS:

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

Technical Assistance Groups – LS3 Action Period (45 min.)

Taking Steps to Success Activity



SET UP:

- Prepare PPT: Getting Kids Moving.



ACTION:

- Welcome participants 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 “Program Staff” and “Program Environment” columns competed 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;
 - Staff wellness;
 - Family engagement;
 - Screen time;
 - Outdoor play;
 - Healthy beverages;
 - Physical activity;
 - Family-style dining;
 - Program policies; and
 - Infant feeding and breastfeeding support.



ACTION:

- Provide each Leadership Team with a sticky note and ask them to write down the goal(s) they identified on their *Action Plan Worksheet*. Participants should use one sticky note per goal;
- Have each team take their sticky note(s) and place it on the corresponding chart paper. Have participants stand by the chart paper their goals falls under;
 - For example, if a program created a room 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; and
- Ask participants to share the healthy changes they have implemented in their programs.

PPT Part A – Supporting Motor Development (30 min.)



PRESENT:

- PPT Part A: Supporting Motor Development.

Early Learning Standards Physical Activity Break



SET UP:

- Conduct the *Bean Bag Toss* activity from the *Tossing and Catching* activity kit;
- Gather materials needed for the activity; and
- Have your state’s Early Learning Standards available during and at the end of the activity to facilitate a discussion.



ACTION:

- Make sure everyone has enough space, and conduct the *Bean Bag Toss* activity from the *Tossing & Catching* activity kit;
- After the activity, facilitate a discussion around the common domains of your state’s Early Learning Standards addressed in the activity; and
- Encourage the participants to use your state’s Early Learning Standards as a guide.
- Common domains addressed in the activity include:
 - Health and Physical Development:
 - **Large Muscle Development** – children increase their large muscle control and coordination through throwing and catching.
 - **Hand/Eye Coordination** is enhanced as children catch the bean bag and take steps backwards. This also allows children to develop an awareness of their body.

Note: There may be additional domains and standards addressed in this activity. Feel free to customize the answers to align with your state’s Early Learning Standards.



ACTION:

- Distribute the *Tossing & Catching* activity kits—one per program.

PPT Part B – Best Practices for Physical Activity (1 hour, 45 min.)



PRESENT:

- PPT Part B: Best Practices for Physical Activity.



ACTION:

- Have participants turn to the *Head Start Body Start Activity Calendar* in the Participant Handbook and inform them that the full calendar can be found on the *Healthy Kids Healthy Future* website;
- Distribute the *Best Practices for Physical Activity* guide (one per program); and
- Introduce participants 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 program policies;
 - Family tip sheets; and
 - List of tools for use in the classroom.

Video: *Motion Moments: Preschoolers*



PLAY:

Motion Moments: Preschoolers

Note: The PPT contains a prompt to play the *Motion Moments: Preschoolers* video. Click on the picture (hyperlink) to start the video.

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.

Physical Activity Break



SET UP:

- Choose a physical activity from the *Tossing and Catching* activity kit; and
- Gather materials needed for the activity.



ACTION:

- Make sure everyone has enough space, and conduct the physical activity you chose from the *Tossing and Catching* activity kit.

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.

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 & stretch while sitting in a chair.</p> <p>Make a pile of paper balls by crunching 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>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>Loud and soft – first walk on your tip toes trying to be really quiet, then stomping 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>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 you 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>  |
| <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>  | | | | | | |

PPT Part C: Overcoming Challenges to Meeting Physical Activity Best Practices (45 min.)



PRESENT:

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

Video: *Modifying Activities to Participate with Children*



PLAY:

Modifying Activities to Participate with Children

Note: The PPT contains a prompt to play the *Modifying Activities to Participate with Children* video. Click on the picture (hyperlink) to start the video.

Physical Activity Break



SET UP:

- Choose a physical activity from the *Tossing and Catching* activity kit; and
- Gather materials needed for the activity.



ACTION:

- Make sure everyone has enough space, and conduct the physical activity you chose from the *Tossing and Catching* activity kit.

Networking Lunch (45 min.)

PPT Part D – Facilitating Change in Your Program (45 min.)



PRESENT:

- PPT Part D: Facilitating Change in Your Program.
- Discuss the Action Period and explain that the participants will facilitate a mini-version of today's Learning Session with their program staff; and
- Discuss that the participants will complete their Action Plan by:
 - Connecting their objectives to the program's policies by identifying action steps needed to facilitate change.

Technical Assistance Groups



ACTION:

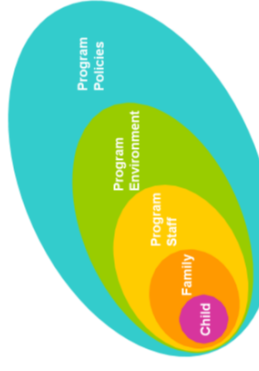
- Use the *Action Plan Worksheet* located in this guide to facilitate discussion; and
- Instruct participants to follow along with the discussion using the Action Period checklist and *Leadership Team Guide* in the Learning Session 4 Participant Handbook.



ACTION:

- Welcome participants to the group; and
- Using the *Action Plan Worksheet* on the following page, discuss:
 - How to implement changes in the area of program policies;

Action Plan Worksheet



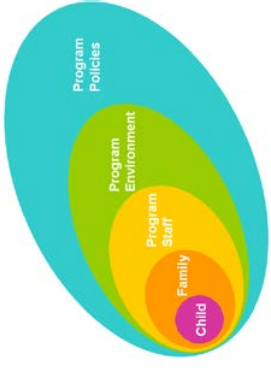
Start Date: December

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> |

Action Plan Worksheet



Start Date:
 ECE Program Name:
 Goal:

| Child | Family | Program Staff | Program Environment | Program Policies |
|-------|--------|---------------|---------------------|------------------|
| | | | | |



PPT Part E – Extending Your Learning: Staff, Families, and Program Policies (30 min.)



PRESENT:

- PPT Part E: Extending Your Learning: Staff, Families, and Program Policies.



ACTION:

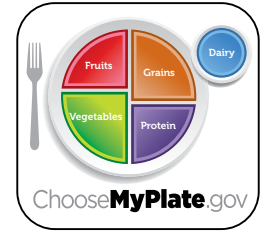
- Discuss with participants the importance of physical activity through:
 - Staff wellness;
 - Family engagement; and
 - Program policies.
- Inform participants that all documents can be downloaded electronically from the *Healthy Kids Healthy Future* website (www.healthykidshealthyfuture.org).

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.



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.

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.

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.



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.

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.



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!

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 participants to drop off nametags; and
- Assign one person to highlight (or otherwise record) program name on a list after nametags are collected and take-away items are picked up.



ACTION:

- Remind everyone about next steps. When they get back to their programs, they need to:
 - Facilitate a mini-version of today’s Learning Session with their program staff to:
 - Begin implementing changes in their program in the area of program policies;
 - Complete the *Go NAP SACC* instruments to assess the program; and
 - Finalize their storyboard with the change(s) made from LS2-LS5.
- Bring back to LS5
 - One copy of each completed *Go NAP SACC* instrument;
 - Completed storyboard; and
 - *Action Plan Worksheet*.



ACTION:

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



ACTION:

- Remind participants 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

Leadership Teams Should:

- Set up a time for training program staff with support from the *Leadership Team Guide*;
- Come together as a program and review the “program policies” column on the *Action Plan Worksheet* to begin implementing changes in the program;
- 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:
 - One completed copy of each *Go NAP SACC* instrument;
 - Completed storyboard; and
 - *Action Plan Worksheet*.

Technical Assistance

- Call programs 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 facilitate the Action Period training and ensure they set a date.
- When you set up the site visit:
 - REMEMBER to document your Technical Assistance visits; 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;
- Discuss logistics of the Action Period training that they will facilitate with staff. Offer your assistance for this training. Ask about their plan for the training session and work together to ensure that they have what they need in order to be successful;
- Walk through the *Action Plan Worksheet* in the *Leadership Team Guide* in the Participant Handbook and help the program director and/or Leadership Team understand how to implement the action steps they developed in Learning Session 4;
- 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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