



Healthy Kids, Healthy Future

PALS

Physical Activity Learning Session



Training Handouts

Nemours®



Go NAPSACC

Self-Assessment Instrument

Date: _____

Your Name: _____

Child Care Program Name: _____



Infant & Child Physical Activity

Go NAPSACC is based on a set of best practices that stem from the latest research and guidelines in the field. After completing this assessment, you will be able to see your program's strengths and areas for improvement, and use this information to plan healthy changes.

For this self-assessment, **physical activity** is any movement of the body that increases heart rate and breathing above what it would be if a child was sitting or resting. These questions relate to opportunities for both children with special needs and typically developing children.

Before you begin:

- ✓ Gather staff manuals, parent handbooks, and other documents that state your policies and guidelines about physical activity.
- ✓ Recruit the help of key teachers and staff members who are familiar with day-to-day practices.

As you assess:

- ✓ Answer choices in parentheses () are for half-day programs. Full-day programs should use the answer choices without parentheses.
- ✓ Definitions of key words are marked by asterisks (*).
- ✓ Answer each question as best you can. If none of the answer choices seem quite right, just pick the closest fit. If a question does not apply to your program, move to the next question.

Understanding your results:

- ✓ The answer choices in the right-hand column represent the best practice recommendations in this area. To interpret your results, compare your responses to these best practice recommendations. This will show you your strengths and the areas in which your program can improve.



Ward D, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzucca S, Hanson P, Ammerman A, Neelon S, Sommers J, Ball S. (2014). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2nd Edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Available at: www.gonapsacc.org.

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Time Provided

1. The amount of time provided to preschool children* for indoor and outdoor physical activity[†] each day is:

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Less than 60 minutes
(Half-day: Less than 30 minutes) | <input type="checkbox"/> 60–89 minutes
(Half-day: 30–44 minutes) | <input type="checkbox"/> 90–119 minutes
(Half-day: 45–59 minutes) | <input type="checkbox"/> 120 minutes or more
(Half-day: 60 minutes or more) |
|---|---|--|--|

* For Go NAPSACC, preschool children are children ages 2-5 years.

† Physical activity is any movement of the body that increases heart rate and breathing above what it would be if a child was sitting or resting. Examples include walking, running, crawling, climbing, jumping, and dancing.

2. The amount of time provided to toddlers* for indoor and outdoor physical activity each day is:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Less than 60 minutes
(Half-day: Less than 15 minutes) | <input type="checkbox"/> 60–74 minutes
(Half-day: 15–29 minutes) | <input type="checkbox"/> 75–89 minutes
(Half-day: 30–44 minutes) | <input type="checkbox"/> 90 minutes or more
(Half-day: 45 minutes or more) |
|---|---|---|---|

* For Go NAPSACC, toddlers are children ages 13-24 months.

3. Our program offers tummy time* to non-crawling infants: †

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> 1 time per day or less
(Half-day: 3 times per week or less) | <input type="checkbox"/> 2 times per day
(Half-day: 4 times per week) | <input type="checkbox"/> 3 times per day
(Half-day: 1 time per day) | <input type="checkbox"/> 4 times per day or more
(Half-day: 2 times per day or more) |
|---|--|--|---|

* Tummy time is supervised time when an infant is awake and alert, lying on her/his belly. Opportunities for tummy time should last as long as possible to help infants learn to enjoy it and build their strength. For infants who are not used to it or do not enjoy it, each period of tummy time can start at 1–2 minutes, and build up to 5-10 minutes over time.

† For Go NAPSACC, infants are children ages 0–12 months.

4. The amount of adult-led* physical activity our program provides to preschool children each day is:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Less than 30 minutes
(Half-day: Less than 10 minutes) | <input type="checkbox"/> 30–44 minutes
(Half-day: 10–19 minutes) | <input type="checkbox"/> 45–59 minutes
(Half-day: 20–29 minutes) | <input type="checkbox"/> 60 minutes or more
(Half-day: 30 minutes or more) |
|---|---|---|---|

* Adult-led activities and lessons can be led by teachers or outside presenters. Examples include dancing, music and movement, motor development lessons, physically active games, and tumbling. The total amount of adult-led activity time may include multiple short activities added up over the course of the day.

5. Outside of nap and meal times, the longest that preschool children and toddlers are expected to remain seated at any one time is:

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> 30 minutes or more | <input type="checkbox"/> 20–29 minutes | <input type="checkbox"/> 15–19 minutes | <input type="checkbox"/> Less than 15 minutes |
|---|--|--|---|

6. Outside of nap and meal times, the longest that infants spend in seats, swings, or ExerSaucers at any one time is:

- | | | | |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> 30 minutes or more | <input type="checkbox"/> 15–29 minutes | <input type="checkbox"/> 1–14 minutes | <input type="checkbox"/> Infants are never placed in seats, swings, or ExerSaucers |
|---|--|---------------------------------------|--|



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Indoor Play Environment

7. Our program offers the following in the indoor play space:

See list and mark response below.

- Space for all activities, including jumping, running, and rolling
- Separate play areas for each age group
- Areas that allow play for individuals, pairs, small groups, and large groups
- Full access for children with special needs

None 1 feature 2 features 3–4 features

8. Our program has the following portable play equipment* available and in good condition for children to use indoors:

See list and mark response below.

- Jumping toys: jump ropes, jumping balls
- Push-pull toys: big dump trucks, corn poppers, push and ride cars
- Twirling toys: ribbons, scarves, batons, hula hoops, parachute
- Throwing, catching, and striking toys: balls, pom poms, bean bags, noodles, rackets
- Balance toys: balance beams, plastic “river stones”
- Crawling or tumbling equipment: mats, portable tunnels

None 1–2 types 3–4 types 5–6 types

- * Portable play equipment includes any toys that children can carry, throw, push, pull, etc. to help them build gross motor skills. This does not include equipment fixed into the floor or the walls, but does include fabric tunnels, mats, and other larger items that teachers can easily move and switch out. Portable play equipment can be homemade or store bought.

9. Teachers offer portable play equipment to preschool children and toddlers during indoor free play time:*

Rarely or never Sometimes Often At least a few items are always available to encourage physical activity

- * Indoor free play time includes free choice activities during center time. It can also include activities in a gym, multi-purpose room, or other space that allows children to move freely.

10. Teachers offer developmentally appropriate portable play equipment to infants during tummy time and other indoor activities:

Rarely or never Sometimes Often Always

- * Portable play equipment for infants includes balls, soft blocks, and rattles.

11. Our program’s collection of posters, books, and other learning materials that promote physical activity includes:

Few or no materials Some materials with limited variety A variety of materials A large variety of materials with items, added or rotated seasonally



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Teacher Practices

12. To manage challenging behaviors, teachers take away time for physical activity or remove preschool children or toddlers from physically active playtime for longer than 5 minutes:

- Always Often Sometimes Never

13. Teachers take the following role during preschool children's physically active playtime:

- They supervise only They supervise and verbally encourage physical activity They supervise, verbally encourage, and sometimes join in to increase children's physical activity They supervise, verbally encourage, and often join in to increase children's physical activity

14. During tummy time and other activities, teachers interact with infants to help them build motor skills:*

- Rarely or never Sometimes Often Always

* Motor skills are physical abilities and muscle control that children develop as they grow. Motor skills for infants include lifting and turning the head, rolling over, sitting up, and reaching for and grasping toys.

15. Teachers incorporate physical activity into classroom routines, transitions, and planned activities:*

- Rarely or never Sometimes Often Each time they see an opportunity

* Physical activity during routines, transitions, and planned activities can include playing Simon Says or other movement games while children wait in line or transition between activities, or using movement during circle time or story time.

Education & Professional Development

16. Preschool children and toddlers participate in planned lessons focused on building gross motor skills:*

- Rarely or never 1 time per month 2-3 times per month 1 time per week or more

* Gross motor skills are physical abilities and large muscle control that children develop as they grow. Lessons to build gross motor skills may focus on children practicing skipping, jumping, throwing, catching, kicking, balancing, stretching, or other specific skills.

17. Teachers talk with children informally about the importance of physical activity:

- Rarely or never Sometimes Often Each time they see an opportunity

18. Teachers and staff receive professional development* on children's physical activity:

- Never Less than 1 time per year 1 time per year 2 times per year or more

* For this assessment, professional development on children's physical activity does not include training on playground safety. Professional development can include taking in-person or online training for contact hours or continuing education credits. It can also include information presented at staff meetings.



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19. Professional development for current staff on children’s physical activity has included the following topics:

See list and mark response below.

- Recommended amounts of daily physical activity for young children
- Encouraging children’s physical activity
- Limiting long periods of seated time for children
- Children’s motor skill development
- Communicating with families about encouraging children’s physical activity
- Our program’s policies on physical activity

None 1–2 topics 3–4 topics 5–6 topics

20. Families are offered education* on children’s physical activity:

Never Less than 1 time per year 1 time per year 2 times per year or more

* Education can be offered through in-person educational sessions, brochures, tip sheets, or your program’s newsletter, website, or bulletin boards.

21. Education for families on children’s physical activity includes the following topics:

See list and mark response below.

- Recommended amounts of daily physical activity for young children
- Encouraging children’s physical activity
- Limiting long periods of seated time for children
- Children’s motor skill development
- Our program’s policies on physical activity

None 1 topic 2–3 topics 4–5 topics

Policy

22. Our written policy* on physical activity includes the following topics:

See list and mark response below.

- Amount of time provided each day for indoor and outdoor physical activity
- Limiting long periods of seated time for children
- Shoes and clothes that allow children and teachers to actively participate in physical activity
- Teacher practices that encourage physical activity
- Not taking away physical activity time or removing children from long periods of physically active playtime in order to manage challenging behaviors
- Planned and informal physical activity education
- Professional development on children’s physical activity
- Education for families on children’s physical activity

No written policy or policy does not include these topics 1–3 topics 4–6 topics 7–8 topics

* A written policy can include any written guidelines about your program’s operations or expectations for teachers, staff, children, and families. Policies can be included in parent handbooks, staff manuals, and other documents.





Warm-Up Log

Best Practice	Strength	Area of Improvement	Notes
Time <ul style="list-style-type: none"> Toddlers: 60-90 min/day Preschoolers: 120min/day Infants: Tummy Time Outdoor Time: 2-3x/day 			
Space <ul style="list-style-type: none"> Outdoor Space Indoor space Equipment 			
Type <ul style="list-style-type: none"> Structured Unstructured MVPA Outdoor 			
Daily Activities <ul style="list-style-type: none"> PA throughout schedule Transitions 			
Provider Practices <ul style="list-style-type: none"> Lead Participate Role Model Encourage Classroom Management 			
Families <ul style="list-style-type: none"> Developmental Milestones Communication 			
Training <ul style="list-style-type: none"> Providers Resources 			
Policies <ul style="list-style-type: none"> Program PA Policy 			



Essential Tummy Time Moves

To Develop Your Baby's Core

.....

The American Academy of Pediatrics recommends placing babies on their backs to sleep and their tummies to play as part of a daily routine. Just a few minutes a day, a few times a day, can help your baby get used to Tummy Time and help prevent early motor delays. If you begin early (even from just a few days old) and maintain a consistent schedule, your baby will learn to love Tummy Time. This helps develop the muscles in their back, neck, and trunk on their way to meeting developmental milestones.

.....

Here are the top five moves you can begin as soon as your baby is born:



Tummy to Tummy

Lie down on the floor or a bed, flat or propped up on pillows. Place your baby on your chest or tummy so that you're face-to-face. Always hold firmly for safety.



Eye-Level Smile

Get down level with your baby to encourage eye contact. Roll up and place a blanket under the chest and upper arms for added support.



Lap Soothe

Place your baby face-down across your lap to burp or soothe him. A hand on your baby's bottom will help him feel steady and calm.



Tummy-Down Carry

Slide one hand under the tummy and between the legs when carrying baby tummy down. Nestle your baby close to your body.



Tummy Minute

Place your baby on her tummy for one or two minutes every time you change her. Start a few minutes at a time and try to work up to an hour a day in short intervals by the end of three months. Don't get discouraged. Every bit of Tummy Time makes a difference!

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Think, Pair and Share — Identifying Physical Activity in Your Program

Directions: Using the Go NAP SACC best practice provided, work with a partner or in groups of 3 to identify ways to integrate physical activity in your program to meet the best practice.

<p>Best Practice: <i>Teachers incorporate physical activity into the classroom routines, transitions and planned activities.</i></p> <p>Example: <i>Two adult led activities are identified on the daily schedule.</i></p>	<p>Best Practice: <i>Our program offers tummy time to non-crawling infants.</i></p>
<p>Best Practice: <i>During tummy time and other activities, teachers interact with infants to help them build motor skills.”</i></p>	<p>Best Practice: <i>Preschool children and toddlers participate in planned lessons focused on building gross motor skills.</i></p>
<p>Best Practice: <i>Teachers offer portable play equipment to preschool children and toddlers during indoor free play time.</i></p>	<p>Best Practice: <i>Families are offered education on children’s physical activity.</i></p> <p>Example: <i>Our parent board contains information and examples of developmental milestones.</i></p>



Sample Daily Schedule for Toddlers & Preschoolers

Arrival/Learning Center Time	Learning center time along with greetings and routines include opportunities for children to participate in self-directed physical activities (15 min.)
Transition Time/ Breakfast	Clean up toys, bathroom break, breakfast if applicable, include a physically active transition such as moving to music to gather children together (5 min.)
Circle Time	Information sharing and singing songs includes a song with large body physical activities that children can act out (5 min.)
Learning Center Time	Include opportunities for self-directed physical activities (15 min.)
Snack	Clean up, bathroom break, wash hands, and snack
Story Time	Act out a story's action using large body physical activities (5 min.)
Outdoor Play	Initially encourage moderate to vigorous physical activity (15 min.) during the hour or more of free play Lead at least two structured, adult-led physical activities (20 min.)
Transition Time/ Lunch	Clean up, wash hands, include a physically active transition such as dancing and then freezing as the music starts and stops to gather children for lunch (5 min.)
Nap	Early risers engage in quiet activities
Snack	Bathroom break, wash hands, and snack
Outdoor Play	Again, initially encourage moderate to vigorous physical activity (15 min.) during the half-hour or more of free play Lead structured, adult-led physical activity (15 min.)
Circle Time	Closing information sharing, language activity and music activity include a song with large body physical activities that children can act out (5 min.)

Your Child at 18 Months (1½ Yrs)★



Child's Name _____

Child's Age _____

Today's Date _____

Milestones matter! How your child plays, learns, speaks, acts, and moves offers important clues about his or her development. Check the milestones your child has reached by 18 months. Take this with you and talk with your child's doctor at every well-child visit about the milestones your child has reached and what to expect next.

What Most Children Do by this Age:

Social/Emotional

- Likes to hand things to others as play
- May have temper tantrums
- May be afraid of strangers
- Shows affection to familiar people
- Plays simple pretend, such as feeding a doll
- May cling to caregivers in new situations
- Points to show others something interesting
- Explores alone but with parent close by

Language/Communication

- Says several single words
- Says and shakes head "no"
- Points to show someone what he wants

Cognitive (learning, thinking, problem-solving)

- Knows what ordinary things are for; for example, telephone, brush, spoon
- Points to get the attention of others
- Shows interest in a doll or stuffed animal by pretending to feed
- Points to one body part
- Scribbles on his own
- Can follow 1-step verbal commands without any gestures; for example, sits when you say "sit down"

Movement/Physical Development

- Walks alone
- May walk up steps and run
- Pulls toys while walking
- Can help undress herself
- Drinks from a cup
- Eats with a spoon

You Know Your Child Best.

Act early if you have concerns about the way your child plays, learns, speaks, acts, or moves, or if your child:

- Is missing milestones
- Doesn't point to show things to others
- Can't walk
- Doesn't know what familiar things are for
- Doesn't copy others
- Doesn't gain new words
- Doesn't have at least 6 words
- Doesn't notice or mind when a caregiver leaves or returns
- Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay and ask for a developmental screening.

If you or the doctor is still concerned

1. Ask for a referral to a specialist and,
2. Call your state or territory's early intervention program to find out if your child can get services to help. Learn more and find the number at cdc.gov/FindEI.

For more information, go to cdc.gov/Concerned.

DON'T WAIT.
Acting early can make a real difference!

★ It's time for developmental screening!

At 18 months, your child is due for general developmental screening and an autism screening, as recommended for all children by the American Academy of Pediatrics. Ask the doctor about your child's developmental screening.



www.cdc.gov/ActEarly
1-800-CDC-INFO (1-800-232-4636)



Download CDC's
Milestone Tracker App



Learn the Signs. Act Early.

Help Your Child Learn and Grow



You can help your child learn and grow. Talk, read, sing, and play together every day. Below are some activities to enjoy with your 18-month-old child today.

What You Can Do for Your 18-Month-Old:

- Provide a safe, loving environment. It's important to be consistent and predictable.
- Praise good behaviors more than you punish bad behaviors (use only very brief time outs).
- Describe her emotions. For example, say, "You are happy when we read this book."
- Encourage pretend play.
- Encourage empathy. For example, when he sees a child who is sad, encourage him to hug or pat the other child.
- Read books and talk about the pictures using simple words.
- Copy your child's words.
- Use words that describe feelings and emotions.
- Use simple, clear phrases.
- Ask simple questions.
- Hide things under blankets and pillows and encourage him to find them.
- Play with blocks, balls, puzzles, books, and toys that teach cause and effect and problem solving.
- Name pictures in books and body parts.
- Provide toys that encourage pretend play; for example, dolls, play telephones.
- Provide safe areas for your child to walk and move around in.
- Provide toys that she can push or pull safely.
- Provide balls for her to kick, roll, and throw.
- Encourage him to drink from his cup and use a spoon, no matter how messy.
- Blow bubbles and let your child pop them.

Milestones adapted from CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Fifth Edition, edited by Steven Shelov and Tanya Remer Altmann © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics.

This milestone checklist is not a substitute for a standardized, validated developmental screening tool.

www.cdc.gov/ActEarly | 1-800-CDC-INFO (1-800-232-4636)



Learn the Signs. Act Early.



Physical Activity Resources

CHILDREN'S BOOKS THAT ENCOURAGE MOVEMENT

Children's literature can be used to support early literacy and movement in the classroom. Titles can be selected that align with learning objectives, classroom themes and children's interests. For more ideas on books for your classroom that support movement visit:

<https://healthykidshealthyfuture.org/5-healthy-goals/classroom-activities/recommended-books>

Ages 9 months–2 years:

Eyes, Nose, Fingers, and Toes, Judy Hindley
Head, Shoulders, Knees and Toes, Anne Kubler
Row, Row, Row Your Boat, Anne Kubler
Wiggle Waggle, Jonathan London

Ages 2-4 years

Bear About Town, Stella Blackstone
From Head to Toe, Eric Carle
Move!, Steve Jenkins
Sesame Street: Come Play with Elmo, Constance Allen
The Barnyard Dance, Sandra Boynton
Doing the Animal Bop, Jan Ormerod
Sesame Street: Get Moving with Grover, Abigail Tabby

Ages 3-5 years

You Are A Lion! : And Other Fun Yoga Poses, Taeun Yoo

Ages 3-8 years

Good Night Yoga: A Pose-by-Pose Bedtime Story,
by Mariam Gates

ONLINE TRAINING

Penn State Extension Better Kid Care's On Demand Distance Education system provides professional development online. An online tool allows providers to check to see if their state approves or accepts the Better Kids Care lessons. There are four lessons that focus on physical activity. Lessons can be found at <https://extension.psu.edu/programs/betterkidcare/on-demand>.

Healthy Kids Healthy Future: Getting Kids Moving

Developed in partnership with the Centers for Disease Control and Prevention, this module provides practical strategies for implementing best practices in early childhood settings for promoting healthy weight in young children.

Physical Activities for Young Children: Lead with Confidence

Physical activity is as important for the growth and development of young children as is the establishment of healthy eating habits.

Move on: Reversing children's sedentary lifestyles Part 1

Getting moving means not only increasing physical activity, but also reducing time spent in sedentary activities.

Move on: Reversing children's sedentary lifestyles Part 2

Part 2 of a 2 part series. Building movement activities into children's everyday activities.



Physical Activity Resources (Cont'd)

OTHER RESOURCES

Active Play! - Fun Physical Activities for Young Children – This book contains 52 physical activities with many variations. It includes activities for toddlers and preschoolers to play together and a DVD that shows children doing 30 of the book's 52 physical activities. (www.activeplaybooks.com)

Read! Move! Learn! Active Stories for Active Learning – This book has more than 150 active learning experiences based on popular children's books. In addition to the activities for each featured children's book, you will find theme connections, lesson objectives, a vocabulary list, a concept list, and related children's books and music for hours of fun in the classroom! (www.kanplanco.com)

SELF-ASSESSMENTS

Go NAPSACC

Go NAPSACC is an evidence-based program for improving the health of young children by enhancing child care programs' practices, policies, and environments. Self-Assessments have been developed for family child care homes and center based care to include school settings and head start. The Infant and Child Physical Activity Self-Assessment and the Outdoor Play and Learning Self-Assessment tools focus on physical activity. <https://gonapsacc.org>

Healthy Kids, Healthy Future Quiz

This quiz is designed for early care and education (ECE) providers (child care, Head Start, Early Head Start, pre-kindergarten) in centers or homes caring for children ages birth – 5 years of age. You will be rating yourself on up to 15 best practices which meet the Healthy Kids, Healthy Future goals of: Serving healthy food, Serving healthy beverages, Encouraging more physical activity, Limiting screen time, Supporting breastfeeding. https://d3knp61p33sjvn.cloudfront.net/2018/01/HKHF_Quiz-rev1217.pdf

RESOURCES FOR FAMILIES

Active for Life is a Canadian initiative created to help parents give their children the right start in life through the development of physical literacy. This resource has multiple games and activities linked with different physical skills. <https://activeforlife.com/>

Be Active Kids is an interactive health program for children ages birth to five that began in North Carolina. The website had a variety of family information and dozens of free one page handouts of ideas such as *25 fun physical activities with Bubbles*. <http://www.beactivekids.org/resources/handouts>

CDC developmental milestones handouts and app

Milestones matter! Track children's milestones from age 2 months to 5 years with CDC's easy-to-use illustrated checklists; get tips from CDC for encouraging child development; and find out what to do if you are ever concerned about how a child is developing. Photos and videos in this app illustrate each milestone and make tracking them easy and fun! Available free for IOS and Android systems in English and Spanish. <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>

GoNoodle: Good Energy at Home is a free online resource that provides tons of ways for kids and families to be active, stay mindful, and keep on learning! <https://www.gonoodle.com/good-energy-at-home-kids-games-and-videos/>



Table Top Activity

Directions: Review the sample policy below. Working in groups in your identified section identify three policy statements that are most important and feasible to include in the policy, and one statement that is challenging.

Safety/Environmental Policy Statements related to PA

- Children and staff will wear clothing that support active play indoors and outdoors to include:
 - Appropriate footwear (closed toed shoes that support running)
 - Clothing to support seasonal outdoor play to include jackets, hats and gloves
 - Clothing that allows movement
- Children will be protected from sun exposure with shade and hats as well as the application of sunscreen.
- Children will have access to water during indoor and outdoor play.
- Our program will provide an outdoor environment with a variety of portable play equipment, a secure perimeter, some shade, natural elements, an open grassy area, varying surfaces and terrain, and adequate space per child.

Staff Policy Statements

- Staff will verbally encourage children during active play.
- Staff will incorporate physical activity throughout their daily schedule and lesson plans.
- Staff will lead 2 or more structured physical activities each day.
- Staff will wear clothing that supports active play indoors and outdoors to include:
 - Appropriate footwear (closed toed shoes that support running)
 - Clothing to support seasonal outdoor play to include jackets, hats and gloves
 - Clothing that allows movement.
 - Staff will complete 2 hours professional development on children's physical activity annually.

Infant Policy Statements

- Infants will have daily outdoor time when possible.
- Cribs, car seats and feeding chairs will be used for their designed purpose.
- Strollers, swings, and bouncer seats/chairs will be used for no more than 15 minutes for holding infants while they are awake.
- Infants will have supervised tummy time several times a day.



Table Top Activity *(Cont'd)*

Toddler Policy Statements

- Toddlers will have daily outdoor time for physical activity when possible.
- Staff will join toddlers in physical activity.
- Staff will integrate physical activity into activities designed to promote children's cognitive and social development.
- Staff will implement schedules for toddlers that limit sitting to no more than 15 minutes at a time.

Preschool Policy Statements

- Preschoolers will have limited screen time as follows:
 - No more than 30 minutes per week in the early care setting.
 - Screen time use should be aligned with learning objectives and child interests.
 - Providers should co-view the media with children to help them understand what they are seeing.
 - Screens will not be used during meals and snacks.
- Staff will join preschoolers in physical activity.
- Staff will integrate physical activity into activities designed to promote children's cognitive and social development.
- Staff will implement schedules for preschoolers that limit sitting to no more than 15 minutes at a time.

Policy Statements related to PA for families

- Families will be offered education on children's developmental milestones 2 times per year.
- Families will receive information on our program's policy on physical activity during enrollment and 2 times per year.
- Families will receive information on best practices around screen time and media use 2 times per year.
- Families will be reminded prior to the changing of seasons to send in appropriate clothing for children that supports indoor and outdoor play to include:
 - Appropriate footwear (closed toed shoes that support running)
 - Clothing to support seasonal outdoor play to include jackets, hats and gloves.
 - Clothing that allows movement.



Sample Policy Template

Our program, *insert program name*, recognizes that children depend on the opportunities that teachers and families provide for them to engage in physical activity. These policy statements are designed to support young children developing gross motor skills, establishing healthy habits relating to physical activity and enjoying physical activity.

- All children will have multiple opportunities daily for developmentally appropriate physical activity.
- All children will play outdoors 2 or more times daily except when weather or air quality pose a health risk.
- Active play will not be withheld from children as punishment.
- Our program will provide opportunities for children with disabilities to be physically active.
- Our program will provide an outdoor environment with a variety of portable play equipment, a secure perimeter, some shade, natural elements, an open grassy area, varying surfaces and terrain, and adequate space per child.
- Our program will provide an indoor environment with a variety of portable play equipment and adequate space per child.
- Staff will verbally encourage children during active play and engage in active play with children as able.
- Staff will incorporate physical activity throughout their daily schedule and lesson plans. Children will not be punished for being physical active.
- Children will have access to water during indoor and outdoor play.
- Children 2 years and older have no more than 30 minutes of screen time once a week while in the facility and only for educational or physical activity.

Consider additional statements for your policy that support each of the areas of the best practices of physical activity.





Action Planning Tool

Instructions: This tool is designed to help guide you through the planning process for incorporating physical activity into your program across multiple areas.

Best Practice:					
Goal:					
Action Steps	Resources	Needs	Person Responsible	Target Date	Notes/Comments



Incorporating Physical Activity into Your Program—Sample Action Planning Tool

Instructions: This tool is designed to help guide you through the planning process for incorporating physical activity into your program across multiple areas.

Best Practice: Toddlers should participate in 60-90 minutes of physical activity daily.

Goal: Toddlers will participate in 60 minutes of physical activity daily during outdoor and indoor play and transitions.

Action Steps	Resources	Needs	Person Responsible	Target Date	Notes/Comments
Structured physical activities are included on the daily schedule 2x/day	Staff planning time	Music CDs, a few children's books to move along with	Director Susan and Miss Kesha	February 4 th	Brainstorm toddler activities at next staff meeting. Susan to purchase 4 music CDs for toddler room.
Teachers will use active movements during transitions at least 2x/day	Staff planning time, time to create activity cards	List of quick transition ideas, note cards	Miss Kesha	March 1 st	Kesha will create the cards using online resources and interests of the children in her room.
Outdoor play will be provided 2x a day to toddlers	Schedule change	Planning time	Director Susan	March 15 th	Susan will adjust the playground schedule so toddlers have outdoor play in the afternoons as well as the mornings and notify parents about upcoming change immediately.
Acquire portable play equipment that supports toddler movement for outdoor play	6 additional push toys, 6 small balls and other items	Identify other low cost/free items for play	Director Susan and Miss Kesha	March 1 st	Susan to purchase and clear a shelf in the outdoor storage space for the additional toddler equipment. Update shelf labels. Kesha to brainstorm low cost items.
Policy/handbooks updated to reflect changes	Staff time		Director Susan	May 1 st	After implementation, assess changes. Update parent handbook, staff handbook and policy manual.



PALS Enrichment Activity

Directions:

Use the information learned from PALS training to incorporate one new best practice activity in your program. You will share the new activity and best practice you implemented, challenges, successes and any lessons learned during the PALS Part B training.

Circle one of the activities and best practices* below to implement.

- 1. Arrange your play space to allow for indoor physical activity opportunities. Implement one structured (adult-led) physical activity with children in the indoor play space daily for 3-5 consecutive days.**

Best practice: *Our program offers the following in the indoor play space:*

- a. Space for all activities, including jumping, running, and rolling*
- b. Separate play areas for each age group*
- c. Areas that allow play for individuals, pairs, small groups, and large groups*
- d. Full access for children with special needs*

- 2. Increase outdoor physical activity opportunities by 10 minutes daily for the following age groups:**

- a. Infants (if applicable)**
- b. Toddlers**
- c. Preschoolers**

Best practice: *Our program offers tummy time to non-crawling infants four times per day or more.*

Best practice: *The amount of time provided to toddlers for indoor and outdoor physical activity each day is 90 minutes or more.*

Best practice: *The amount of time provided to preschool children for indoor and outdoor physical activity each day is 120 minutes or more.*

- 3. Identify and implement two physical activities during transitions at least two times weekly.**

Best practice: Teachers incorporate physical activity into classroom routines, transitions, and planned activities each time they see an opportunity.

Reflection Questions

- Describe the activity you implemented. How did the children respond?
- What was challenging about implementing this new practice?
- How did this activity support your Action Plan goal?

* Selected best practices from the Go NAPSACC Infant & Child Physical Activity Self-Assessment Instrument



PALS Training Feedback Form

1. What I liked best about this training...
2. What improvements could be made?
3. A light bulb went on in my brain when...
4. I still want to know more about...
5. Briefly describe the goal you selected for your action plan.

I feel confident that I can use the content from today's training to implement healthy changes in my program. Yes No

6. Anything else you would like us to know?