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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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  - 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
Learning Session 4 Objectives

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

1. Describe best practices for physical activity for preschool, toddlers, and infants.
2. Have the information to continue the Action Plan, with a focus on program policies; and
3. Document and communicate the process of healthy change through a storyboard presentation.
LS3 Action Period

ABC's of a Healthy Me

Active play
Breastfeeding
Cut down on screen time
Drink milk and water
Eat healthy foods
Key Points for Active Play

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

Part A: Supporting Motor Development
Motor Development

Influenced by interactions with peers and adults
  – Learned through provider-directed activities, practice and mastery of skills
  – Learned through peer observations and interactions

Supported by the environment
  – Adequate indoor and outdoor space
  – Age appropriate equipment
  – Promotion of motor development skill building with families

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
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

Physical Activity Break
Part B: Best Practices for Physical Activity

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
‘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!

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.
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.

Move, Play, Learn: Physical Activity in North Dakota Child Care Programs
‘Adult-led’ Active Play

- Schedule ‘adult-led’ active play at least twice a day for infants, toddlers, and preschoolers.
- 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

Free Active Play

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

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.
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**

Indoor/Outdoor Provider Engagement Activities (Preschoolers)

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

- **Touch Tour** - introduce infants to senses (soft and hard objects, squishy items, cool and warm water)
- **String Along** - tie small objects to a thick piece of yarn and have infants practices 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**

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:
Motor Skill Development

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
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)

Engaging Mixed-Age Groups

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

Handout 822

Head Start Body Start
Activity Calendar

MARCH
Get Moving Today!

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Run with the family dog.</td>
<td>Do some yoga with your children.</td>
<td>Get outside and play outside with the children.</td>
<td>Play catch outside with the children.</td>
<td>Play tag outside.</td>
</tr>
<tr>
<td>Enjoy a healthy snack together.</td>
<td>Play hide and seek with the children.</td>
<td>Make a sandcastle at the beach or pool.</td>
<td>Make a paper boat and sail it on the lake.</td>
<td>Make a kite and fly it in the park.</td>
</tr>
<tr>
<td>Learn about the weather and how it affects our lives.</td>
<td>Learn about the water cycle.</td>
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</tr>
<tr>
<td>Make a paper airplane and see how far it flies.</td>
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<td>Make a paper airplane and see how far it flies.</td>
<td>Make a paper airplane and see how far it flies.</td>
</tr>
<tr>
<td>Learn about the importance of exercise.</td>
<td>Learn about the importance of exercise.</td>
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</tr>
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</tr>
</tbody>
</table>

Enjoy the March festivities with your children and keep them active throughout the month!
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**
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

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
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, rain gear, sunscreen
  - Keep an extra supply at your program

Rainy Day Ideas

- Start a parade around the classroom. Children can line up and march, gallop, skip, tip-toe, walk sideways and backwards
- Move like an animal: hop like a rabbit, crawl like a dog, waddle like a duck, stomp like an elephant, roar like a bear, even like a fish
- Play movement games like ring around the rosy, musical squares, the hidden pipe, duck duck goose, or do the chicken dance
- Turn on the music and dance. Children can dance to the music on their own, or play a song that provides verbal instructions
- Play Simon Says. To ensure children stay active throughout the session, do not ask them to sit out if they make a mistake
- Set up indoor hoop scotch using carpet squares or hula hoops
- Shetland. Children can circle their arms, swing their shoulders, touch their toes, reach high toward the sky, and bent of the waist
- Volley a balloon
- Move like weather. Children can move like a tree in the wind, stomp like thunder, and run like a tornado
- Use bean bags to toss to a partner, toss into a container or basket, balance on the child’s hands, or play hot potato
- Try a children’s exercise DVD or video
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
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

Best Practices for Physical Activity
Tossing and Catching Activity Kit

Physical Activity Break
Part C: Facilitating Change in Your Program

The Social Ecological Model

- Child
- Family
- Provider
- Environment
- Policies
## Action Plan Worksheet

**Start Date:** December

**Provider Name:** ABC Family Child Care

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

<table>
<thead>
<tr>
<th>Child</th>
<th>Family</th>
<th>Provider</th>
<th>Environment</th>
<th>Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss physical activity with the children and how being active will help them grow up strong and healthy (Ongoing beginning December)</td>
<td>Send home resources to families about the importance of physical activity (December, repeating as new resources are available)</td>
<td>Incorporate physical activity resources into staff meetings (Ongoing beginning December)</td>
<td>Research physical activities and resources for children to incorporate into the program (Ongoing beginning December)</td>
<td></td>
</tr>
<tr>
<td>Discuss with children what types of physical activities they like (Ongoing beginning December)</td>
<td>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)</td>
<td>Identify spaces where children may be physically active (early January)</td>
<td>Research program policies for promoting physical activity in infants, toddlers, and preschoolers, to include in parent handbook (December)</td>
<td></td>
</tr>
<tr>
<td>Provide opportunities for adult-led physical activities and unstructured physical activities both indoors and outdoors on a daily basis (Ongoing beginning January)</td>
<td>“Waddle breaks” throughout the day to encourage movement with children (Ongoing beginning January)</td>
<td>Identify spaces where physical activity is naturally occurring in the program (early December)</td>
<td>Develop written policies to include parent handbook. Policies will cover amount of time allotted for physical activity, type of physical activity offered, spaces available for physical activity, provider’s role in leading physical activity, physical activity added to other curricular areas, daily outdoor physical activity and weather policy, safety protocols and injury prevention, and not withholding physical activity as punishment for bad behavior or poor academic performance (January)</td>
<td></td>
</tr>
</tbody>
</table>
Technical Assistance Groups

Action Plan

LS3 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

*Go NAP SACC is a Nutrition and Physical Activity Self Assessment for Family Child Care for FCC providers comparing their current practices with a set of best practices.
Facilitating Change in Your Program: LS4 Action Period

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

- **Trainers provide technical assistance (TA)**

Finalizing the Storyboard

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

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

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
10 Tips for Becoming More Active As a Family

- Be an active family

“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
**Personal Wellness & Physical Activity**

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

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**Sample Physical Activity Policies**

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

Trainer Contact Information