Learning Session 4: Getting Kids Moving

Early Childhood Health Promotion and Obesity Prevention

National Early Care and Education Learning Collaboratives (ECELC) Project

Acknowledgements

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- **Nemours**
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  - For the evaluation component of this national effort
Learning Session 4

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

Learning Session 4 Objectives

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

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

*Go NAP SACC is a Nutrition and Physical Activity Self Assessment for Child Care for ECE settings comparing their current practices with a set of best practices.
LS3 Action Period

ABC’s of a Healthy Me

A - Active play
B - Breastfeeding
C - Cut down on screen time
D - Drink milk and water
E - Eat healthy foods
Key Points for Active Play

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

Benefits of Active Play

- Supports exploration, development and learning
- Helps manage weight and maintain a healthy body mass index (BMI)
- Builds and maintains healthy bones and muscles
- Increases strength, coordination and fitness
- Lowers risk of chronic disease
- Improves self-esteem
- Lowers stress
- Linked to academic achievement
Part A: Supporting Motor Development

Motor Development

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

- **Supported by the built environment**
  - Adequate indoor and outdoor space
  - Age appropriate equipment
  - Integration into the curriculum
  - Promotion of motor development skill building with parents
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
Early Learning Standards
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.
Ways to Get Children Moving

- Add physical activity into your daily routine
  - Sesame Street Healthy Habits for Life: *Movement Grab Bag*
  - Sesame Street Healthy Habits for Life: *Raindrops Can't Make the Rain Stop*
  - Tossing & Catching activity kit: *Fitness Tag*

Motion Moments: Preschoolers
‘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.
  - Teachers 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.
ECE Provider Engagement

- **Dress for movement**
- **Participate during active play**
  - Role model
  - If you have physical limitations, be a cheerleader
  - Get your own physical activity into meet adult recommendations for physical activity
- **Provide prompts and encouragement**
  - During structured and unstructured play
- **Support activities that are appropriate and safe**

Indoor/Outdoor ECE Provider Engagement Activities (Preschoolers)

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

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

Physical Activity Break
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
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, raingear, sunscreen
  - Keep an extra supply at your program
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

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

Challenge: Unsure About How to Promote Physical Activity

- I’ve never enjoyed physical activity or been very good at it. I can’t imagine being a good role-model for children in terms of physical activity

- Solution #1: Become familiar with children’s developmental milestones
- Solution #2: Incorporate physical activity into existing daily routines
- Solution #3: Make transitions more active
- Solution #4: Seek out training opportunities and reach out to a technical assistance provider
Challenge: Weather and Air Quality

- It’s too hot/cold/rainy/smoggy to be outside

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

Challenge: Space Constraints

- We just don’t enough space for kids to be physically active

- Solution #1: Be creative in your search for space
- Solution #2: Seek out special resources and training for promoting physical activity in small spaces
Challenge: I’m not able to be very physically active

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

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

Challenge: I have kids with very different skill levels

- How do I do activities that work for everyone?

- Solution #1: Choose activities that can be adapted to all ability levels.
- Solution #2: Go with cooperative activities rather than competitive ones.
- Solution #3: Get up and Dance! Music is a great way to get everyone moving.
- Solution #4: Support child initiated activity.
Challenge: Unsure how to make tummy time productive

- You know that infants need tummy time, but you are unsure about what things you should be doing to make sure that they are getting the most out of it

- Solution #1: Use tummy time to promote gross motor development
- Solution #2: Participate in tummy time with infants
- Solution #3: Change up tummy time routines

Physical Activity Break
Part D: Facilitating Change in Your Program

The Social Ecological Model

- Child
- Family
- ECE Program Staff
- ECE Program Environment
- ECE 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.

<table>
<thead>
<tr>
<th>Child</th>
<th>Family</th>
<th>Program Staff</th>
<th>Program Environment</th>
<th>Program Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discuss physical activity with the children and how being active will help them grow up strong and healthy (Ongoing beginning December, Teachers)</strong></td>
<td>Send home resources to families about the importance of physical activity (December), replying as new resources are available, Director.</td>
<td>Incorporate physical activity resources into staff meetings (Ongoing beginning December, Director, Teachers and Staff).</td>
<td>Based on classroom environmental assessments, arrange the classroom to allow children to be physically active without interfering with each other (December, Director, and Teachers).</td>
<td>Research physical activities and resources for children to incorporate into the classrooms (Ongoing beginning December, Director).</td>
</tr>
<tr>
<td><strong>Discuss with children what types of physical activities they like (Ongoing beginning December, Teachers)</strong></td>
<td>Identify spaces where children may be physically active (early December, Teachers and Director).</td>
<td>Assess whether or not classroom environments are conducive for physical activity, (early December, Teachers).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Provide opportunities for adult-led physical activities and structured physical activities both indoors and outdoors on a daily basis (Ongoing beginning January, Teachers)</strong></td>
<td>Incorporate time for adult-led physical activities and unstructured physical activity into daily lesson plans (Ongoing beginning December, Teachers).</td>
<td>Incorporate time for adult-led physical activities and unstructured physical activity into daily lesson plans (Ongoing beginning December, Teachers).</td>
<td>Prepare and hold staff meetings to introduce the new physical activity resources (December, replying as new resources are available, Director).</td>
<td>Research program policies for promoting physical activity in infants, toddlers, and preschoolers, to include in staff and parent handbooks (December, Director).</td>
</tr>
<tr>
<td><strong>Provide “wedge breaks” throughout the day to encourage movement with children (Ongoing beginning January, Teachers)</strong></td>
<td>Create “Physical Activity Kit” that includes materials and physical activity guides for families to check-out from the program’s lending library to use at home with children (January, Director, Teachers, and Staff).</td>
<td>Take photos of children engaging in various physical activities and display on program’s bulletin board (Ongoing beginning January, Teachers).</td>
<td>Develop written policies to include in staff and parent handbooks. Policies will cover amount of time allocated 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).</td>
<td></td>
</tr>
</tbody>
</table>

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Technical Assistance Groups

Action Plan

LS4 Action Period

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Facilitating Change in Your Program: LS4 Action Period

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

Creating a Storyboard

- Programs will express their story of change by:
  - Describing what change(s) were made and how they did it
  - Sharing who was involved in the process
  - Explaining accomplishments and challenges faced
  - Sharing photos of the implementation process
  - Describing how participants reacted to the change(s)
  - Outlining any program policies that were updated as a result
  - Explaining the next steps they will take to sustain the change(s)
Part E: Extending your Learning - Staff, Families and Program 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 policies
  - Provide education to families on developmental milestones and ways to support physical activity
  - Give families regular feedback on progress their children are making
  - Work with families to adapt activities for children with physical or developmental disabilities
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

“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
Staff Wellness & Physical Activity

- Doesn’t have to be hard, stressful or boring!

- Recommendations for adults:
  - 2 hours + 30 (150 minutes) a week of moderate-intensity
  - 1 hour + 15 minutes (75 minutes) a week of vigorous-intensity aerobic physical activity
  - Muscle strengthening exercises at least 2x/week

- Episodes should last at least 10 minutes

- Develop goals and a plan to engage in physical activity
  - Take a walk one day a week for 30 minutes

Sample Physical Activity Policies

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