National Early Care & Education Learning Collaboratives:
Taking Steps to Healthy Success
Learning Session 4
Participant Handbook
September 2018
Nemours is currently funded by the Centers for Disease Control and Prevention (CDC) under a six-year Cooperative Agreement (U58DP004102-05-02) 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.
Welcome to the Collaborative

Welcome to Taking Steps to Healthy Success
An Early Care and Education Learning Collaborative (ECELC) to Promote Healthy Practices

Your Name:
Program:
My Contact for Technical Assistance:

Nemours and its dedicated partners welcome you to the National Early Care and Education Learning Collaboratives (ECELC) Project! Nemours developed the model to support child care providers’ efforts to help young children grow up healthy and tested it with large early care and education programs in Delaware. We are excited to see it in action in your state!

Thanks to the commitment and generous funding from the Centers for Disease Control and Prevention (CDC), we are able to work together to adapt this powerful model for healthy change to meet the unique needs of your state. We are excited to support your work to create a healthier environment in your early care and education program for your children, your families and your program staff.

A collaborative is a community of learners that will connect you with others engaged in making healthy change. It will offer learning opportunities, increase knowledge, create networks of support, and equip you to engage your staff in the process of making healthy changes. Over one year, the Collaborative will meet five times, with technical assistance visits scheduled between sessions to provide information, an opportunity to share experiences, and a forum for raising questions.

This toolkit is your guide to making change. It contains resources, tools and information to help you make the best practice and policy decisions for your program. Video training and materials will help staff and families understand the importance of making healthy changes and give them the tools to support your work. Small group work with a Trainer, and opportunities to share challenges and successes with others going through the process of change will give you a network to rely on for support, information and ideas.

This is a working toolkit that we will add to at each session. We hope you find the Learning Session materials useful. Thank you for joining us in this exciting work to help kids grow up healthy!
Helpful Contacts:

Project Coordinator: _________________________________
    Phone: _________________________________________
    Email: _________________________________________

ECELC Trainer: _________________________________
    Phone: _________________________________________
    Email: _________________________________________

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    Phone: _________________________________________
    Email: _________________________________________
Nemours gratefully acknowledges the valuable contributions of a wide variety of stakeholders committed to supporting children’s health and optimal development. We thank you all for helping to make our dream a reality.

Thanks to generous funding support from the Centers for Disease Control and Prevention (CDC), we are able to work collaboratively with states to adapt the model to meet their unique needs. We welcome the opportunity to collaborate and learn with leaders and providers in participating states.

On behalf of the early care and education providers who will participate in the ECELC, and the children and families they serve, we thank our partners in this effort:

- Child Care Aware® of America
- National Initiative for Children’s Healthcare Quality
- Gretchen Swanson Center for Nutrition
- American Academy of Pediatrics
- National Association of Family Child Care
- American Heart Association, Dr. Mary Story
- Dr. Dianne Ward (University of North Carolina)
- National Resource Center for Health and Safety in Child Care and Early Education
- American Public Human Services Association
- Association of State & Territorial Public Health Nutrition Directors
- United States Breastfeeding Committee
- Zero to Three

Special thanks to our Delaware Child Care Collaborative participants, who helped us develop, test and refine our original model. We learned so much from them, their children and families. Their commitment to promoting healthy eating and physical activity, their willingness to learn, their courage to change and their generosity in sharing their experiences continue to inspire us.

We are grateful to the Delaware Institute for Excellence in Early Childhood at the University of Delaware (DIEEC), our partner in implementing the second cohort of the Child Care Learning Collaboratives in Delaware, for their inspired collaboration.

The contribution of Elizabeth Walker, who guided the first collaborative in Delaware, is beyond measure. We are grateful to Elizabeth for sharing her vision, anchoring the collaborative in science and inspiring us all to change.

We thank the following individuals and organizations who contributed their expertise, materials and time to ensure success as we worked together to develop an empowering model for quality improvement in support of children’s health in child care settings:

- Child Care Exchange and Videoactive Productions: Roger Neugebauer and Dan Huber
- Delaware Child and Adult Care Food Program (CACFP): Beth Wetherbee and David Bowman
- Delaware Office of Child Care Licensing: Patti Quinn
- I am Moving, I am Learning: Linda Carson
- Parent Services Project
- Sesame Workshop
- Strengthening Families
# Definitions

| **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 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 *Let’s Move!* 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: Getting Kids Moving

Overview

Learning Session 4 (LS4) provides rationale for the role ECE providers play in making changes through physical activity for infant, toddler, and preschool children. It explains physical activity best practices in ECE settings. The session focuses on increasing knowledge and awareness of physical activity and their 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:

• 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) instruments;

• 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.
## Agenda (with sample times)

### 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 change through a storyboard presentation.

### Learning Session 4: Getting Kids Moving

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
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<tbody>
<tr>
<td>8:30 – 9:00 am</td>
<td>Check-In</td>
</tr>
<tr>
<td>9:00 – 9:45 am</td>
<td>Welcome Back&lt;br&gt;Learning Session 3 Action Period&lt;br&gt;Technical Assistance Groups&lt;br&gt;Activity: Taking Steps to Success</td>
</tr>
<tr>
<td>10:15 am – 12:00 pm</td>
<td>PPT Part B: Best Practices for Physical Activity&lt;br&gt;Video: Motion Moments: Preschoolers&lt;br&gt;Video: Motor Skill Development&lt;br&gt;Physical Activity Break&lt;br&gt;Video: Feldenkrais Class by Baby Liv</td>
</tr>
<tr>
<td>12:00 – 12:45 pm</td>
<td>Networking Lunch</td>
</tr>
<tr>
<td>12:45 – 1:30 pm</td>
<td>PPT Part C: Overcoming Challenges to Meeting Physical Activity Best Practices&lt;br&gt;Video: Modifying Activities to Participate with Children&lt;br&gt;Physical Activity Break</td>
</tr>
<tr>
<td>1:30 – 2:15 pm</td>
<td>PPT Part D: Facilitating Change in Your Program&lt;br&gt;Technical Assistance Groups</td>
</tr>
<tr>
<td>2:15 – 2:45 pm</td>
<td>PPT Part E: Extending Your Learning: Staff, Families and Program Policies</td>
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<tr>
<td>2:45 – 3:00 pm</td>
<td>Check-Out</td>
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Acknowledgements

A special thank you to:

- **Centers for Disease Control and Prevention (CDC)**
  - For generous funding support and expertise
- **Nemours**
  - For their expertise, materials, support, and time spent on the project’s implementation
- **Gretchen Swanson Center for Nutrition**
  - For the evaluation component of this national effort
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.
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
- 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 Cant 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 preschooler
- Occurs whenever you directly lead children in an activity that promotes movement such as jumping, throwing, balancing, or kicking
- Planned games and activities should:
  - Support age-appropriate motor development
  - Be non-competitive and non-elimination
  - Have no or minimal waiting time
  - Be adapted so children of all abilities can participate

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 practice grabbing and moving the toys while holding onto the yarn
- **Pile small boxes up** - have infants knock them down
- **Texture Crawl** - have infants crawl across various textures (rubber mat, carpet, scarves, bubble wrap, and velvet) This can be used as an indoor or outdoor activity
- **Peek-a-Boo**

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)
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, rain gear, 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
# Learning Session 4: Materials

**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

## Action Plan Worksheet

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<thead>
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<th>Program Staff</th>
<th>Program Environment</th>
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<td>Send home resources to families about the importance of physical activity (December, repeated as needed)</td>
<td>Incorporate physical activity 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 (late December, Director and Teachers)</td>
<td>Research physical activities and resources for children to incorporate into the classroom (Ongoing beginning December, Director)</td>
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<td>Discuss what types of physical activities they like (Ongoing beginning December, Teachers)</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>Identify and increase the amount and variety of portable play equipment and loose play objects that promote physical activity such as balls, wheeled toys, hoppers, soft objects (Ongoing beginning December, Teachers)</td>
<td>Prepare and hold staff meeting to introduce the new physical activity resources (December, repeating as needed)</td>
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<td>Provide opportunities for outdoor play and unstructured physical activities both indoors and outdoors on a daily basis (Ongoing beginning January, Teachers)</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, Director, Teachers, and Staff)</td>
<td>Provide “wiggles breaks” throughout the day to encourage movement with children (Ongoing beginning January, Teachers)</td>
<td>Be physically active with the children in your care (Ongoing, as available, beginning January, Director, Teachers, and Staff)</td>
<td>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, guidelines for leading physical activity, physical activity offered to other curricular areas, training providers, participation in physical activity, daily outdoor physical activity, and other policies, safety protocols and injury prevention, and not withholding physical activity as punishment for bad behavior or poor academic performance (January, Director)</td>
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<td>Be physically active with the children in your care (Ongoing, as available, beginning January, Director, Teachers, and Staff)</td>
<td>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, guidelines for leading physical activity, physical activity offered to other curricular areas, training providers, participation in physical activity, daily outdoor physical activity, and other policies, safety protocols and injury prevention, and not withholding physical activity as punishment for bad behavior or poor academic performance (January, Director)</td>
</tr>
</tbody>
</table>
Technical Assistance Groups

Action Plan

LS4 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 Child Care for ECE settings comparing their current practices with a set of best practices
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

- Develop new skills
  - Check the day in advance may enjoy such as watercolor painting, cooking, baking, etc.
  - Find something new and fun, and try it together.

- Be flexible
  - Sometimes it might not be possible to stick to the plan, be open to changes.

- Make it fun
  - Find activities that are enjoyable and engaging.

- Plan for all weather conditions
  - Choose activities that can be done indoors or outdoors.

- Turn off the TV
  - Reduce screen time and encourage more physical activity.

- Include other family members
  - Involve other family members in the activity.

- Act as an example
  - Children often imitate adults, so model active behaviors.

“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.
Check-Out

Trainer Contact Information
## MARCH

### Get Moving Today!

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start the month off with a game of follow the leader. Move around your house in different ways as someone copies your movements.</td>
<td>“Chair Exercise”. Move around, under, and over a chair; sit down and stand up using a chair; turn on music and wiggle &amp; stretch while sitting in a chair.</td>
<td>Loud and soft – first walk on your tip toes trying to be really quiet, then stomp using your whole foot trying to be really loud.</td>
<td>Tear newspaper into long strips – crunch them up into balls – throw the balls into a basket – Rip-Crunch-Throw.</td>
<td>Be a superhero! Think about all of your favorite superhero’s and then spend some time moving just like they would.</td>
<td>Ask someone to go for a walk with you and as you walk, make up a little song about moving and having fun together.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>Get outside and pick up trash in your yard.</td>
<td>Take a “spring is here” walk. Swing your arms as you walk quickly. Notice all the signs of spring!</td>
<td>How many different ways can you carry a sock as your move around the house?</td>
<td>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.</td>
</tr>
</tbody>
</table>
| Turn on some music and take turns choosing a way to move.  

![Image](https://via.placeholder.com/150)  

| Leaping! Put pillows on the floor and practice your leaping skills. Push off of your back leg and reach with your front leg. | Work on your locomotor skills – go outside and practice walking, running, galloping, skipping, jumping and hopping. | Pickup marbles with your fingers and toes. Lie on the floor and blow the marbles across the floor. | Pull a wagon around outside as you pick up sticks. Create and obstacle course with the things you find. | Make it backwards day. Move from room to room backwards. Try to high and low, fast and slow. | Make a trail of paper plates through your home and pretend that you can only walk on the plates or you will fall in the water. |
| Get outside today and play “I Spy”. Each time one of you says, “I spy”, you have to all walk, run or gallop to that object. | Animal Action Fun! One person says the name of an animal and the other person has to move around the house like that animal would. | Using a scarf or handkerchief, practice your self-toss and catch skills. Watch the scarf with your eyes and move your body so the scarf can land in your hands. | 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? | Make up a nonsense word. Now make up a movement to go with that word. | 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. | Go on a walk through your home. Each time you get to a new space you have to change the way you are moving. |
| Pretend to have a beach party. Turn on some beach music and dance. Pretend to surf and swim as you work your body. | Pretend your arms or foot or elbow or nose is a crayon and draw a big picture of a rainbow in your home. | Put a sock puppet on your hand and have it travel high, low, fast, slow, curvy and straight. | Pretend to be a balloon – first without air, then being blow up, then floating around the room, and then being popped! | Work on your tossing and catching skills with someone. Toss it right to their hands. | Balance on two body parts. How about three parts or four or ever five body parts? | Repeat your favorite activity this month! |
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.

2. Plan ahead and track your progress
   Write your activity plans on a family calendar. Let the kids help in planning the activities. Allow them to check it off after completing each activity.

3. Include work around the house
   Involve the kids in yard work and other active chores around the house. Have them help you with 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.

5. Build new skills
   Enroll the kids in classes they might enjoy such as gymnastics, dance, or tennis. Help them practice. This will keep things fun and interesting, and introduce new skills!

6. Plan for all weather conditions
   Choose some activities that do not depend on the weather conditions. Try mall walking, indoor swimming, or active video games. Enjoy outdoor activities as a bonus whenever the weather is 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.

8. Start small
   Begin by introducing one new family activity and add more when you feel everyone is ready. Take the dog for a longer walk, play another ball game, or go to an additional exercise class.

9. Include other families
   Invite others to join your family activities. This is a great way for you and your kids to spend time with friends while being physically active. Plan parties with active games such as bowling or an obstacle course, sign up for family programs at the YMCA, or join a recreational club.

10. Treat the family with fun physical activity
    When it is time to celebrate as a family, do something active as a reward. Plan a trip to the zoo, park, or lake to treat the family.

Go to www.ChooseMyPlate.gov for more information.
Learning Session 4: Getting Kids Moving

Leadership Team Guide

Name: ___________________________________________________________________________________________

Program: _________________________________________________________________________________________

Learning Session 4 Action Period:

Complete before Learning Session 5 (LS5):

- Come together as a whole program to implement change in the area of program policy;
- Complete the Go NAP SACC instruments;
- Complete your storyboard showing the healthy changes made in your program.
- Bring the following items back to Learning Session 5:
  - One copy of each completed Go NAP SACC instruments;
  - Completed Action Plan Worksheet; and
  - Completed Storyboard.

Setting the stage

Supplies:

- Action Plan Worksheet;
- Go NAP SACC instrument;
- Tri-fold board;
- Pens or pencils for writing; and
- Reward for participation (optional).
Environment

Tips for facilitators to create a supportive and fun environment for learning with your staff:

- Be organized. Bring all needed materials and plan ahead so you can ensure everyone in your program will get the most out of this experience;
- Be engaging. Smile, look people in the eyes, and be positive while helping them to learn;
- Share ideas and be open to suggestions. During discussions, encourage staff to participate, listen carefully to their ideas, record them on chart paper and be willing to share your ideas too; and
- Have fun! Make this a time to brainstorm, build your team and learn how to work together to make your program healthier and better.

Engaging staff in discussion

To help engage staff in discussion, try these discussion prompts and ideas:

- Encourage staff to take the lead on sharing their ideas; and
- Validate their ideas by recording them on chart paper, responding positively, or offering rewards.
- Try to use open-ended questions to encourage conversation:
  - How can we use physical activity program policies to create change in our program?
  - What would you like to learn more about?
Task 1: Action Plan

What is Our Role in Making Healthy Changes?

Continue the Action Plan and next steps:

- Review the “program policy” column on the Action Plan Worksheet; and
- Ask the staff to implement changes focusing on the area of program policy. Use the sample Action Plan Worksheet on the following page as a guide.

Creating Program Policies to Support Change:

Creating policies within your program can be challenging, but they are important in supporting the changes you’ve made through the Action Plan. Program policies that support healthy changes:

- Promote developmentally appropriate practices that support child development;
- Encourage family and program staff participation;
- Increase communication among program staff, families, and children;
- Enhance the classroom learning environment;
- Provide a uniform set of standards and procedures; and
- Ensure accountability.

If you have program staff handbooks and parent/family handbooks, be sure to update them with your new program policies and inform everyone of the new practices and policies the program is following. Inform staff and families early on in the process so that they are aware of the healthy changes being made in the program.
## 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>Discuss physical activity with the children and how being active will help them grow up strong and healthy (Ongoing beginning December, Teachers)</td>
<td>Send home resources to families about the importance of physical activity (December, repeating 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 (late 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>Discuss with children what types of physical activities they like (Ongoing beginning December, Teachers)</td>
<td></td>
<td>Identify spaces where children may be physically active (early December, Teachers and Director)</td>
<td>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)</td>
<td>Prepare and hold staff meeting to introduce the new physical activity resources (December, repeating as new resources are available, Director)</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, Teachers)</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, Director, Teachers and Staff)</td>
<td>Incorporate time for adult-led physical activities and unstructured physical activity into daily lesson plans (Ongoing beginning December, Teachers)</td>
<td>Incorporate physical activity into other curricular lessons and during transition times (Ongoing beginning December, Director, Teachers, and Staff)</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>Provide “wiggle breaks” throughout the day to encourage movement with children (Ongoing beginning January, Teachers)</td>
<td></td>
<td>Take photos of children engaging in various physical activities and display on program’s bulletin board (Ongoing beginning January, Teachers)</td>
<td>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)</td>
<td>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)</td>
</tr>
<tr>
<td>Start Date:</td>
<td>ECE Program Name:</td>
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<td>Goal:</td>
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Task 2: Go NAP SACC

As a part of the National ECELC Project, participating programs are asked to complete five Go NAP SACC instruments.

1. Breastfeeding & Infant Feeding;
2. Child Nutrition;
3. Infant & Child Physical Activity;
4. Outdoor Play & Learning; and
5. Screen Time.

The instruments will allow programs to reflect on the progress made with implementing the best practices.

Who should complete the Go NAP SACC instruments?

The Program Director and/or Leadership Team will complete the instruments. Program staff can provide input if desired, but only one copy of each instrument should be turned in at Learning Session 5.

Which instruments should be completed?

Complete the same instruments that you completed for the Learning Session 1 Action Period. Remember:

- If a program accepts infants, toddlers, and preschoolers, complete all five instruments.
- If a program does not accept infants, they do not need to complete the Breastfeeding & Infant Feeding instrument.

What should programs do upon completion of the instruments?

- Each program should bring a copy of each completed instrument to Learning Session 5.

Programs should contact their assigned trainer/technical assistant if they have any questions.
Task 3: Finalizing Your Storyboard

Finalizing Your Story of Change

Complete your story of the 1-2 healthy changes you made through the Action Plan and the successes and challenges you may have faced. These will be shared at Learning Session 5.

- Share your **storyboard about your story of healthy change** with colleagues, staff, children, and families.
  - Your program will use a tri-fold storyboard to document and communicate the implementation of the Action Plan and the process of change in your program.
  - Complete your storyboard by:
    - Describing what change(s) were made and how it was done;
    - Sharing who was involved in the process;
    - Explaining accomplishments and challenges faced;
    - Sharing photos of the implementation process;
    - Outlining any program policies that were updated as a result; and
    - Explaining the next steps they will take to sustain the change(s).

*Bring the storyboards to Learning Session 5!*
Go NAP SACC 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, breastfeeding and infant feeding topics include teacher practices, program policies, and other program offerings related to feeding infants and supporting breastfeeding. All of these questions refer to children ages 0-12 months.

Before you begin:

✓ Gather staff manuals, parent handbooks, and other documents that state your policies and guidelines about breastfeeding and infant feeding.

✓ Recruit the help of key teachers and staff members who are familiar with day-to-day practices.

As you assess:

✓ Definitions of key words are marked by asterisks (*).

✓ Answer each question as best you can, thinking about your general practices. If none of the answer choices seem quite right, just pick the closest fit.

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.
Breastfeeding Environment

1. A quiet and comfortable space,* set aside for mothers to breastfeed or express breast milk, is available:
   - □ Rarely or never
   - □ Sometimes
   - □ Often
   - □ Always
   * This is a space other than a bathroom.

2. The following are available to mothers in the space set aside for breastfeeding or expressing breast milk:
   See list and mark response below.
   - Privacy
   - An electrical outlet
   - Comfortable seating
   - Sink with running water in the room or nearby
   - □ None
   - □ 1 feature
   - □ 2-3 features
   - □ All 4 features

3. At our program, enough refrigerator and/or freezer space is available to allow all breastfeeding mothers to store expressed breast milk:
   - □ Rarely or never
   - □ Sometimes
   - □ Often
   - □ Always

4. Posters, brochures, children’s books, and other materials that promote breastfeeding are displayed in the following areas of our building:
   See list and mark response below.
   - The entrance or other public spaces
   - Infant classrooms
   - Toddler and/or preschool classrooms
   - The space set aside for breastfeeding
   - □ None
   - □ 1 area
   - □ 2 areas
   - □ 3-4 areas

Breastfeeding Support Practices

5. Teachers and staff promote breastfeeding and support mothers who provide breast milk for their infants by:
   See list and mark response below.
   - Talking with families about the benefits of breastfeeding
   - Telling families about the ways our child care program supports breastfeeding
   - Telling families about community organizations that provide breastfeeding support
   - Giving families educational materials
   - Showing positive attitudes about breastfeeding
   - □ None
   - □ 1 topic
   - □ 2-3 topics
   - □ 4-5 topics

Breastfeeding Education & Professional Development

6. Teachers and staff receive professional development* on promoting and supporting breastfeeding:
   - □ Never
   - □ Less than 1 time per year
   - □ 1 time per year
   - □ 2 times per year or more
   * Professional development can include print materials, information presented at staff meetings, and in-person or online training for contact hours or continuing education credits.
7. **Professional development on breastfeeding includes the following topics:**

- Proper storage and handling of breast milk
- Bottle-feeding a breast-fed baby
- Benefits of breastfeeding for mother and baby
- Promoting breastfeeding and supporting breastfeeding mothers
- Community organizations that support breastfeeding
- Our program’s policies on promoting and supporting breastfeeding

- [ ] None
- [ ] 1-2 topics
- [ ] 3-4 topics
- [ ] 5-6 topics

8. **Educational materials* for families on breastfeeding are offered:**

- [ ] Rarely or never
- [ ] Only when a family asks
- [ ] To all enrolled expectant families and families with infants
- [ ] To enrolled families with infants, and we tell prospective families about our policies and practices

* Educational materials can include brochures, tip sheets, and links to trusted websites.

---

**Breastfeeding Policy**

9. **Our written policy* on promoting and supporting breastfeeding includes the following topics:**

- Providing space for mothers to breastfeed or express breast milk
- Providing refrigerator and/or freezer space to store expressed breast milk
- Professional development on breastfeeding
- Educational materials for families on breastfeeding
- Breastfeeding support* for employees

- [ ] No written policy or policy does not include these topics
- [ ] 1 topic
- [ ] 2-3 topics
- [ ] 4-5 topics

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

* Support can include allowing teachers and staff to breastfeed or express breast milk on their breaks.

---

**Infant Foods**

10. **When our program offers infant cereal or formula, it is iron rich:**

- [ ] Rarely or never
- [ ] Sometimes
- [ ] Often
- [ ] Always

11. **When our program offers mashed or pureed meats or vegetables, these foods contain added salt:**

- [ ] Always
- [ ] Often
- [ ] Sometimes
- [ ] Rarely or never

12. **Our program offers baby food desserts* that contain added sugar:**

- [ ] Always
- [ ] Often
- [ ] Sometimes
- [ ] Rarely or never

* Desserts are sweet, mashed or pureed foods, made with added sugar.
### Infant Feeding Practices

13. Teachers feed infants:
- □ Always on a fixed schedule
- □ Often on a fixed schedule, but sometimes on a flexible schedule, when infants show they are hungry*
- □ Often on a flexible schedule, when infants show they are hungry,* but sometimes on a fixed schedule
- □ Always on a flexible schedule when infants show they are hungry*

* Infants can show they are hungry by rooting, sucking on fingers or fist, licking or smacking lips, fussing or crying, or making excited arm and leg movements.

14. Teachers end infant feedings based on:
- □ Only the amount of breast milk, formula, or food left
- □ Mostly the amount of food left, but partly on infants showing signs they are full*
- □ Mostly on infants showing signs they are full,* but partly on the amount of food left
- □ Only on infants showing signs they are full*

* Infants can show they are full by slowing the pace of eating, turning away, becoming fussy, spitting out, or refusing more food.

15. When feeding infants, teachers use responsive feeding techniques:*
- □ Rarely or never
- □ Sometimes
- □ Often
- □ Always

* Responsive feeding techniques include making eye contact, speaking to infants, responding to infants' reactions during feedings, responding to hunger and fullness signals, and feeding only one infant at a time.

16. At meal times, teachers praise and give hands-on help* to guide older infants as they learn to feed themselves:
- □ Rarely or never
- □ Sometimes
- □ Often
- □ Always

* Praise and hands-on help can include encouraging finger-feeding, praising children for feeding themselves, and helping children use cups or utensils.

17. Teachers inform families about what, when, and how much their infants eat each day by:
- □ Teachers do not inform families of daily infant feeding
- □ A written report or verbal report
- □ Some days both a written and verbal report, but usually one or the other
- □ Both a written and verbal report each day

18. The written infant feeding plan that families complete for our program includes the following information:
   See list and mark response below.
   - Infant’s food intolerances, allergies, and preferences
   - Instructions for introducing solid foods and new foods to the infant while in child care
   - Permission for teachers to feed the infant on a flexible schedule, when he/she shows hunger
   - Instructions* for feeding infants whose mothers wish to breastfeed or provide expressed breast milk

- □ None
- □ 1 topic
- □ 2-3 topics
- □ All 4 topics

* Instructions can include what to feed infants if there is no breast milk available, and scheduling to avoid large feedings before mothers plan to breastfeed.
Infant Feeding Education & Professional Development

19. Teachers and staff receive professional development* on infant feeding and nutrition:

- Rarely or never
- Less than 1 time per year
- 1 time per year
- 2 times per year or more

* Professional development can include print materials, information presented at staff meetings, and in-person or online training for contact hours or continuing education credits.

20. Professional development on infant feeding and nutrition includes the following topics:

See list and mark response below.

- Using responsive feeding techniques
- Not propping feeding bottles
- Introducing solid foods and new foods
- Infant development related to feeding and nutrition
- Communicating with families about infant feeding and nutrition
- Our program’s policies on infant feeding and nutrition

- None
- 1-2 topics
- 3-4 topics
- 5-6 topics

21. Families are offered education* on infant feeding and nutrition:

- Rarely or never
- Only when families ask
- When families ask and at 1 set time during the year
- When families ask, as infants reach developmental milestones, and at other set times during the year

* Education can include brochures, tip sheets, links to trusted websites, and in-person educational sessions.

22. Education for families on infant feeding and nutrition includes the following topics:

See list and mark response below.

- Using responsive feeding techniques
- Not propping feeding bottles
- Introducing solid foods and new foods
- Infant development related to feeding and nutrition
- Our program’s policies on infant feeding and nutrition

- None
- 1 topic
- 2-3 topics
- 4-5 topics
Infant Feeding Policy

23. Our written policy* on infant feeding and nutrition includes the following topics:

See list and mark response below.

- Foods provided to infants
- Infant feeding practices
- Information included on written infant feeding plans
- Professional development on infant feeding and nutrition
- Education for families on infant feeding and nutrition

☐ No written policy or policy does not include these topics
☐ 1 topic
☐ 2-3 topics
☐ 4-5 topics

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

Congratulations on completing the Go NAP SACC Breastfeeding & Infant Feeding Self-Assessment!

For more information about this and other Go NAP SACC tools, please visit: www.gonapsacc.org.
Go NAP SACC
Self-Assessment Instrument

Program Name: ____________________________________________________________

Enrollment ID#: __________________________________________________________

Child Nutrition

Go NAP SACC 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, child nutrition topics include foods and beverages provided to children, the program’s feeding environment, and teacher practices during meal times. Unless otherwise noted, all questions in this section relate to your program’s practices for both toddlers and preschool children.

Before you begin:

✓ Gather menus, staff manuals, parent handbooks, and other documents that state your policies and guidelines about child nutrition.

✓ 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 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 the question refers to an age group you do not serve, 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.
### Foods Provided

1. **Our program offers fruit:**
   - □ 3 times per week or less (Half-day: 2 times per week or less)
   - □ 4 times per week (Half-day: 3 times per week)
   - □ 1 time per day (Half-day: 4 times per week)
   - □ 2 times per day or more (Half-day: 1 time per day or more)

   * For this assessment, fruit does not include servings of fruit juice.

2. **Our program offers fruit that is fresh, frozen, or canned in its own juice, not in syrup:****
   - □ Rarely or never
   - □ Sometimes
   - □ Often
   - □ Every time fruit is offered

3. **Our program offers vegetables:**
   - □ 2 times per week or less (Half-day: 1 time per week or less)
   - □ 3-4 times per week (Half-day: 2-3 times per week)
   - □ 1 time per day (Half-day: 4 times per week)
   - □ 2 times per day or more (Half-day: 1 time per day or more)

   * For this assessment, vegetables do not include french fries, tater tots, hash browns, or dried beans.

4. **Our program offers dark green, orange, red, or deep yellow vegetables**:****
   - □ 3 times per month or less
   - □ 1-2 times per week
   - □ 3-4 times per week
   - □ 1 time per day or more

   * This does not include servings of white potatoes or corn. These vegetables are not included because they have more starch and fewer vitamins and minerals than other vegetables.

5. **Our program offers vegetables that are prepared with meat fat, margarine, or butter:**
   - □ Every time vegetables are served
   - □ Often
   - □ Sometimes
   - □ Rarely or never

6. **Our program offers fried or pre-fried potatoes**:****
   - □ 3 times per week or more
   - □ 2 times per week
   - □ 1 time per week
   - □ Less than 1 time per week or never

   * Fried or pre-fried potatoes include french fries, tator tots, and hash browns that are pre-fried, sold frozen, and prepared in the oven.

7. **Our program offers fried or pre-fried meats or fish**:****
   - □ 3 times per week or more
   - □ 2 times per week
   - □ 1 time per week
   - □ Less than 1 time per week or never

   * Fried or pre-fried meats or fish include breaded and frozen chicken nuggets and fish sticks.

8. **Our program offers high-fat meats**:****
   - □ 3 times per week or more
   - □ 2 times per week
   - □ 1 time per week
   - □ Less than 1 time per week or never

   * High-fat meats include sausage, bacon, hot dogs, bologna, and ground beef that is less than 93% lean.
9. Our program offers meats and meat alternatives that are lean or low fat:*

- [ ] 3 times per month or less
- [ ] 1-2 times per week
- [ ] 3-4 times per week
- [ ] Every time meats or meat alternatives are served

* Lean or low-fat meats include skinless, baked or broiled chicken; baked or broiled fish; and ground beef or turkey that is at least 93% lean and cooked in a low-fat way. Low-fat meat alternatives include low-fat dairy foods; baked, poached, or boiled eggs; and dried beans.

10. Our program offers high-fiber, whole grain foods:*

- [ ] 1 time per week or less (Half-day: 3 times per month or less)
- [ ] 2-4 times per week (Half-day: 1 time per week)
- [ ] 1 time per day (Half-day: 2-4 times per week)
- [ ] 2 times per day or more (Half-day: 1 time per day or more)

* High-fiber, whole grain foods include whole wheat bread, whole wheat crackers, oatmeal, brown rice, Cheerios, and whole grain pasta.

11. Our program offers high-sugar, high-fat foods:*

- [ ] 1 time per day or more
- [ ] 3-4 times per week
- [ ] 1-2 times per week
- [ ] Less than 1 time per week or never

* High-sugar, high-fat foods include cookies, cakes, doughnuts, muffins, ice cream, and pudding.

12. Our program offers high-salt, high-fat snacks:*

- [ ] 1 time per day or more
- [ ] 3-4 times per week
- [ ] 1-2 times per week
- [ ] Less than 1 time per week or never

* High-salt, high-fat snacks include chips, buttered popcorn, and Ritz crackers.

13. Children are given sweet or salty snacks outside of meal or snack times:

- [ ] 1 time per day or more
- [ ] 3-4 times per week
- [ ] 1-2 times per week
- [ ] Less than 1 time per week or never

14. Drinking water is available:

- [ ] Only when children ask
- [ ] Only when children ask and during water breaks
- [ ] Only indoors, where it is always visible and freely available
- [ ] Indoors and outdoors, where it is always visible and freely available

15. Our program offers a 4-6 oz. serving of 100% fruit juice:

- [ ] 2 times per day or more
- [ ] 1 time per day
- [ ] 3-4 times per week
- [ ] 2 times per week or less

16. Our program offers sugary drinks:*

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

* Sugary drinks include Kool-Aid, fruit drinks, sweet tea, sports drinks, and soda.
17. For children ages 2 years and older,* our program offers milk that is:
- □ Whole or regular
- □ Reduced fat or 2%
- □ Low-fat or 1%
- □ Fat-free or skim

* This does not include children with milk allergies.

18. Our program offers flavored milk:
- □ 1 time per day or more
- □ 3-4 times per week
- □ 1-2 times per week
- □ Less than 1 time per week or never

**Feeding Environment**

19. Meals and snacks are served to preschool children by:
- □ Meals and snacks come to classrooms pre-plated with set portions of each food
- □ Teachers portion out servings to children
- □ Children are allowed to serve some foods themselves, while other foods are pre-plated or served by teachers
- □ Children are allowed to choose and serve all foods themselves

20. Television or videos are on during meal or snack times:
- □ Always
- □ Often
- □ Sometimes
- □ Never

21. When in classrooms during meal or snack times, teachers and staff eat and drink the same foods and beverages as children:
- □ Rarely or never
- □ Sometimes
- □ Often
- □ Always

22. Teachers enthusiastically role model* eating healthy foods served at meal and snack times:
- □ Rarely or never
- □ Sometimes
- □ Often
- □ Every meal or snack time

* Enthusiastic role modeling is when teachers eat healthy foods in front of children and show how much they enjoy them. For example, a teacher might say, “Mmm, these peas taste yummy!”

23. Teachers and staff eat or drink unhealthy foods or beverages in front of children:
- □ Always
- □ Often
- □ Sometimes
- □ Rarely or never

24. Describe the posters, books, toys, and other learning materials* that your program displays to promote healthy eating:
- □ There are few or no materials
- □ There are some materials, but limited variety
- □ There is a large variety of materials
- □ There is a large variety of materials with new items introduced often

* Learning materials can include books about healthy eating habits, posters of MyPlate, pictures of fruits and vegetables, healthy play foods, fruit or vegetable garden areas, and bowls of fruit.

25. Describe the posters, books, toys, and other learning materials* that your program displays featuring unhealthy foods:
- □ There is a large variety of materials with new items introduced often
- □ There is a large variety of materials
- □ There are some materials, but limited variety
- □ There are few or no materials

* Learning materials can include books or games about unhealthy foods, pictures or posters of unhealthy foods, unhealthy play foods, and bowls of candy.
26. Soda and other vending machines are located:
- [ ] In the entrance or front of building
- [ ] In public areas, but not entrances
- [ ] Out of sight of children and families
- [ ] There are no vending machines on site

### Feeding Practices

27. During indoor and outdoor physically active playtime, teachers remind children to drink water:
- [ ] Rarely
- [ ] Sometimes
- [ ] Often
- [ ] At least 1 time per play period

28. Teachers praise children for trying new or less preferred foods:
- [ ] Rarely or never
- [ ] Sometimes
- [ ] Often
- [ ] Always

29. When children eat less than half of a meal or snack, teachers ask them if they are full before removing their plates:
- [ ] Rarely or never
- [ ] Sometimes
- [ ] Often
- [ ] Always

30. When children request seconds, teachers ask them if they are still hungry before serving more food:
- [ ] Rarely or never
- [ ] Sometimes
- [ ] Often
- [ ] Always

31. Teachers require that children sit at the table until they clean their plates:
- [ ] Every meal or snack time
- [ ] Often
- [ ] Sometimes
- [ ] Rarely or never

32. Teachers use an authoritative feeding style:*
- [ ] Rarely or never
- [ ] Sometimes
- [ ] Often
- [ ] Every meal or snack time

* An authoritative feeding style strikes a balance between encouraging children to eat healthy foods and allowing children to make their own food choices. To encourage children to eat their vegetables, caregivers may reason with them and talk about the importance of eating vegetables, rather than using bribes or threats.

33. Teachers use food to calm upset children or encourage appropriate behavior:
- [ ] Every day
- [ ] Often
- [ ] Sometimes
- [ ] Rarely or never

34. During meal and snack times, teachers praise and give hands-on help* to guide toddlers as they learn to feed themselves:
- [ ] Rarely or never
- [ ] Sometimes
- [ ] Often
- [ ] Always

* Praise and hands-on help includes encouraging finger-feeding, praising children for feeding themselves, and helping children use cups or other utensils.

35. For children ages 1 year and older who are developmentally ready, beverages are offered in open, child-sized cups:
- [ ] Rarely or never
- [ ] Sometimes
- [ ] Often
- [ ] Always

### Menus & Variety

36. The length of our program’s menu cycle is:
- [ ] 1 week or shorter
- [ ] 2 weeks
- [ ] 3 weeks or longer without seasonal change
- [ ] 3 weeks or longer with seasonal change

---

37. Weekly menus include a variety of healthy foods:

- Rarely or never
- Sometimes
- Often
- Always

### Education & Professional Development

38. Teachers incorporate planned nutrition education* into their classroom routines:

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

* Planned nutrition education can include circle time lessons, story time, stations during center time, cooking activities, and gardening activities.

39. Teachers talk with children informally about healthy eating:

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

40. Teachers and staff receive professional development on nutrition:

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

* For this assessment, professional development on child nutrition does not include food safety and food program guidelines training. Professional development can include print materials, information presented at staff meetings, and in-person or online training for contact hours or continuing education credits.

41. Professional development on child nutrition includes the following topics:

* See list and mark response below.
  - Food and beverage recommendations for children
  - Serving sizes for children
  - Importance of variety in the child diet
  - Creating healthy mealtime environments*
  - Using positive feeding practices*
  - Communicating with families about child nutrition
  - Our program’s policies on child nutrition

- None
- 1-3 topics
- 4-5 topics
- 6-7 topics

* In a healthy mealtime environment, children can choose what to eat from the foods offered, and teachers enthusiastically role model eating healthy foods.

* Positive feeding practices include praising children for trying new foods, asking children about hunger or fullness before taking their plates away or serving seconds, and avoiding the use of food to calm children or encourage appropriate behavior.

42. Families are offered education* on child nutrition:

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

* Education can include brochures, tip sheets, links to trusted websites, and in-person educational sessions.
43. Education for families on child nutrition includes the following topics:

See list and mark response below.

- Food and beverage recommendations for children
- Serving sizes for children
- The importance of variety in the child diet
- Creating healthy mealt ime environments
- Using positive feeding practices
- Our program’s policies on child nutrition

☐ None  ☐ 1-2 topics  ☐ 3-4 topics  ☐ 5-6 topics

44. Our written policy* on child nutrition includes the following topics:

See list and mark response below.

- Foods provided
- Beverages provided
- Healthy mealt ime environments
- Teacher practices to encourage healthy eating
- Not offering food to calm children or encourage appropriate behavior
- Professional development on child nutrition
- Education for families on child nutrition
- Planned and informal nutrition education for children
- Guidelines on food for holidays and celebrations
- Fundraising with non-food items

☐ No written policy or policy does not include these topics  ☐ 1-4 topics  ☐ 5-8 topics  ☐ 9-10 topics

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

Congratulations on completing the Go NAP SACC Child Nutrition Self-Assessment!

For more information about this and other Go NAP SACC tools, please visit: www.gonapsacc.org.
Go NAP SACC
Self-Assessment Instrument

Date: ____________________________

Program Name: ____________________________________________

Enrollment ID#: ____________________________________________

Infant & Child Physical Activity

Go NAP SACC 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 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 the question refers to an age group you do not serve, 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.

### Time Provided

1. **The amount of time provided to preschool children* for indoor and outdoor physical activity* each day is:**
   - □ Less than 60 minutes (Half-day: Less than 30 minutes)
   - □ 60-89 minutes (Half-day: 30-44 minutes)
   - □ 90-119 minutes (Half-day: 45-59 minutes)
   - □ 120 minutes or more (Half-day: 60 minutes or more)

   * For Go NAP SACC, 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:**
   - □ Less than 60 minutes (Half-day: Less than 15 minutes)
   - □ 60-74 minutes (Half-day: 15-29 minutes)
   - □ 75-89 minutes (Half-day: 30-44 minutes)
   - □ 90 minutes or more (Half-day: 45 minutes or more)

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

3. **Our program offers 3-5 minutes of tummy time* to infants:**
   - □ 2 times per week or less (Half-day: 1 time per week or less)
   - □ 3-4 times per week (Half-day: 2-3 times per week)
   - □ 1 time per day (Half-day: 4 times per week)
   - □ 2 times per day or more (Half-day: 1 time per day or more)

   * 3-5 minutes of tummy time is supervised time when an infant is awake and alert, lying on her/his belly. Tummy time may not last 3-5 minutes for infants who are not used to it or do not enjoy it. It may last longer than 5 minutes for infants who do. Tummy time should last as long as possible to help infants learn to enjoy it and build their strength.

   * For Go NAP SACC, infants are children ages 0-12 months.

4. **The amount of adult-led* physical activity our program provides to preschool children each day is:**
   - □ Less than 30 minutes (Half-day: Less than 10 minutes)
   - □ 30-44 minutes (Half-day: 10-19 minutes)
   - □ 45-59 minutes (Half-day: 20-29 minutes)
   - □ 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 or gymnastics.

5. **Outside of nap and meal times, the longest that preschool children and toddlers are expected to remain seated at any one time is:**
   - □ 30 minutes or more
   - □ 20-29 minutes
   - □ 15-19 minutes
   - □ Less than 15 minutes

6. **Outside of nap and meal times, the longest that infants spend in seats, swings, or ExcerSaucers at any one time is:**
   - □ More than 30 minutes
   - □ 15-30 minutes
   - □ 1-14 minutes
   - □ Infants are never placed in seats, swings, or ExcerSaucers
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 in good condition for children to use indoors:
   See list and mark response below.
   - Jumping toys: jump ropes, jumping balls
   - Push-pull toys: wagons, wheelbarrows, big dump trucks
   - Twirling toys: ribbons, scarves, batons, hula hoops, parachute
   - Throwing, catching, and striking toys: balls, 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. This does not include equipment fixed into the ground like swing sets and jungle gyms. 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

11. Describe the posters, books, and other learning materials that your program displays to promote physical activity:
    □ There are few or no materials □ There are some materials with limited variety □ There is a large variety of materials □ There is a large variety of materials, with new items introduced often

Teacher Practices

12. As punishment for misbehavior, preschool children or toddlers are removed 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, reaching for and grasping toys.

15. Teachers incorporate physical activity into classroom routines and transitions:

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

* Physical activity during classroom routines and transitions can include movement during circle time or story time, physical activity during center time, Simon Says, or other movement games while children wait in line.

### Education & Professional Development

16. Teachers lead planned lessons to build preschool children’s and toddlers’ motor skills:

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

* Motor skills are physical abilities and muscle control that children develop as they grow. Motor skills for preschool children and toddlers include walking, running, skipping, jumping, throwing, catching, and kicking.

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 playground safety training. Professional development can include print materials, information presented at staff meetings, and in-person or online training for contact hours or continuing education credits.

19. The following topics are included in professional development on children’s physical activity:

See list and mark response below.

- Recommended amount of daily physical activity for children
- Ways to encourage children’s physical activity
- Ways to limit long periods of seated time for children
- Children’s motor skill development
- Communicating with parents about how to promote 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 include brochures, tip sheets, links to trusted websites, and in-person educational sessions.

21. The following topics are included in education for families on children’s physical activity:

   See list and mark response below.
   - Recommended amount of daily physical activity for children
   - Ways to encourage children’s physical activity
   - Ways to limit 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 withholding physical activity as punishment
   - 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, or families. Policies can be included in parent handbooks, staff manuals, and other documents.

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For this self-assessment, outdoor play and learning includes all activities done outdoors. The questions cover a range of activities, some focused on physical activity and some focused on other learning activities. 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 outdoor play and learning.
- 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 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 the question refers to an age group you do not serve, 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.
1. **Outdoor playtime** is provided to preschool children and toddlers:
   - ☐ 4 times per week or less (Half-day: 3 times per week or less)
   - ☐ 1 time per day (Half-day: 4 times per week)
   - ☐ 2 times per day (Half-day: 1 time per day)
   - ☐ 3 times per day or more (Half-day: 2 times per day or more)

   * Outdoor playtime includes any time that children are outdoors playing and learning. Children may be very physically active or do less energetic activities during this time.

2. **The amount of outdoor playtime provided to preschool children** each day is:
   - ☐ Less than 60 minutes (Half-day: Less than 15 minutes)
   - ☐ 60-74 minutes (Half-day: 15-29 minutes)
   - ☐ 75-89 minutes (Half-day: 30-44 minutes)
   - ☐ 90 minutes or more (Half-day: 45 minutes or more)

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

3. **The amount of outdoor playtime provided to toddlers** each day is:
   - ☐ Less than 30 minutes (Half-day: Less than 10 minutes)
   - ☐ 30-44 minutes (Half-day: 10-19 minutes)
   - ☐ 45-59 minutes (Half-day: 20-29 minutes)
   - ☐ 60 minutes or more (Half-day: 30 minutes or more)

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

4. **Infants** are taken outdoors:
   - ☐ 3 times per week or less (Half-day: 2 times per week or less)
   - ☐ 4 times per week (Half-day: 3 times per week)
   - ☐ 1 time per day (Half-day: 4 times per week)
   - ☐ 2 times per day or more (Half-day: 1 time per day or more)

   * For Go NAP SACC, infants are children ages 0-12 months.
   * Infants may be taken outdoors for different activities, including a walk in a stroller or tummy time on a blanket or mat.

**Outdoor Play Environment**

5. **Our program uses the outdoors for the following types of activities:**
   - See list and mark response below.
   - ☐ Free play: Playtime that can be more or less energetic, depending on what activities and games children decide to do.
   - ☐ Structured learning opportunities: Planned lessons and activities including circle time, arts and crafts, and reading books.
   - ☐ Seasonal outdoor activities: Activities that are unique to the season or the weather, including gardening, collecting fallen leaves and acorns, water play, and playing in the snow.
   - ☐ Walking trips: Activities that let children explore the outdoors beyond the regular play space, including nature hikes, scavenger hunts, and neighborhood tours.
   - ☐ Outdoor field trips: Trips to places around the community where children can enjoy outdoor activities including local botanical gardens, nature or wildlife centers, local parks, farms, or community gardens.

   ☐ None ☐ 1 activity type ☐ 2-3 activity types ☐ 4-5 activity types
6. **In our outdoor play space, structures* or trees provide the following amount of shade:**

- [ ] There is no shade in our outdoor play space
- [ ] Enough for a few children to find shade when they need it
- [ ] Enough for most children to find shade when they need it
- [ ] Enough for all children to find shade at the same time

* Structures that provide shade include fabric canopies or umbrellas, hard top canopies, gazebos, and arbors.

7. **An open grassy area for games, activities, and events is:**

- [ ] Not available
- [ ] Large enough for some children to run around safely
- [ ] Large enough for most children to run around safely
- [ ] Large enough for all children to run around safely*

* This refers to all children who regularly use the open grassy area together, not necessarily all of the children in the program. For large centers, this response refers to a space large enough for at least 25 children to run around safely.

8. **The outdoor play space for preschool children includes:**

- [ ] 1-2 play areas*
- [ ] 3-5 play areas*
- [ ] 6-7 play areas*
- [ ] 8 play areas* or more

* Play areas are areas defined by their play opportunities. An area may include a swing set, sandbox, climbing structure, pathway, garden, house or tent, stage, easels, or outdoor musical instruments like pots, pans, and pipes for drumming.

9. **Describe your program’s garden:**

- [ ] There is no garden
- [ ] There is an herb garden
- [ ] The garden produces some fruits and/or vegetables for children to taste
- [ ] The garden produces enough fruits and/or vegetables to provide children meals or snacks during 2 seasons or more

* A garden can be planted in the ground or in containers like window boxes or pots. A garden can include a grove of fruit trees or vines growing on fences or arbors.

10. **In our outdoor play space, the path for wheeled toys is:**

- [ ] No path available
- [ ] Unpaved and 5 feet wide or wider
- [ ] Paved and less than 5 feet wide
- [ ] Paved and 5 feet wide or wider

11. **Describe the shape of the path for wheeled toys:**

- [ ] No path available
- [ ] Line
- [ ] Curves but no loops
- [ ] Curves and loops*

* Curves and loops allow children to ride around multiple loops, not just one large circle.

12. **Describe how the path for wheeled toys connects to different parts of the outdoor play space:**

* See list and mark response below.

- [ ] Connects to building entrances
- [ ] Connects the building to play areas
- [ ] Connects different play areas to each other

- [ ] No path available
- [ ] 1 type of connection
- [ ] 2 types of connections
- [ ] 3 types of connections
13. Our program has the following portable play equipment* available in good condition for children to use outdoors:
See list and mark response below.
- Jumping toys: jump ropes, jumping balls
- Push-pull toys: wagons, wheelbarrows, big dump trucks
- Ride-on toys: tricycles, scooters
- Twirling toys: ribbons, scarves, batons, hula hoops, parachute
- Throwing, catching, and striking toys: balls, bean bags, noodles, rackets
- Balance toys: balance beams, plastic “river stones”
- Crawling or tumbling equipment: mats, portable tunnels

☐ None  ☐ 1-2 types  ☐ 3-5 types  ☐ 6-7 types

* Portable play equipment includes any toys that children can carry, throw, push, pull, etc. This does not include equipment fixed into the ground like swing sets and jungle gyms. Portable play equipment can be homemade or store bought.

14. Portable play equipment is available to children during outdoor physically active playtime:
☐ Rarely or never  ☐ Sometimes  ☐ Often  ☐ Always

15. The amount of portable play equipment available to children during outdoor physically active playtime is:
☐ Very limited – children must always wait to use items  ☐ Limited – children often wait to use items  ☐ Somewhat limited – children sometimes wait to use items  ☐ Not limited – children never wait to use items

**Education & Professional Development**

16. Teachers and staff receive professional development* on outdoor play and learning:
☐ Never  ☐ Less than 1 time per year  ☐ 1 time per year  ☐ 2 times per year or more

* Professional development can include print materials, information presented at staff meetings, and in-person or online training for contact hours or continuing education credits.

17. The following topics are included in professional development on outdoor play and learning:
See list and mark response below.
- Recommended amount of outdoor playtime for children
- How to use the outdoor play space for physical activity and learning
- Communicating with families about outdoor play and learning
- Our program’s policy on outdoor play and learning

☐ None  ☐ 1 topic  ☐ 2-3 topics  ☐ All 4 topics

18. Families are offered education* on outdoor play and learning:
☐ Never  ☐ Less than 1 time per year  ☐ 1 time per year  ☐ 2 times per year or more

* Education can include brochures, tip sheets, links to trusted websites and in-person educational sessions.
19. The following topics are included in education for families on outdoor play and learning:

See list and mark response below.

- Recommended amount of outdoor playtime for children
- How to encourage physical activity outdoors
- Our program’s policy on outdoor play and learning

☐ None ☐ 1 topic ☐ 2 topics ☐ All 3 topics

Policy

20. Our written policy* on outdoor play and learning includes the following topics:

See list and mark response below.

- Amount of outdoor playtime provided daily
- Ensuring adequate total playtime on bad weather days
- Shoes and clothes that allow children and teachers to play outdoors in all seasons
- Safe sun exposure for children, teachers, and staff
- Not withholding outdoor playtime as punishment
- Professional development on outdoor play and learning
- Education for families on outdoor play and learning

☐ No written policy or policy does not include these topics ☐ 1-2 topics ☐ 3-5 topics ☐ 6-7 topics

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

Congratulations on completing the Go NAP SACC Outdoor Play & Learning Self-Assessment!

For more information about this and other Go NAP SACC tools, please visit: www.gonapsacc.org.
Go NAP SACC 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, screen time includes any time spent watching shows or videos, or playing games (including active video games) on a screen. Screens can include televisions, desktop, laptop or tablet computers, or smart phones. For children 2 years of age and older, screen time does not include teachers using e-books or tablet computers to read children stories, using Smart Boards for interactive instruction, or connecting with families through Skype or other videoconferencing programs.

Before you begin:

✓ Gather staff manuals, parent handbooks, and other documents that state your policies and guidelines about screen time.

✓ Recruit the help of key teachers and staff members who are familiar with day-to-day practices.

As you assess:

✓ Definitions of key words are marked by asterisks(*).

✓ Answer each question as best you can, thinking about your general practices. If none of the answer choices seem quite right, just pick the closest fit. If the question refers to an age group you do not serve, 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.
Availability

1. **Televisions are located:**
   - [ ] In every classroom
   - [ ] In some classrooms
   - [ ] Stored outside of classrooms but regularly available to children
   - [ ] No televisions or televisions stored outside of classrooms and not regularly available to children

2. **For children 2 years of age and older, the amount of screen time* allowed in our program each week is:**
   - [ ] 90 minutes or more (Half-day: 45 minutes or more)
   - [ ] 60-89 minutes (Half-day: 30-44 minutes)
   - [ ] 30-59 minutes (Half-day: 15-29 minutes)
   - [ ] Less than 30 minutes (Half-day: Less than 15 minutes)
   
   * For children 2 years of age and older, screen time does not include teachers using e-books or tablet computers to read children stories, using Smart Boards for interactive instruction, or connecting with families through Skype or other videoconferencing programs.

3. **For children under 2 years of age, the amount of screen time* allowed in our program each week is:**
   - [ ] 60 minutes or more
   - [ ] 30-59 minutes
   - [ ] 1-29 minutes
   - [ ] No screen time is allowed
   
   * For children under 2 years of age, screen time includes any time spent watching shows or videos, or playing games (including active video games) on a screen. Screens can include televisions, desktop, laptop or tablet computers, or smart phones.

4. **When television or videos are shown, this programming is educational and commercial free:**
   - [ ] Rarely or never
   - [ ] Sometimes
   - [ ] Often
   - [ ] Always
   
   * Educational and commercial-free shows and videos are developmentally appropriate, support children’s learning goals, and do not contain advertising.

5. **When screen time is offered, children are given the opportunity to do an alternative activity:**
   - [ ] Rarely or never
   - [ ] Sometimes
   - [ ] Often
   - [ ] Always

Practices

6. **Screen time is used as a reward:**
   - [ ] Every day
   - [ ] 1-4 times per week
   - [ ] 1-3 times per month
   - [ ] Rarely or never

7. **When screen time is offered, teachers talk with children about what they are seeing and learning:**
   - [ ] Rarely or never
   - [ ] Sometimes
   - [ ] Often
   - [ ] Always

Education & Professional Development

8. **Teachers and staff receive professional development* on screen time:**
   - [ ] Never
   - [ ] Less than 1 time per year
   - [ ] 1 time per year
   - [ ] 2 times per year or more
   
   * Professional development can include print materials, information presented at staff meetings, and in-person or online training for contact hours or continuing education credit.
9. Professional development on screen time includes the following topics:
   See list and mark response below.
   - Recommended amounts of screen time for young children
   - Appropriate types of programming for young children
   - Appropriate use of screen time in the classroom
   - Communicating with families about healthy screen time habits
   - Our program’s policies on screen time

   □ None □ 1-2 topics □ 3-4 topics □ 5 topics

10. Families are offered education* on screen time:

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

   * Education can include brochures, tip sheets, links to trusted websites, and in-person educational sessions.

11. Education for families on screen time includes the following topics:
   See list and mark response below.
   - Recommended amounts of screen time for young children
   - Appropriate types of programming for young children
   - Appropriate supervision and use of screen time by caregivers
   - Our childcare program’s policy on screen time

   □ None □ 1 topic □ 2-3 topics □ 4 topics

Policy

12. Our written policy* on screen time includes the following topics:
   See list and mark response below.
   - Amount of screen time allowed
   - Types of programming allowed
   - Appropriate supervision and use of screen time in classrooms
   - Not offering screen time as a reward or withholding it as punishment
   - Professional development on screen time
   - Education for families on screen time

   □ No written policy or policy does not include these topics □ 1-2 topics □ 3-4 topics □ 5-6 topics

   * A written policy includes 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.

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