Nemours is currently funded by the Centers for Disease Control and Prevention (CDC) under a five-year Cooperative Agreement (1U58DP004102) 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 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: ____________________________

ECELC Trainer: ____________________________
   Phone: ____________________________
   Email: ____________________________
Taking Steps to Healthy Success

Introductory Materials

Acknowledgements

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Period</strong></td>
<td>The period after each in-person Learning Session to share information, support discovery learning and engage staff (when applicable), in a particular task: program assessment, action planning, implementation of the action plan, and/or documentation of the process.</td>
</tr>
<tr>
<td><strong>Center</strong></td>
<td>Refers to a physical place where a program is offered.</td>
</tr>
<tr>
<td><strong>Early Care and Education (ECE)</strong></td>
<td>A field, sector or industry that includes nurturing care and learning experiences for children from birth to age 5.</td>
</tr>
<tr>
<td><strong>Early Care and Education Program (ECE Program)</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Early Care and Education Program Leadership Team (Leadership Team)</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Early Childhood</strong></td>
<td>A developmental period of time, typically birth to age 6.</td>
</tr>
<tr>
<td><strong>Facilitator</strong></td>
<td>Designated person or people from the Leadership Team to lead the Action Period component with their ECE program staff.</td>
</tr>
<tr>
<td><strong>Family Child Care (FCC)</strong></td>
<td>An intervention or service that is provided in a caregiver’s home that typically serves children birth to school-age.</td>
</tr>
<tr>
<td><strong>Family Child Care Home</strong></td>
<td>Refers to a physical place where a FCC program is offered.</td>
</tr>
<tr>
<td><strong>Family Child Care Provider (FCC Provider)</strong></td>
<td>A caregiver that provides childcare services in their home.</td>
</tr>
<tr>
<td><strong>Nutrition and Physical Activity Self-Assessment for Child Care (Go NAP SACC)</strong></td>
<td>A self-assessment instrument for early care and education programs comparing their current practices with a set of best practices.</td>
</tr>
<tr>
<td><strong>Nutrition and Physical Activity Self-Assessment for Family Child Care (Go NAP SACC)</strong></td>
<td>A self-assessment instrument for family child care homes comparing their current practices with a set of best practices.</td>
</tr>
<tr>
<td><strong>Learning Collaborative</strong></td>
<td>A learning community made up of approximately 20-25 ECE programs or FCC homes to increase their knowledge, create networks of support, and equip programs to work together to make healthy policy and practice changes aligned with Let's Move! Child Care.</td>
</tr>
<tr>
<td><strong>Learning Session</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Let's Move! Child Care (LMCC)</strong></td>
<td>Part of the national Let’s Move! Campaign, initiated by U.S. First Lady Michelle Obama, focused on improving practices in early childhood settings to solve the problem of obesity within a generation.</td>
</tr>
<tr>
<td><strong>National Early Care and Education Learning Collaboratives Project (ECELC)</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Program</strong></td>
<td>An intervention or service that has a design, staff, curriculum or approach, and a funding source.</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>The tools, materials, and resources aligning with Let’s Move! Child Care and the Preventing Childhood Obesity, 3rd Edition standards that are available to participating ECE programs as they implement the ECELC.</td>
</tr>
<tr>
<td><strong>State Implementing Partner (Project Coordinator/PC)</strong></td>
<td>An agency/organization subcontracted with Nemours to handle the administration of the ECELC in a particular state.</td>
</tr>
<tr>
<td><strong>Taking Steps to Healthy Success (Curriculum)</strong></td>
<td>ECELC curriculum, structured around 5 in-person learning sessions for Leadership Teams or FCC Providers 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.</td>
</tr>
<tr>
<td><strong>Teacher</strong></td>
<td>An individual responsible for the primary education of a group of children.</td>
</tr>
<tr>
<td><strong>Technical Assistance (TA)</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Trainer(s)</strong></td>
<td>Individuals responsible for implementing 5 on-site Learning Collaborative sessions and providing ongoing technical assistance to participating ECE programs.</td>
</tr>
</tbody>
</table>
Learning Session 3: Getting Kids Moving

Overview

Learning Session 3 (LS3) provides a rationale for the role Family Child Care (FCC) providers play in making changes through physical activity for infant, toddler, and preschool children. It explains physical activity best practices in FCC settings. During this 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;
• Developing objectives and action steps to support children and families; and
• Ways to support physical activity through family engagement.

Post-session (Action Period)

The FCC provider will utilize the Leadership Team Guide to:

• Complete the Learning Session 3 Discussion Worksheet;
• Implement steps identified in the “child” and “family” columns of the Action Plan Worksheet; and
• Continue their storyboard documenting goals and healthy changes made throughout Learning Session 2 through Learning Session 5.
Sample Agenda

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

1. Describe best practices for physical activity with infants, toddlers, and preschoolers;
2. Define structured and unstructured play, and moderate to vigorous physical activity (MVPA) to identify strategies that support motor development;
3. Provide resources to identify opportunities for increasing intentional physical activity among children and their families; and
4. Continue documenting and communicating with families the process of healthy change focusing on “child” and “family.”

### Learning Session 2: Nurturing Healthy Eaters and Providing Healthy Beverages

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:30 am</td>
<td>Check-In</td>
</tr>
<tr>
<td>8:30 –8:45 am</td>
<td>Welcome Back, Acknowledgements, Housekeeping and Objectives</td>
</tr>
<tr>
<td></td>
<td>• Icebreaker: Balloon Fun</td>
</tr>
<tr>
<td>8:45 – 9:15 am</td>
<td>PPT Part A: Supporting Motor Development</td>
</tr>
<tr>
<td>9:15 – 9:45 am</td>
<td>PPT Part B: Best Practices for Physical Activity for Infants and toddlers</td>
</tr>
<tr>
<td></td>
<td>• Video: Feldenkrais by Baby Liv</td>
</tr>
<tr>
<td>9:45 – 10:00 am</td>
<td>Physical Activity Break – Scarves and Fluff Ball Fun</td>
</tr>
<tr>
<td>10:00 – 10:30 am</td>
<td>PPT Part C: Best Practices for Physical Activity for Preschoolers</td>
</tr>
<tr>
<td></td>
<td>• Handout: Head Start Body Start Calendar</td>
</tr>
<tr>
<td></td>
<td>• Handout: Homemade Equipment by Patricia Kimbrell</td>
</tr>
<tr>
<td></td>
<td>• Resource: Best Practices for Physical Activity Guide</td>
</tr>
<tr>
<td></td>
<td>• Video: Motion Moments: Preschoolers</td>
</tr>
<tr>
<td>10:30 – 10:45 am</td>
<td>Physical Activity Break – Beach Ball Play</td>
</tr>
<tr>
<td>10:45 – 11:00 am</td>
<td>PPT Part D: Extending Your Learning to Staff and Families</td>
</tr>
<tr>
<td></td>
<td>• Handout: 10 Tips for Becoming More Active as a Family</td>
</tr>
<tr>
<td></td>
<td>• LS2 Action Period Review</td>
</tr>
<tr>
<td>11:00 – 11:45 am</td>
<td>PPT Part E: Facilitating Change in Your Program</td>
</tr>
<tr>
<td></td>
<td>• LS3 Action Period</td>
</tr>
<tr>
<td>11:45 am – 12:00 pm</td>
<td>Evaluation, Raffle and Thank You</td>
</tr>
</tbody>
</table>
Learning Session 3: Materials

Welcome Back

Lauren Brightwell
Project Coordinator

ECELC Trainers
Cait James
Bernadette Garcia-Roger

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Learning Session 3
Getting Kids Moving

Early Childhood Health Promotion and Obesity Prevention

Nemours National Early Care and Education Learning Collaboratives (ECELC) Project
Acknowledgements

A special thank you to

The Packard Foundation
  – For generous funding support

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

Housekeeping

Restrooms
Breaks
Cell Phones
Raffle Tickets
Objectives: Learning Session 3

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

1. Describe the best practices for physical activity for infants, toddlers and preschoolers;
2. Define structured and unstructured play, and moderate to vigorous physical activity (MVPA) to identify strategies that support motor development;
3. Provide resources to identify opportunities for increasing intentional physical activity among children and their families; and
4. Continue documenting and communicating with families the process of healthy change focusing on “child” and “family” on a storyboard.
Part A
Supporting Motor Development

Motor Development

Gross motor: Involves large muscles in the arms and legs
- Infants and Toddlers
  - Holds head up, sits and stands with and without support, reaches with one hand, crawls, stands, walks
- Preschoolers: Fundamental gross motor skills
  - Locomotor skills: Walk, run, jump, gallop, hop, leap and skip
  - Object control skills: Rolling underhand, tossing underhand, bouncing, catching, striking, throwing overhand and kicking

Fine motor: Involves small muscles in the hands, feet, fingers and toes
- Infants and Toddlers
  - Grasps a toy, claps hands, drops blocks into a container, picks up a toy, tears paper, holds a crayon
- Preschoolers
  - Makes adjustments of tools in hands while writing, cutting and painting, puts socks on correctly with heel in place, puts on jacket
Motor Development

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

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

Developmental Delays and Screenings

Developmental milestones
- Includes 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 are used to identify whether children are learning basic skills at the time they should

Identify developmental delays early
- To assist families with receiving additional support
Early Intervention Programs

- Designed to address the educational and developmental needs of very young children with disabilities and those experiencing developmental delays
- Provides free developmental evaluations of children under age three
- Helps families find special educational services

Contra Costa Child Care Council
The Inclusion Project
925-676-5442 ext. 3113

https://www.cocokids.org/learning-institute/inclusion-project/

Part B
Best Practices
Physical Activity for Infants and Toddlers
Promoting Motor Development in Infants

Gross motor skills
- Encourage physical activity (i.e. “tummy time”)
- Place toys just out of reach of infant to encourage movement towards the toys
- 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 allowing for exploration of objects with support
- Play hand and finger games with the infant
- Encourage the infant to grasp your finger
- Provide different size toys (i.e. puzzles, blocks, balls, etc)

Best Practices for Infants

Tummy time
- Every day for 3-5 minute periods
- Increase length as infant shows enjoyment

Strategies for promoting tummy time
- Encourage the infant to reach for you or a toy by placing yourself or a toy just out of reach
- Place toys in a circle around the baby to encourage reaching for different points around the circle
- Lie on your back and place the infant on your chest. The infant will lift his/her head and push up to see your face

Outdoors 2-3 times per day, as tolerated
- Time for gross motor development
Infants

Limit use of restricting equipment to no more than 15 minutes
- High chairs (unless eating)
- Car seats
- Strollers

Indoor and Outdoor Activities for 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**

www.life.familyeducation.com
Infant Physical Activity

At least 60-90 minutes of active play per day
Opportunities for “breathless” (MVPA) play
Structured and unstructured activity
Outdoors for at least 60-90 minutes per day
Exploratory Activities for Toddlers

Toddlers seek independence, but need safe spaces to explore

Play experiences to support optimal motor development

- Ball handling
- Balance
- Manipulation
- Space awareness
- Obstacles
- Wheeled toys
- Pretend play or dramatic play
- Rhythm

Indoor and Outdoor Activities for Toddlers

Follow the Leader

Jingle Toes
- Tie small bells around the toddlers ankles and sing songs while they stomp across the floor

Beanbag Toss

Cardboard Train
- Have toddlers push cardboard boxes together like a train

Ribbon Dancing
- Have toddlers hold onto ribbons while dancing to music

Jumping
- Have toddlers jump on soft mats, pillows and other soft objects

www.life.familyeducation.com
Physical Activity Break

Part C
Best Practices
Physical Activity
for
Preschoolers
Best Practices for Preschoolers

At least 120 minutes of active play per day

Opportunities for “breathless” (MVPA) play

Structured and unstructured

Outdoors for at least 60-90 minutes per day

Equipment should be visible and accessible to children

Structured and Unstructured Physical Activity

Structured physical activity is teacher-led, engaging, developmentally appropriate and with a specific purpose

– Daily planned physical activity should support age-appropriate motor development with a purpose
– Activities should involve all children with minimal or no waiting

Unstructured physical activity is child-led free play

– Activities should encourage children’s individual abilities and interests
– Providers should be engaged and provide support and prompts to encourage active play (sportscaster)

Moderate to vigorous physical activity (MVPA)

– “Breathless” physical activity using large muscle groups
Equipment

Age and developmentally appropriate
  - Ideally one per child

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

Daily Outdoor Play

Helps children to be more physically active
Exposes children to sunlight for Vitamin D and fresh air
Reduces stress
Improves attention, memory and problem solving skills
Weather

Significant health risk
- Wind chill at or below -15°F
- Heat index at or above 90°F

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
- If possible, keep an extra supply at your program

FCC Provider Role Modeling

Dress for movement

Lead structured activities at least twice per day

Participate during active play
- Role model
- If you have physical limitations, be a sportscaster
- Get your own physical activity to meet adult recommendations for physical activity

Provide prompts and encouragement
- During structured and unstructured play

Support activities that are appropriate and safe
# Head Start Body Start Activity Calendar

## March

**Get Moving Today!**

### Activity Calendar

<table>
<thead>
<tr>
<th>Day</th>
<th>Language</th>
<th>Movement</th>
<th>Teamwork</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Tossing</td>
<td>Running</td>
<td>Bouncing</td>
<td>Talking</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Pulling</td>
<td>Lifting</td>
<td>Carrying</td>
<td>Listening</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Sliding</td>
<td>Pushing</td>
<td>Carrying</td>
<td>Discussing</td>
</tr>
<tr>
<td>Thursday</td>
<td>Picking</td>
<td>Bending</td>
<td>Lifting</td>
<td>Talking</td>
</tr>
<tr>
<td>Friday</td>
<td>Climbing</td>
<td>Jumping</td>
<td>Throwing</td>
<td>Questioning</td>
</tr>
</tbody>
</table>

### Homemade Equipment

**Homemade Equipment**
Patricia A. Kimbrell, M.A.
San Diego State University

<table>
<thead>
<tr>
<th>Item</th>
<th>New Equipment</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponges</td>
<td>Homebases</td>
<td>Puffballs Cut into strips, gather 10-12 strips, use zip ties to secure… or leave sponge whole, use to identify personal space, practice locomotor skills or use in obstacle course.</td>
</tr>
<tr>
<td>Yarn</td>
<td>Yarn balls</td>
<td>Wrap 200 times around a cd cover, remove, secure w/zip tie and cut ends. Use for games that require lightweight balls.</td>
</tr>
<tr>
<td>Party Streamers/Ribbons</td>
<td>Wands</td>
<td>Wrap 200 times around a cd cover, remove, secure w/zip tie and cut ends. Use for games that require lightweight balls.</td>
</tr>
<tr>
<td>Film containers</td>
<td>Shakers</td>
<td>Fill w/small beans or dried pasta, secure top if needed. Shake like maracas, play with music.</td>
</tr>
<tr>
<td>Tongue depressors</td>
<td>Polygons</td>
<td>Create shapes/pathways, etc. On sidewalks or driveways to jump over/hop around, etc.</td>
</tr>
<tr>
<td>Balloons</td>
<td>7&quot; or larger, inflate balls</td>
<td>Latex warning! Pick up popped pieces, choking hazard!</td>
</tr>
<tr>
<td>Old Paint Brushes</td>
<td>Design maker</td>
<td>Create shapes/pathways, etc. On sidewalks or driveways to jump over/hop around, etc.</td>
</tr>
<tr>
<td>Other items; crayons, cotton balls, stuffed animals</td>
<td>Relay races or obstacle course</td>
<td>Utilize objects found around the home, play relay or different types (e.g. hide and seek, or create an obstacle course from any of the above items) or use household items (e.g. chairs to climb to jump over, scenic to jump and throw into, etc.) with items at home to make relays to jump over, pick up, throw, etc.</td>
</tr>
</tbody>
</table>
Learning Session 3: Materials

Best Practices for Physical Activity

Motion Moments: Preschoolers
Indoor and Outdoor Activities for Preschoolers

Eric Carle – *From Head to Toe*

Angela Russ – *Smart & Tasty 1*
- Farmer’s Market
- Shake, Mix, Pound, Roll

Nutrition Kit Activities
- Locomotor Skill Review

Movement Kit Activities
- Balloon and Fluff ball Fun
- Scarf and Beach Ball Play
- Movement Cube

Physical Activity Break
Part D
Extending your Learning to Staff and Families

Personal Wellness and 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

– Begin by taking a walk every day for 30 minutes
Health and Physical Development at Home

**Encourage families to**
- Sing, move, dance and bike with their children
- Play games that involve all five senses
- Show enjoyment when walking, climbing, running and jumping
- Take children to the doctor and dentist for regular check-ups and immunizations
- Promote healthy eating behaviors, good hygiene and basic safety practices

Engaging Families

- Partner with families to support children’s health and physical development
- Ask families for ideas that would help children grow up healthy
- Share resources in family newsletters, bulletin boards and when the children are picked up and dropped off
10 Tips for Becoming More Active as a Family

1. Create a family exercise routine that includes regular physical activity.
2. Make physical activity a priority and schedule it into your daily routine.
3. Encourage active playtime, such as playing outside or engaging in sports.
4. Incorporate physical activity into your daily schedule, such as walking or cycling.
5. Create opportunities for physical activity, such as setting up a game area in your home.
6. Plan family outings that include physical activity, such as hiking or cycling.
7. Make physical activity a family tradition, such as having a weekly family activity night.
8. Involve family members in physical activity, such as playing a game together.
9. Encourage physical activity in your children’s daily routine, such as playing a sport.
10. Make physical activity a priority in your family, such as planning a family activity night.

Go Smart Website

Physical activities for children birth to five
For providers and families
Developed by Nike in partnership with the National Head Start Association

www.gosmart.nhsa.org
Sample Action Plan Worksheet

Start Date: April 15, 2016

Goal: Increase the consumption of fruits and vegetables.

Activity: Cooking

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Steps</th>
<th>Provider</th>
<th>Environment</th>
<th>Child</th>
<th>Family</th>
<th>Program Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the knowledge and consumption of fruits and vegetables by implementing weekly cooking activities into curriculum.</td>
<td>Identify recipes for weekly cooking activities.</td>
<td>Provider</td>
<td>Family (parents)</td>
<td>Child</td>
<td>Family</td>
<td>Program Policies</td>
</tr>
<tr>
<td></td>
<td>Identify foods that support cooking activities and to begin integration of healthy foods into daily meals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cooking: Providing healthy cooking activities.</td>
</tr>
<tr>
<td></td>
<td>To provide opportunities to children for cooking projects that promote healthy foods.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>接地政策: 提供健康烹饪活动。</td>
</tr>
<tr>
<td></td>
<td>To maintain the importance of healthy cooking in the curriculum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>接地政策: 提供健康烹饪活动。</td>
</tr>
</tbody>
</table>

Who is responsible? Self, Children and Families

Date | April 14th | May 14th | June 14th | July 14th | August 14th | September 14th |

What is responsibility? Self, Children and Families

Action Plan

Decision:

- Collect recipes and resources for weekly cooking activities.
- Introduce a cooking activity every week.
- Ensure that all children participate in the cooking process.
- Encourage parents to cook with their children at home.
- Provide feedback to families on the success of the cooking activities.

Evaluation:

- Track the number of children who participate in weekly cooking activities.
- Evaluate the effectiveness of the cooking activities in promoting healthy eating habits.
- Gather feedback from parents and children on the cooking activities.
- Adjust the cooking activities based on feedback.

Conclusion:

- The goal of increasing fruit and vegetable consumption through cooking activities has been achieved.
- The cooking activities have been well received by children and families.
- The program can continue with minor adjustments to improve engagement.
Facilitating Change in Your Program: LS3 Action Period

Facilitated by FCC Provider (if necessary)
- Training for program staff
  - Mini-version of Learning Session 3

Opportunity to:
- Complete the Learning Session 3 Worksheet
- Implement Action Steps for Child and Family
- Continue creating your storyboard documenting healthy changes

Technical Assistance (TA)
- Assist in the implementation of Action Steps for Child and Family

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)
Sample Storyboards

What’s Next?

Learning Session 4: Serving Meals Family Style and Supporting Breastfeeding

Participants will bring

- Action Plan Worksheet – Child & Family
- Learning Session 3 Worksheet
Wrap Up: Questions, Evaluation and Raffle

THANK YOU

Trainer Contact Information

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Email: caitjam@gmail.com

ECELC Trainer: Bernadette Garcia-Roger
Phone: (510) 604-8138
Email: bgroger@comcast.net
### 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>
<tr>
<td>Turn on some music and take turns choosing a way to move.</td>
<td>Leaping! Put pillows on the floor and practice your leaping skills. Push off of your back leg and reach with your front leg.</td>
<td>Work on your locomotor skills – go outside and practice walking, running, galloping, skipping, jumping and hopping.</td>
<td>Pickup marbles with your fingers and toes. Lie on the floor and blow the marbles across the floor.</td>
<td>Pull a wagon around outside as you pick up sticks. Create and obstacle course with the things you find.</td>
<td>Make it backwards day. Move from room to room backwards. Try to high and low, fast and slow.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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?</td>
<td>Make up a nonsense word. Now make up a movement to go with that word.</td>
<td>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.</td>
<td>Go on a walk through your home. Each time you get to a new space you have to change the way you are moving.</td>
</tr>
<tr>
<td>Pretend to have a beach party. Turn on some beach music and dance. Pretend to surf and swim as you work your body.</td>
<td>Pretend your arms or foot or elbow or nose is a crayon and draw a big picture of a rainbow in your home.</td>
<td>Put a sock puppet on your hand and have it travel high, low, fast, slow, curvy and straight.</td>
<td>Pretend to be a balloon – first without air, then being blow up, then floating around the room, and then being popped!</td>
<td>Work on your tossing and catching skills with someone. Toss it right to their hands.</td>
<td>Balance on two body parts. How about three parts or four or ever five body parts?</td>
<td>Repeat your favorite activity this month!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>New Equipment</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponges</td>
<td>Puffballs</td>
<td>Cut into strips, gather 10-12 strips, use zip ties to secure… or leave sponge whole, use to identify personal space, practice locomotor skills or use in obstacle course.</td>
</tr>
<tr>
<td>Homebases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yarn</td>
<td>Yarn balls</td>
<td>Wrap 200 times around a cd cover, remove, secure w/zip tie and cut ends. Use for game that require lightweight balls.</td>
</tr>
<tr>
<td>Party Streamers/Ribbons</td>
<td>Wands</td>
<td>Secure streamer paper to 12” dowel w/ staple. Make one for each hand if possible. Develops laterality, explore, experiment and dance to music</td>
</tr>
<tr>
<td>Gallon jugs (plastic)</td>
<td>Scoops</td>
<td>Cut off bottoms, secure w/secure tape. Play with tennis balls/koosh balls/small balls</td>
</tr>
<tr>
<td>Newspaper</td>
<td>Ball play</td>
<td>Squish into a ball shape, secure w/tape. Play games like “clean your room” if desired. Practice tossing and catching or throwing over something</td>
</tr>
<tr>
<td>Film containers</td>
<td>Shakers</td>
<td>Fill w/small beans or dried pasta, secure top if needed. Shake like maracas, play with music</td>
</tr>
<tr>
<td>Large tumblers</td>
<td>Scoops</td>
<td>Play with tennis balls/ping pong balls, koosh balls/yarn balls, etc.</td>
</tr>
<tr>
<td>Lids or foamies or placemats</td>
<td>Polyspots or homebases</td>
<td>To define personal space for children. Increase safety awareness, practice locomotor skills</td>
</tr>
<tr>
<td>Tongue depressors</td>
<td>Manipulative</td>
<td>Used to push different objects around: balloons, balls (yarn, sponge, fluff, etc)</td>
</tr>
<tr>
<td>Balloons</td>
<td>Balloons</td>
<td>7” or larger, inflate one per child + extras. Latex warning! Pick up popped pieces, choking hazard!</td>
</tr>
<tr>
<td>Sidewalk chalk</td>
<td>Locomotor review</td>
<td>Design shapes/pathways, etc. to practice locomotor skills</td>
</tr>
<tr>
<td>Beach balls</td>
<td>Ball play</td>
<td>Inflate balls for tossing, throwing, catching, kicking and striking play</td>
</tr>
<tr>
<td>Stuffed animals or beany babies</td>
<td>Ball play</td>
<td>Use for practice of hand-eye coordination: tossing, throwing and catching</td>
</tr>
<tr>
<td>Old Paint Brushes</td>
<td>Design maker</td>
<td>Using old paintbrushes and some water, create shapes/pathways, etc. On sidewalks or driveways to jump over/in/go around, etc.</td>
</tr>
<tr>
<td>Other items; crayons, cottonballs, stuffed animals</td>
<td>Relay races or obstacle course</td>
<td>Utilizing objects generally found around the home, play relays or different types (use siblings for more fun!) or create an obstacle course from any of the above items or use household items (i.e. chairs to climb to jump over, boxes to crawl into/out of, etc.) under/over/between tables to go under, pillows to jump over, etc.</td>
</tr>
</tbody>
</table>
be an active family

Physical activity is important for children and adults of all ages. Being active as a family can benefit everyone. Adults need 2½ hours a week of physical activity, and children need 60 minutes a day. Follow these tips to add more activity to your family’s busy schedule.

1. Set specific activity times
   Determine times throughout the week when the whole family is available. 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. Allow the kids to 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.
Learning Session 3: Getting Kids Moving

Provider Name: ______________________________________________

Learning Session 3 Action Period:

Complete before Learning Session 4 (LS4):

☐ Begin to implement changes in the areas of “child” and “family.”
☐ Continue to work on your storyboard to document and communicate healthy changes being made in your program
☐ Bring the following items back to Learning Session 4:
  – Learning Session 3 Discussion Worksheet
  – Action Plan Worksheet

Setting the Stage

Supplies:

• Action Plan Worksheet;
• Learning Session 3 Discussion Worksheet;
• Pens or pencils for writing; and
Environment

Tips for creating a supportive and fun environment for making change:

- Be organized. Bring all needed materials and plan ahead
- When applicable, share ideas with staff and families be open to suggestions. During discussions, encourage staff and families to participate, listen carefully to their ideas, record them and be willing to share your ideas too; and
- Have fun! Make this a time to brainstorm and build your program to make it healthier and better.

Engaging staff and families in discussion

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

- Encourage staff and families to take the lead on sharing their ideas;
- Validate their ideas by recording them and responding positively; and
- Try to use open-ended questions to encourage conversation:
  - How can we use what we discussed to create change in our program?
  - How could we further engage families in our program?
  - What would you like to learn more about?
Task 1: Action Plan

What is Your Role in Making Healthy Changes?

Continue the Action Plan and next steps:

- Complete the “child” and “family” columns on the Action Plan Worksheet. Use the sample Action Plan Worksheet on the following page as a guide; and
- Work to implement changes in the areas of “child” and “family.”
### Action Plan Worksheet

**Start Date:**

**Provider Name:**

**Goal:** Increase the consumption of fruits and vegetables.

<table>
<thead>
<tr>
<th>Objectives / Steps</th>
<th>Provider</th>
<th>Environment</th>
<th>Child</th>
<th>Family</th>
<th>Program Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the knowledge and consumption of fruits and vegetables through cooking activities.</td>
<td>Identify recipes for weekly cooking activities.</td>
<td>Gather appropriate supplies and equipment needed for cooking activities.</td>
<td>Introduce the project to the children by reading an appropriate book promoting healthy foods.</td>
<td>Have weekly cooking activities and invite families to volunteer.</td>
<td>Develop a healthy eating policy that informs parents about cooking activities being included into the curriculum.</td>
</tr>
<tr>
<td></td>
<td>Identify books that support cooking activities and discuss healthy food choices.</td>
<td>Update bulletin board with weekly cooking activities.</td>
<td>Discuss the importance of hand washing and cooking preparation.</td>
<td>Develop a newsletter to share with families the cooking activities done during the day.</td>
<td>Develop a healthy celebrations policy.</td>
</tr>
<tr>
<td></td>
<td>Develop a bulletin board to display photos of cooking activities.</td>
<td>Place books on healthy eating around the home for children and families to read independently.</td>
<td>Allow children to do the dipping, pouring, cutting, and mixing during cooking activities.</td>
<td>Ask families to share their favorite recipes.</td>
<td>Develop a healthy fundraising policy.</td>
</tr>
<tr>
<td></td>
<td>Find new recipes to use with the children and families.</td>
<td>Add plastic fruits and vegetables as toys for children to play with.</td>
<td>Allow children to set the table for family-style dining meals.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who is responsible?</th>
<th>Date</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Self</td>
<td>April 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Self</td>
<td>May 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Self and Children</td>
<td>June 5&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Self</td>
<td></td>
<td>Family</td>
<td>August 31&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Self</td>
<td>October 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
</tbody>
</table>
### Action Plan Worksheet

**Start Date:**

**Provider Name:**

**Goal:** Increase the consumption of fruits and vegetables.

<table>
<thead>
<tr>
<th>Objectives / Steps</th>
<th>Child</th>
<th>Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the knowledge and consumption of fresh fruit and vegetables by implementing weekly cooking activities into the curriculum.</td>
<td>Introduce the project to the children by reading an appropriate book promoting healthy foods. Discuss the importance of hand washing and cooking preparation. Allow children to do the dipping, pouring, cutting and mixing during cooking activities. Allow children to set the table for family-style dining meals.</td>
<td>Have weekly cooking activities and invite families to volunteer. Develop a newsletter to share with families the cooking activities done during the day. Ask families to share their favorite recipes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who is responsible?</th>
<th>Date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Self and Children</td>
<td>June 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>Self, Children, and Families</td>
<td>August 31&lt;sup&gt;st&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>Action Plan Worksheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who is responsible?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Who is responsible?   |
| Date                  |

| Who is responsible?   |
| Date                  |

| Who is responsible?   |
| Date                  |

| Who is responsible?   |
| Date                  |

| Who is responsible?   |
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| Date                  |

| Who is responsible?   |
| Date                  |

| Who is responsible?   |
| Date                  |
**Action Plan Worksheet**

**Start Date:**

**Provider Name:**

**Goal:** Increase the consumption of fruits and vegetables.

<table>
<thead>
<tr>
<th>Objectives / Steps</th>
<th>Provider</th>
<th>Environment</th>
<th>Child</th>
<th>Family</th>
<th>Program Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the knowledge and consumption of fruits and vegetables through the development of a garden and activities.</td>
<td>Create a budget to determine the costs needed to build the garden. Identify other resources to support the purchasing of materials. Develop activities that introduce gardening to the children. Use the Farm to Preschool website to learn more about how to garden with children.</td>
<td>Gather the supplies needed to build the garden. Develop a communication board to share the new garden initiative with families. Display documentation of children engaging in gardening activities.</td>
<td>Work with the children to identify an area to create their garden. Create a job chart for the children to take turns caring for and harvesting their fruits and vegetables. Work with the children to create a chart to track the growth of the fruits and vegetables. Have “taste tests” with the children to try the fruits and vegetables grown in their garden.</td>
<td>Ask families to come in and help build the garden and bring in seeds to plant. Take and share photos of the children caring for the garden. Ask families to share recipes that use some of the fruits and vegetables grown in the garden. Host a Harvest Celebration for families to come in and cook with the children using the fruits and vegetables from the garden.</td>
<td>Develop a healthy fundraising policy that includes providing support for the development of a garden. Include a healthy eating policy and rationale to review when enrolling new families.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who is responsible?</th>
<th>Self</th>
<th>Self</th>
<th>Self and Children</th>
<th>Self, Children and Families</th>
<th>Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>April 30th</td>
<td>May 15th</td>
<td>June 5th</td>
<td>August 31st</td>
<td>October 1st</td>
</tr>
</tbody>
</table>
### Action Plan Worksheet

**Start Date:**

**Provider Name:**

**Goal:** Increase the consumption of fruits and vegetables.

<table>
<thead>
<tr>
<th>Objectives / Steps</th>
<th>Child</th>
<th>Family</th>
</tr>
</thead>
</table>
| Increase the consumption of fruits and vegetables through the development of a garden and activities. | Work with children to identify an area to create their garden.  
Create a job chart for the children to take turns caring for and harvesting the fruits and vegetables.  
Work with children to create a chart to track the growth of the fruits and vegetables.  
Have “taste tests” with the children to try the fruits and vegetables grown in their garden. | Ask families to come in and help build the garden and bring in seeds to plant.  
Take and share photos of the children caring for the garden.  
Ask families to share recipes that use some of the fruits and vegetables grown in the garden.  
Host a Harvest Celebration for families to come in and cook with the children using the fruits and vegetables from the garden. |

<table>
<thead>
<tr>
<th>Who is responsible?</th>
<th>Child</th>
<th>Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self and Children</td>
<td>Self, Children and Families</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Child</th>
<th>Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 5th</td>
<td></td>
<td>August 31st</td>
</tr>
<tr>
<td>Who is responsible?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Task 2: Learning Session 3 Discussion Worksheet

Head Start Body Start Activity Calendar

- Use your Learning Session 3 Participant Handbook to complete the Learning Session 3 Discussion Worksheet;
- Select one activity from the Head Start Body Start Activity Calendar to try with the children in your care; and
- Reflecting on the activity, complete the questions on the following page.
Learning Session 3 Discussion Worksheet

1. List three ways the activity created fine or gross motor movement opportunities.

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

2. Based on the age groups you are providing care to, how could you modify this activity to make it appropriate for the children in your care? What materials would you need?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

3. Is there a way that this activity can be incorporated into your daily routine with the children?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

4. How could you involve families in this activity?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
Task 3: Continuing Your Storyboard

Telling Your Story of Change

As you go through the process of making healthy changes it is important to document your successes you are making. Remember, the storyboard should reflect the changes being made from the goals selected on your Action Plan Worksheet.

- Continue a **storyboard to share your story of healthy change** with colleagues, staff, children and families.
  - Continue your storyboard by:
    - Describing what change(s) were made and how you did it;
    - Sharing who was involved in the process;
    - Explaining accomplishments and challenges faced;
    - Sharing photos of the implementation process;
    - Describing how staff, children, and families reacted to the change(s);
    - Outlining any program policies that were updated as a result; and
    - Explaining the next steps you will take to sustain the change(s).
  - You can choose a variety of ways to express your story of change. This includes:
    - Photos of the process including before, during and after the change(s);
    - Anecdotes from staff, families and children;
    - Assessments, observations and reflections;
    - Documents including lesson plans or menus that demonstrate changes; and/or
    - Children’s artwork that describe the healthy changes in the program.
  - Display the boards in your home as you are working on them so that children, families and staff can see and learn what is going on through your efforts to make your program healthier.

**Bring the storyboards to Learning Session 5!**