MOVING CHILDREN TO GOOD HEALTH

Physical Activity for Young Children

UTAH DEPARTMENT OF HEALTH

NAP SACC

TOP Star
Targeting Obesity in Preschool Settings

OBJECTIVES

- Describe why plenty of active play is so important to young children.
- Explain in detail the components of a child care environment that promotes the development of active children.
- Describe the role of child care staff in helping children develop active lifestyles.
- List some things they can do in their classroom to help children develop physically active behaviors.

LET'S REVIEW

- More than one in 4 preschoolers are overweight or obese
- Being overweight is a risk to physical and mental health
- Physical inactivity contributes to weight gain
- Child care providers can help keep children healthy

ACTIVITY

BEACH BALL HIGH

or

SIMON SAYS STRETCHING

PHYSICAL ACTIVITY

What is Physical Activity?

- Moderate Intensity
- Vigorous Intensity

HOW CAN CHILD CARE PROVIDERS HELP?

- Set reasonable limits on behavior
- Be a role model for the children in your care
- Work with parents to encourage physical activity
- Teach with movement
- Understand children's level of play

THE BODY AND BRAIN

The brain is separated into front and back regions and can thought of as the “motor brain” and the “thinking brain”

The body trains the brain

USING ACTIVITY ACROSS THE CURRICULUM

- **Art:** Ask children to show pictures they have created to the class and "act out" their picture.
- **Language Arts:** "Act out" stories, poems, words (slither, crawl, under, over, pounce, stomp…).
- **Math:** Use different heights, shapes, pictures that demonstrate big & little, long & short, high and low, wide & narrow. Count when balancing and count steps to get somewhere, or count people.
- **Music:** Use different movements for different types of music. Dancing, dramatic play to the music, dance up and down to the pitch of the music, movement to the words.
- Resource: http://www.movingandlearning.com/

GROSS MOTOR DEVELOPMENT

Here's what you can expect from Infant to Pre-K.

GROSS MOTOR DEVELOPMENT INFANTS

2 Months -

- Head turns from side to side.
- When on stomach, able to lift head almost 45 degrees.

4 Months -

- Raises up with arms when lying face down.
- Neck muscles developed enough to allow the infant to sit with support, keeping head up.

6 Months -

- Able to sit alone. Rolls from back to stomach. Can grasp blocks or cubes.

GROSS MOTOR DEVELOPMENT INFANTS (CONT.)

9 Months -

- Is able to crawl.
- Remains sitting for long periods
- Pulls self to standing position

12 Months -

- Walks with help or alone
- Sits down without help
- Can bang two objects together

GROSS MOTOR DEVELOPMENT

12 to 24 Months

- Walks backwards and up steps
- Throws a ball overhead
- Kicks a ball forward
- Jumps in place
- Rides a tricycle
- Can stand on one foot

GROSS MOTOR DEVELOPMENT

Two-Year Old Children

- Walks alone
- Stands and Walks on tip toes
- Able to pull toys behind while walking
- Carries large toy or several toys while walking
- Walks up and down stairs holding on to support
- Climbs into and down from furniture unassisted
- Able to kick a ball
- Begins to run

GROSS MOTOR DEVELOPMENT

Three-Year Old Children

- Walks without watching feet, walks backward, runs at an uneven pace, turns and stops well
- Climbs stairs with alternating feet, using hand rail for balance
- Jumps off low steps or objects; does not judge well in jumping over objects
- Shows improved coordination, begins to move legs or arms to pump a swing or ride a tricycle

Bredekamp, S. & Copple, C. (Ed.) (1997).
Developmentally Appropriate Practice in Early childhood Programs, Washington, DC: NAEYC.

GROSS MOTOR DEVELOPMENT

Three-Year Old Children (cont.)

- Forgets to watch the direction of their actions and bumps into objects
- Stands on one foot unsteadily; balances with difficulty on the low balance beam (four inch width and watches feet)
- Plays actively (trying to keep up with older children) and then needs rest; fatigues suddenly and becomes cranky if overtired

GROSS MOTOR DEVELOPMENT

Four-Year Old Children

- Walks heel-to-toe, skips unevenly, runs well
- Stands on one foot for five seconds or more, masters the low balance beam, but has difficulty on the two-inch-wide beam without watching feet
- Walks down steps, alternating feet, judges well in placing feet on climbing structures
- Develops sufficient timing to jump rope or plays games requiring quick reactions

GROSS MOTOR DEVELOPMENT

Four-Year Old Children (cont.)

- Begins to coordinate movements to climb or jump
- Shows greater perceptual judgment and awareness of own limitations and/or the consequences of unsafe behaviors, still needs supervision crossing a street or protecting self in certain activities
- Exhibits increased endurance, with long periods of high energy (requires more liquids and calories), sometimes becomes overexcited and less self-regulated in group activities

GROSS MOTOR DEVELOPMENT

Five-Year Old Children

- Walks backward quickly; skips and runs with agility and speed; can incorporate motor skills into a game
- Walks a two-inch balance beam well, jumps over objects
- Hops well, maintains an even gait in stepping
- Jumps down several steps, jumps a rope

PHYSICAL ACTIVITY GUIDELINES FOR INFANTS

- Tummy time is recommended at least 2-3 times a day as tolerated.
- Place infants in settings that safely support and stimulate movement experiences and active play time several times a day.
- During tummy time, get down on the floor, face to face, so you can talk, sing, and explore together.

PHYSICAL ACTIVITY GUIDELINES FOR TODDLERS

- Provide at least 30 minutes of structured activity.
- Provide at least 60 minutes and up to several hours of unstructured physical activity.
- Screen time for children under two years is not recommended. Limit screen time to under one hour a day for children two and older.

PHYSICAL ACTIVITY GUIDELINES FOR 3 TO 5 YEAR OLDS

- At LEAST 60 minutes and up to several hours of daily, unstructured active play
- 60 min daily of structured active play
- Teachers and Parents should help facilitate children's movement skills

NASPE: Active Start: A Statement of Physical Activity Guidelines for children Birth to Five Years

ACTIVITY

Blob Tag

HOW TO PLAY:

- Choose a few players (3-4) to be the “blob” while the rest of the players scatter.
- Have the Blob hold hands and then move around the play space attempting to tag other children.
- When players are tagged, they join hands with the other Blob members.
- When the blob is made up of 6 or more children, it will split into two and continue to tag other until no players are left.

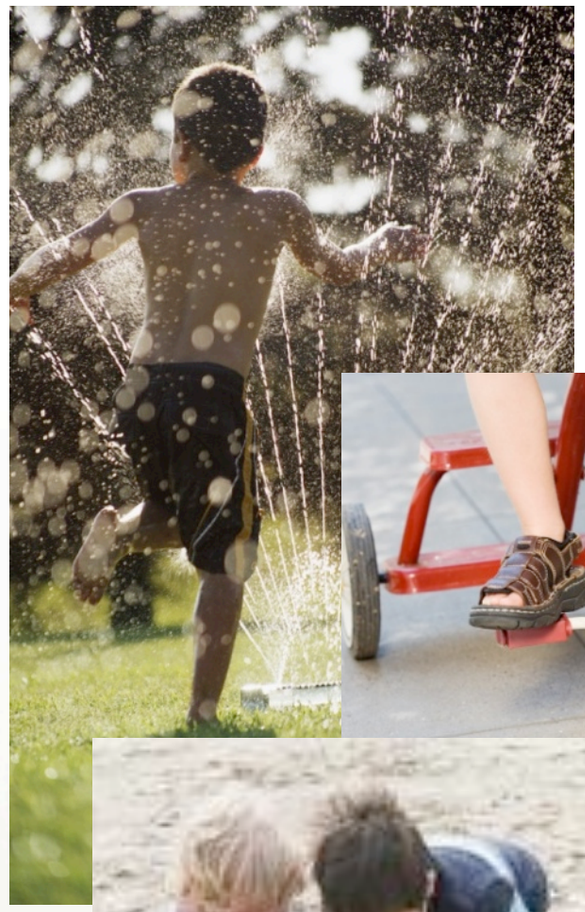
ACTIVE PLAY AND INACTIVE TIME

- Children spend much of their day in child care facilities, so it's important that they spend time moving their bodies!
- Children need a total of at least 60 minutes of active play time EACH day!
- Try to limit sitting time as much as possible.

ACTIVE PLAY AND INACTIVE TIME

Outdoor Play

- "There is no bad weather, just bad clothes!"
- Children are more active outdoors
- There are learning benefits to outdoor play



NATURE WALKS

- **Theme Walks:** Focus on a particular theme such as colors, shadows, seeds, birds, footprints, discoveries under rocks.
- **Sensory Walks:** Focus on the senses: what do you see, hear, smell, feel?
- **Weather Walks:** Focus on the type of weather occurring at the time. Notice changes in the weather –yesterday was sunny and warm, today is cloudy and wet. Walk against the wind and note changes, watch a storm coming, catch raindrops on the tongue.
- **Search-for-Life Walks:** Focus on finding life in the air, on the ground, in a stream, and so on. Look for evidence of life such as bird nests, animal tracks, droppings, tree holds and burrows.
- **New Information Walks:** Focus on gaining or processing information.
- **Clean-the-environment Walks:** Focus on cleaning up nature. Take along trash bags as well as plastic gloves for each child. But avoid focusing on pollution until children possess a clearer understanding of what is “natural.”

Lisa's Daycare

Lisa Schaeffer (Owner)
Tooele County, Utah
(435) 830-6469

ACTIVE PLAY AND INACTIVE TIME

Structured Activity

- Structured activity should be designed so all children are active participants.
- Provide sufficient equipment so each child can maximally participate.
- Avoid games where children have to wait their turn to complete the activity.
- Enhance participation by avoiding or modifying games where children are eliminated from play.
- Avoid games or activities where children are required to passively sit, listen or wait.

Nana and Papa's Child Care

Gerri Jackson (co-owner)
Tooele County, Utah
(435) 882-4774

Ready, Set, Grow Childcare and Preschool

Debbie Reid (Owner)
Tooele County, Utah
(435) 840-8006

ACTIVE PLAY AND INACTIVE TIME

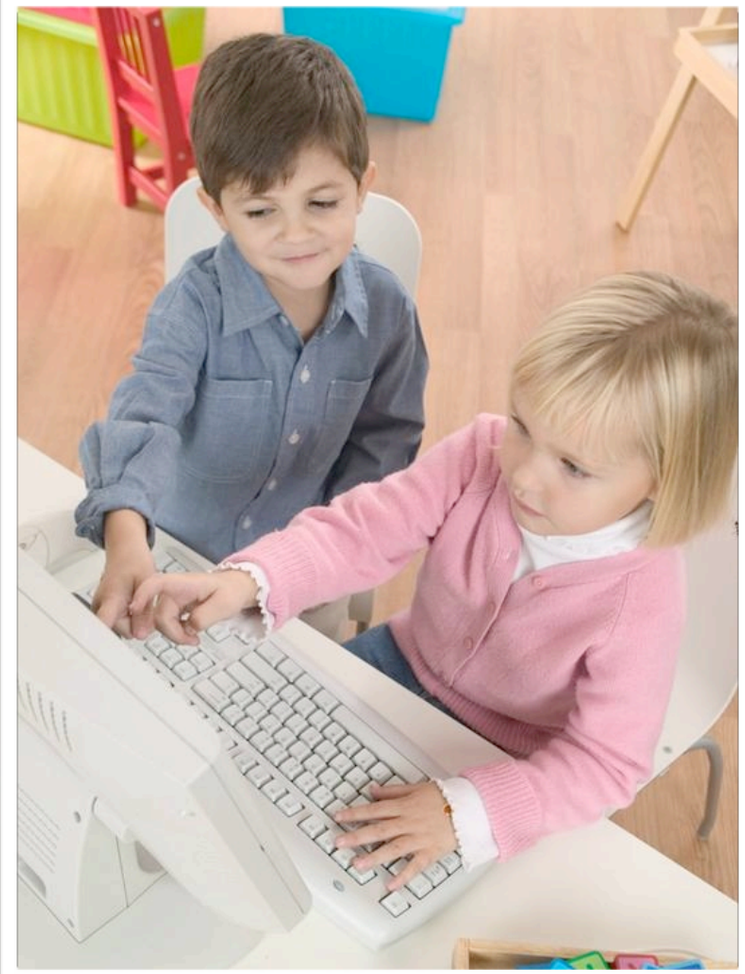
TV Use and TV Viewing

- Children spend too much time in front of the TV.
- When children are watching TV, they aren’t moving!
- Children tend to eat more when they’re watching TV, which can lead to overweight.

ACTIVE PLAY AND INACTIVE TIME

Computers

- Set a time limit
- Supervise
- Educational and developmentally appropriate software



ACTIVITY

Finding Fun in Physical Activity

ACTIVITY

Locate and complete the handout:

"Finding Fun in Physical Activity"

Take a minute to think of and write down 3 ways you can increase the activity level in your classroom or decrease inactive time.

Finding Fun in Physical Activity

Try these easy and fun ways to increase your classroom's activity level and laugh your way to physical fitness!

- ☺ The hokey pokey
- ☺ Follow the leader
- ☺ Simon says
- ☺ Parades—use instruments or act like animals
- ☺ Dancing—have each child create a dance move for everyone to try
- ☺ Parachute Play—Keep any type of objects on the parachute
- ☺ Clapping and stomping to the beat of the music
- ☺ Children's Music that Calls for Movement, Participation, Dance and Exercise

Brainstorm some fun, creative ideas for your classroom and share them with the group. Try doing a couple of the favorites together.

- ☺
- ☺
- ☺

INCREASING ACTIVE PLAY IN THE CLASSROOM

Increase Play

- Teach new gross motor skills: skipping, balancing, jumping, walking backwards
- Join in free active play with children indoors or outdoors
- Turn music on and create fun dance moves
- http://www.aahperd.org/headstartbodystart/activityresources/activityCalendar/

Decrease Sitting

- Incorporate activities during circle time
- TURN OFF TV and incorporate structured activity
- Limit table toy activities and increase centers that require children to move around (Ex. dance center)

PLAY ENVIRONMENT

- Fixed play equipment like climbing structures and slides are fun and help children develop a variety of motor skills.
- Portable play equipment, like balls, tricycles, and tumbling mats, encourage children to use their imaginations and be active.
- Try and find indoor space for active play when the weather is bad.

Building Blocks for Life, Inc.

Rachel Phillips & Danielle Camp (teachers)
Tooele County, Utah
(435) 882-4038

BUILD YOUR PLAYGROUND-GRANTS

- www.foundationcenter.org
- www.tgci.com
- www.hasbro.org
- www.k12grants.org/tips.htm
- www.boundlessplaygrounds.org
- www.cof.org
- www.gametime.com
- www.fundsnetservices.com/main.htm
- www.schoolgrants.org/Links/playground
- www.peacefulplaygrounds.com/getting-your-playground-grant-funded.htm

PLAY ENVIRONMENT

Spice up your play area with NATURE!

“Playscapes for all children need to be more than playgrounds. They should be ‘habitats’ – places where children can live.” –Mary Rivkin

- Add a garden
- Add trees to make some shade

SUPPORTING PHYSICAL ACTIVITY

- Children look to adults (especially parents and teachers) for appropriate behavior.
- Adults can show children how to live a healthy active life.
- Teachers can show children that being active and healthy is fun and rewarding.

CHILDREN WITH SPECIAL NEEDS NEED PHYSICAL ACTIVITY TOO!

- All children benefit from exercise and should be included in the classroom activities.
- Small modifications can make it possible for all children to participate, gain skills, confidence, and feel like part of the group.

For information on how to adapt activities for children with special needs, log on to the NC State website

http://www.ces.ncsu.edu/depts/fcs/human/pubs/nc15.html

ACTIVITY

COOPERATIVE HOOPS

HOW TO PLAY:

- Distribute hoops throughout the play area with plenty of room between. Each person stand in their own hoop.
- At the start of the music children begin to move around avoiding the hoops.
- Assign a specific locomotor movement at the start (walking, hopping, skipping, etc) when the music stops, students must get back into a hoop as quickly as possible (only one per hoop).
- Now remove a few hoops and instruct the children to share hoops.

PHYSICAL ACTIVITY EDUCATION:

STAFF, CHILDREN, AND PARENTS

- Being active in childhood can lead to physical activity habits that last a lifetime.
- If children hear the same health messages at home and at the child care facility, they'll listen!
- Many adults would like to learn more about being active, and your facility is a great place for parents and staff to learn!

PHYSICAL ACTIVITY POLICY

A written policy on physical activity tells parents and staff that this is an important issue and helps build their support.

- It also helps guide the decisions and choices you make every day.

TIPS FOR A SAFE AND SUCCESSFUL PROGRAM

THINK ABOUT:

- Never eliminating a child from a game
- Age and individually appropriate
- Adapting games
- Variety
- Present skills from simple to complex
- Encourage participation but accept when a child does not want to participate

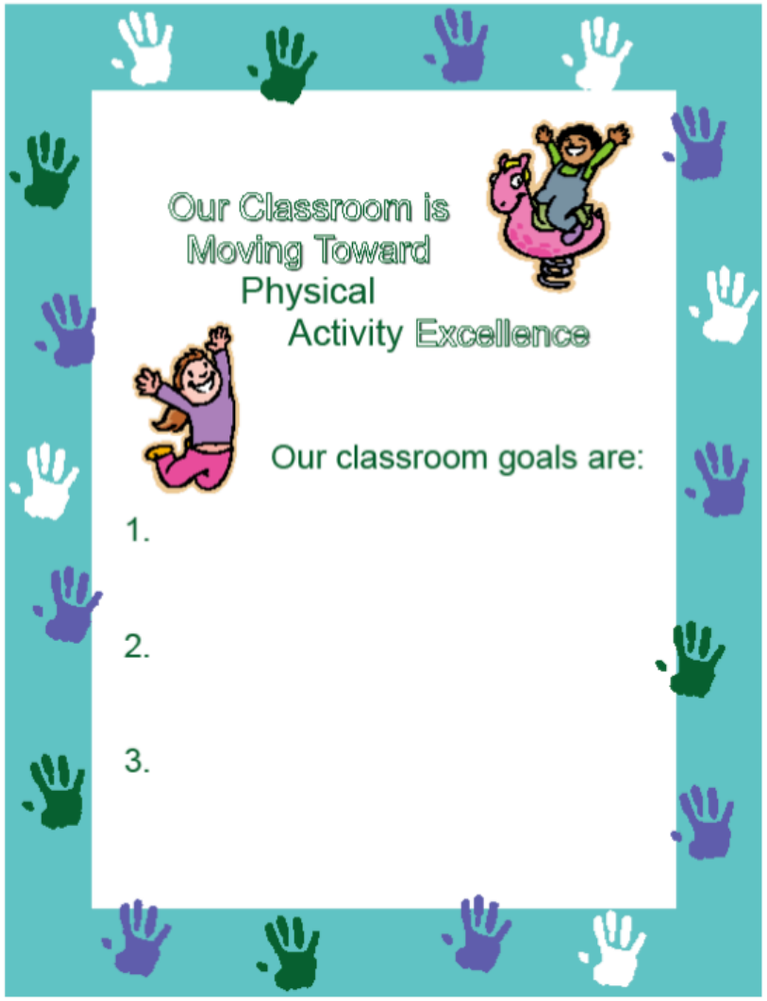
DON'T FORGET…

- VARIETY
- WATER BREAKS
- FUN! FUN! FUN!

ACTIVITY

Locate and complete the handout:

“Our Classroom is Moving Towards Physical Activity Excellence”.



Take some time to brainstorm 3 goals you’d like to set for your facility to improve the physical activity and play environment of the young children in your care.

IN SUMMARY

- Physical Activity is important for young children to be healthy and strong.
- The child care environment can encourage and support active play.
- Child care staff are role models who help shape physical activity behaviors.
- Together, we can make a difference!