fitCare
Best Practice Curriculum
Facilitation Outline – Class Four

MOVE Your Body
**fitCare**
**Best Practice Curriculum**
**Class #4**

**MOVE Your Body**

**Course Goal**
Child caregivers will have knowledge and tools to provide an environment that promotes healthy lifestyle habits for children in their care.

**Class Objectives**

**Increase caregiver understanding of:**
1. Why children need to be physically active in their day.
2. Overall health benefits of physical activity.
3. How children learn better when they are physically active.
4. Why it is important to plan for physical activity for children.
5. How screen time can negatively influence children’s physical activity habits.
6. Ways to incorporate daily physical activity into child care program/schedule planning.
7. Best practice relevant to children and physical activity during their time at child care.
8. The importance of a child care program having a physical activity policy.

**Increase caregiver ability to:**
1. Plan for age appropriate physical activity in a child’s day while at child care.
2. Ensure children are being adequately physically active in their day while at child care.
3. Decrease “screen” time (TV, computer, video games) in a child’s day at child care.
4. Teach and encourage children to be physically active every day, including being outdoors.
5. Teach children how physical activity benefits individual overall health.
6. Educate parents on the importance of children being physically active.
7. Practice best practices to ensure children are physically active in their day.
## MOVE Your Body

### Class Material List

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Facilitation/Instruction Outline

Pre-Class Questionnaire

1. Have class participants complete fitCare Pre-Class Questionnaire
2. Collect fitCare Pre-Class Questionnaire
3. Submit fitCare Pre-Class Questionnaire to the Regional ECE Office in charge of scheduling the course

Introduction of Course

Why fitCare classes matter

- Why am I here?
  - To learn:
    - How to provide an environment that promotes healthy lifestyle habits for children in my care
    - About ways to help kids learn about and develop healthy lifestyle habits
- Instructor note: Review obesity epidemic.
  - Refer to pages 12-16 of the “Be fit ...RECHARGE Your Energy” class outline
  - Extent of review may vary based on class participants’ need for review

Brief Review of the Pediatric Obesity Issue

- We have a problem; current pediatric obesity epidemic
- About 1 in 4 children aged 2-5 are overweight or have obesity.
  
  Source: CDC’s First-Ever Early Care and Education State Indicator Report (document)
  
The problem: Children who are overweight or obese as preschoolers are 5 times as likely as normal weight children to be overweight or obese as adults.
Source: https://www.cdc.gov/vitalsigns/ChildhoodObesity/index.html

Childhood obesity is a national issue and a local issue – YOU can help

Impact:

- Emotional Health

- Physical health
  - Childhood obesity is associated with various health-related consequences:
    - Heart disease, caused by --
    - high cholesterol and/or
    - high blood pressure
    - Type 2 diabetes
    - Asthma
    - Sleep apnea
- Overweight and obese children and adolescents
  - May experience immediate health consequences
  - May be at risk for weight-related health problems in adulthood

You can help fix the problem

- 41% of U.S. children aged 0—5 are cared for each week in non-parental care arrangements
  Source: CDC’s First-Ever Early Care and Education State Indicator Report (document)

- On average, the children of working parents spend 36 hours a week in child care
  Source: www.naccra.org

No single strategy will address the causes of the complex childhood obesity issue

- A collaborative effort is needed amongst health care professionals, child care providers, families and community organizations in order to have a significant impact on addressing the causes of childhood obesity
• **You**
  - Touch children’s lives every day
  - Are in a place of influence

• **Where to start:**
  - Provide information to children and parents regarding *fit*
  - Practice *fitCare* best practices in child care

### What is *fitCare*?

• *fitCare* is a program to help child care providers combat the pediatric obesity epidemic
  - It focuses on teaching children how to make healthy food and move choices

• When caregivers implement the *fitCare* program, they use *fit* principles to:
  - Teach children
  - Educate parents
  - Role model behavior
  - Implement best practices

• *fitCare* provides child caregivers with *fit* knowledge and tools to teach others about *fit*.
  - Why being *fit* matters
  - What it is to be *fit*
  - How to be *fit*
What is fit?

- fit is a behavior theory
  - Combines behavior change and choice theories
  - Brings a conscious awareness of why, what and how we make healthy lifestyle choices (food and physical activity choices)
  - Acknowledges the importance of emotions and energy in the decision making process
    - What to eat
    - To move or not move

- fit connects four key factors to having a healthy body and healthy weight
  - MOOD – Motivate Your MOOD
  - RECHARGE – RECHARGE Your Energy
  - FOOD – Think Your FOOD
  - MOVE – MOVE your Body

- What is fit?
  - fit recognizes that our MOOD and RECHARGE influence our FOOD and MOVE choices
    - Influencers
      - Emotions and Attitudes – MOOD
      - Rest and Energy levels – RECHARGE
    - Choices
      - Nutritional choices – FOOD
      - Physical activity choices – MOVE

- Being fit is not just about:
  - What to eat and drink
  - How you move
• Being fit is about
  o Having the right mindset and enough energy
to be able to choose
  o Healthy foods and to be active

• fit is about
  o Having the energy (RECHARGE) and motivation (MOOD) to make healthy choices
    ▪ Eat and drink health foods
    ▪ MOVE your body

fit and MOVE

• Being fit is about choosing to MOVE your body every day

• MOVE your body
  o Moving = physical activity
  o Moving is the opposite of being sedentary

• Don’t just sit there! MOVE!

• MOVE
  o Good for the body
  o Good for the brain

• MOVE
  o To build strong bones
  o To build strong muscles

  o Good for your heart wellness
  o Helps stimulate your brain
  o Good for your overall health
• *fit* recognizes that our MOOD and RECHARGE influence our desire to MOVE
  o Influencers
    ▪ Emotions and Attitudes – MOOD
    ▪ Rest and Energy levels – RECHARGE
  o Choices
    ▪ Physical activity – MOVE

• Being *fit* is about motivating yourself to MOVE Your Body
  o Find MOVE moments in your day
  o Talk yourself into moving
  o Make moving fun

• *fit* Connection: FOOD and MOVE
  o Healthy foods give us energy to MOVE

• *fit* Connection: FOOD and RECHARGE
  o MOVE choices are impacted by our sleep and rest behaviors (RECHARGE)
    ▪ Children and adults need to get their RECHARGE (rest) to have energy to MOVE
  o MOVE helps us RECHARGE
    ▪ Moving is one way to RECHARGE
      ♦ When we MOVE we re-boost our energy
  o When we MOVE hormones are released into our bloodstream. These hormones help us:
    ▪ Feel better
    ▪ Have more energy
    ▪ Reduce stress

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• *fit* Connection: FOOD and MOOD
  o MOVE choices are impacted by MOOD
    ▪ MOOD impacts one’s desire/motivation to MOVE
      ✓ I am too tired
      ✓ I don’t feel like moving
      ✓ I don’t want to exercise
      ✓ I want to watch TV instead

• We need to manage our MOOD and motivate ourselves to MOVE

• MOVE Your Body
  o How often do you MOVE in a day?
  o What is your favorite way to MOVE?
  o What gets in the way of putting some MOVE into your day?

**MOVE Your Body**

• Everyone needs to MOVE
  o Moving is good for one’s health and wellbeing

• Children need to MOVE for their health and wellbeing
  o Overall health
  o Self-management development
  o Brain development

• Children need to MOVE -- Too much sitting going on
  o Limited physical activity in a child’s day is contributing to the growing issue of overweight children

  o Physical activity: Helps reduce the health risks associated with being obese and overweight in children. Overweight children have greater health risks:
    ▪ 60% of overweight children 5-17 years of age already have at least one risk factor for heart disease
    ▪ Obese children are more likely to have high blood pressure, high cholesterol, and type 2 diabetes, which are risk factors for cardiovascular disease

- Physical activity: A positive effect on one's overall health
  - Contributes to an increased life expectancy and a decreased risk of cardiovascular disease

- Physical activity helps reduce:
  - The risk of diabetes and some types of cancer
  - Blood pressure

- Physical activity: Promotes muscle development
  - Large muscles – Gross Motor Skills
    - Examples of gross motor skills are running, jumping, or skipping
  - Small muscles – Fine Motor Skills
    - Examples of fine motor skills are writing, using a scissors, or coloring

- Physical activity: Helps with behavior management
  - Moving helps to turn your MOOD around
    - Physical activity is a positive outlet to manage feelings of:
      * Sad
      * Mad or Angry

- Physical activity: Helps build self-confidence
  - Children feel competent, physically and emotionally, when they use their bodies to MOVE, communicate and solve problems
    - Think about the pride a young child has when he/she masters riding a bicycle for the first time; being physically competent feels good
      * Creates a sense of self control
      * Creates a sense of being in control of one’s self – “I can”

- Physical activity: Helps relieve stress
• Moving is not just about healthy bodies
  o When we think of children and physical activity we commonly think of how it helps bodies to grow strong and healthy

  o Physical activity: Enhances brain development
    ▪ Early physical activity experiences are considered essential to the neural stimulation needed for healthy brain development

    ▪ Physical activity actually helps develop children's brains and cognitive skills too
      • The positive correlation between exercise and brain development has been researched for over 50 years
      • Research using M.R.I. technology provides a clear picture to the connection of physical activity and children's brain development
        Sources: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3951958/

      • In fact, active children have more brain development in specific areas of the brain that are responsible for memory, focus, and analytical ability
        Sources: Research by Dr. C.H. Hillman, University of Illinois at Urbana, Champaign, Urbana, IL (2009).

Moving and Brain Development

• How does moving help stimulate healthy brain development?

• First a review of some brain development basics
  o Brains develop as brain cells, also called neurons, make connections with each other
  o Some connections are made before a child is born
    ▪ These brain connections control and regulate functions that are essential for survival
    ▪ The rest of the brain connections are waiting to be ‘hooked up’

  o Neurons are connected by a structure called a synapse
    ▪ Synapses permit neurons to pass electrical or chemical signals to each other
- The connections neurons make develop the pathways of thinking like a complicated road system
  - Synaptic connections create the road system in our brain that our brain uses as it thinks

- Physical activity helps promote the development of synaptic connections

- How does physical activity help develop synaptic connections?
  - This may be due to an increase in blood flow to the brain that is created while moving
    - This oxygen-rich blood nourishes the brain
  - Physical activity activates neurotransmitters and endorphins
    - These neurotransmitters and endorphins increase the growth and efficiency of neural networks in the brain

- Our brains become more active (more wired up) when we MOVE
  - Brain imaging provides visual evidence of the neurophysiological impact of physical activity — or the lack thereof — on children (red is good)
  - These images show the difference in brain activity after sitting quietly versus brain activity after a 20 minute walk
    Source: Research by Dr. C.H. Hillman, University of Illinois at Urbana, Champaign, Urbana, IL (2009).

- Moving helps to create a busy highway of brain activity

- Physical activity enhances learning - When kids MOVE they learn better
There are benefits to kids moving and learning at the same time:
- When children MOVE while they learn cognitive skills, the learning gels better; the thoughts "stick" better.

When the brain is stimulated to think and MOVE more synapses are "fired."
- This creates more brain involvement and increased retention of the ‘thought’ that is being taught
  - For example: Singing and dancing while learning one’s ABC’s allows for better brain retention of the ABC’s.

When we MOVE, we are engaging and exercising both sides of the brain, the left and right side,
- The left brain interprets details, reasoning, meanings, and putting things into sequential order
- The right brain interpreters visuals and is in charge of creativeness.

Exercise the brain
- Engaging in cross-lateral movement (arm and leg movements that cross over from one side of the body to the other) can have a dramatic effect on learning
  - The two sides of brain are forced to communicate when the legs and arms cross over the midline of the body
    - The left side of the brain controls the right side of the body and
    - The right side of the brain controls the left side of the body
    1. Example: Have children stretch their right arm and hand to their left knee; repeat this motion when moving to music.

Listening to music and dancing at the same time can boost memory, attention, motivation, and learning
- A movement activity, such as dancing with children, enhances brain development by connecting rhythm and movement.

Added benefit: When you MOVE and Learn – Learning is a lot more fun!
Moving versus Sitting – Who has more brain connectivity going on?
- The child dancing:
  - Has more synapses being “fired”
  - Is engaging more senses than the child watching TV

- It’s very important for children to have plenty of movement in their day to day activities
  - For physical development benefits
  - For brain development benefits

- Physical Activity:
  - Enhances thinking development
  - Enhances physical development
  - Enhances overall health

- So, if moving is so good for us:
  - What stops us from moving in our day?
  - Why don’t we MOVE more?
  - What’s stopping you from moving in your day?
  - What in the way of children getting adequate MOVE time in their day?

MOVE in Your Day

Discussion Starters
- Do you put MOVE into your day?
  - If yes – how?
  - If no – why not? What choices are you making that stop you from moving?

- Do you put MOVE into the day for the children you care for?
  - If yes – how?
  - If no – why not? What choices are you making that stop children from moving in their day?

Closing Point(s):
- Things can stop us from making time for MOVE in our day
- Know what gets in the way of making time to MOVE
- Make time to MOVE in your day

Let’s look closer at what gets in the way of putting a little MOVE in the day of the children you care for
What gets in the way of children moving in their day? – MOVE Barriers

- Why don't kids get enough MOVE in their day?
  - What choices do you make in the day that keeps kids from moving?
  - What barriers stop you from giving kids opportunities to MOVE in their day?

  - Space
    - One Choice: Not enough space for spontaneous active play
    - Another Choice: There are ways to MOVE in small spaces
      - Dancing
      - Jumping
      - Running in Place

  - Planning
    - One Choice: Not planning for MOVE activities
    - Another Choice: MOVE activities need to be planned into the day

  - Activity Choice: Too much sitting going on
    - One Choice: Allowing children to sit
    - Another Choice: Getting kids up and active
      - Research shows that young children in child care still spend a lot of their time sitting or lying down

    - Why so much sitting (sedentary activity) going on in the day
      - Peace and quiet is sometimes preferred as moving can create noise and some chaos

- Children are being entertained while sitting
  1. Videos
  2. Television shows
  3. Computer games

- Children are learning while sitting
  1. Computer games
  2. Computer learning (educational software)
  3. Television learning

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Screen time: Too much screen time
- One Choice: Allow children easy access to use screen time devices
- Another Choice: Limit screen time; limit access to screen time devices

- Due to increased ‘screen-time’ (DVD’s, television, computer, and video games) children are not getting enough physical activity and are leading a sedentary lifestyle
  * Preschool children are often exposed to more than 3 hours of screen time every day in some child care environments
  * At home-based day care centers, the preschool-age children watch more than an average of 2.4 hours of television a day -- compared to 0.4 hours in center-based settings

- The American Academy of Pediatrics recommends:
  * Children 18-24 months, if parents want to introduce digital media, choose high-quality programming, use media together with child(ren), and avoid solo media
  * Children 2-5 years of age limit use to no more than 1 hour per day
    Source: https://www.healthychildren.org/English/family-life/Media/Pages/Healthy-Digital-Media-Use-Habits-for-Babies-Toddlers-Preschoolers.aspx

- Kids need to MOVE -- Choose activities that involve moving
  - Plan for MOVE moments throughout the day

- Get children moving in their day
  - Engage children in moving activities that teach them cognitive skills
  - Make moving fun

Make Time to MOVE – Planning for MOVE Time

- Plan MOVE time for all ages. Start early
  - When children develop physical activity habits when they are young, the higher chances are that they will be more active as they grow older
For maximum benefit, movement experiences should be introduced early in life and be presented often during the early childhood years to optimize brain development.

Movement activities contribute to a rich environment that helps to produce rich brains.


**Why MOVE Time needs to be planned for**

- Plan to make sure children get MOVE time in their day
  - Adequate MOVE doesn't just happen in a child's day

- Common Thoughts versus Realities
  - Common Thought: We tend to think MOVE is something children do enough of naturally in their daily play
  - Reality: Children need to be given encouragement and opportunities to MOVE in their day
    - Research shows that young children in child care still spend a lot of their time sitting or lying down.
    - Although they may seem to be active and energetic, most children do not get the amount of physical activity they need in a day.
    - Some environments are restrictive and do not allow children to be physically active in their day.

- Encourage children to MOVE
  - It is recommended that caregivers/teachers should lead structured activities two or more times per day.
    Source: http://cfoc.nrckids.org/StandardView/3.1.3.4
  - It is recommended that during active (free) play time staff join children in active play and make positive statements about the activity.
    Source: http://cfoc.nrckids.org/StandardView/3.4.3.4
• Praise children for participating in an activity – even if they were not able to accomplish a certain skill

• Promote learning experiences that challenge each child to MOVE to the next level of individual development

  Source: 101 Tips for Increasing Physical Activity in Early Childhood

• Have posters, pictures, or books about physical activity displayed in every room

  Source: NAP SACC - Nutrition and Physical Activity Self-Assessment for Child Care

• Provide children opportunities to MOVE
  • It is recommended that staff provide physical activity education for children one time per week

  Source: NAP SACC - Nutrition and Physical Activity Self-Assessment for Child Care

• Don’t take away MOVE opportunities as a discipline method
  • Active play should not be withheld from children who misbehave (i.e. child is kept indoors while others go out to play)
  • If discipline is needed, toddlers and preschoolers should not be removed from physically active playtime for more than 5 minutes

  Source: Guidelines for Health Stepping Stones to Caring for our Children: National health and safety performance standards; Guidelines for early care and education programs, 3rd edition. (2013)

  o Common Thought: We tend to think playground time outdoors will be enough movement in a child’s day

  o Reality: Playground time outdoors provides great physical activity opportunities for kids
    • It is unlikely this time alone will give children their 90-120 minutes of movement in their day
Common Thought: We think we don’t need to plan for children to MOVE

Reality: We need to plan times for children to MOVE in their day

- Make a plan to ensure children MOVE in their day
  - Decrease children’s time spent doing sedentary activities such as television and computer time
  - Increase children’s opportunities to be physically active

- Plan for limited time sitting
  * Preschool children should not be continuously sedentary for more than 30 minutes at a time except when sleeping
  Source: AAP Best-Practice Guidelines for Physical Activity at Child Care
  http://pediatrics.aappublications.org/content/124/6/1650.full.pdf

- Plan for MOVE time
  * There should be an adult-led (structured) physical activity at least 2 times per day
  Source: Caring for our Children; chapter 3: Health Promotion and Protection; Standard 3.1.3.4: Caregivers'/Teachers' Encouragement of Physical Activity

  * Plan for an environment that encourages spontaneous physical activity

- When we understand the importance of children having structured and spontaneous physical activity in their day it is more likely we will make the time to plan for children to MOVE throughout their day

How to plan for MOVE Time in the day

- Plan for MOVE in the day – Planning checklist
  o Age specific planning
    ▪ Adapt activities for children with disabilities
  o Time for:
- **Structured**
  - Short activity bursts
- **Spontaneous**
  - Environment that encourages moving
  - Intensity of physical activity
  - Time to MOVE outdoors

- **Plan for kids to MOVE – Age specific planning**
  - **Infants**
    - Infants should have supervised tummy time every day
      - Two to three times per day for 3-5 minutes or as tolerated by infant
    - Source: *Guidelines for Health Stepping Stones to Caring for our Children: National health and safety performance standards; Guidelines for early care and education programs, 3rd edition. (2013)*

  - **Toddlers (12 months to 3 years old):**
    - Total: 60 to 90 minutes of moderate to vigorous physical activity
      - Structured: Accumulate at least 30 minutes
      - Spontaneous: Accumulate at least 60 minutes
    - Source: [portal.shapeamerica.org/standards/guidelines/activestart.aspx](http://portal.shapeamerica.org/standards/guidelines/activestart.aspx)

  - **Preschools (3 to 6 years old):**
    - Total: 90 to 120 minutes of moderate to vigorous physical activity
      - Structured: Accumulate at least 60 minutes
      - Spontaneous: Accumulate at least 60 minutes
    - Source: [portal.shapeamerica.org/standards/guidelines/activestart.aspx](http://portal.shapeamerica.org/standards/guidelines/activestart.aspx)

  - Adapt activities for children with disabilities

- **Plan for kids to MOVE – A mixture of physical activities throughout the day**
  - **Structured:** children’s activity is led by an adult
    - Including short activity bursts
  - **Spontaneous:** children’s activity is impulsive and often determined by the children
Structured physical activity (adult-led) is provided daily for all children as appropriate for child’s age
- Toddlers: 30 minutes
- Preschoolers: 60 minutes
- It is recommended that caregivers/incorporate two or more short structured activities of games daily to promote physical activity

Source: Guidelines for Health Stepping Stones to Caring for our Children: National health and safety performance standards; Guidelines for early care and education programs, 3rd edition. (2013)

Short activity bursts of adult-led activity - find moments in the day
- MOVE time does not have to happen in a single session to be beneficial.
- Short bursts of activity work well for young children
- Bursts of activity time all add up in the day to get the recommended 90-120 minutes of physical activity built into a child’s day

Source: Guidelines for Health Stepping Stones to Caring for our Children: National health and safety performance standards; Guidelines for early care and education programs, 3rd edition. (2013)

Consider these planning ideas to put short activity bursts in the day:
- Plan short bursts of activities throughout the course of the day in 5-10 minute intervals. For example:
  * 5 minutes of running in place before going outdoors
  * 5 minutes of reach up high when coming indoors
  * 5 minutes of stretching before naptime
  * 10 minutes of dancing after naptime

Spontaneous (active free play, not adult-led) play time is provided daily for all children as appropriate for child’s age
- Toddlers: 60 minutes
- Preschoolers: 60 minutes
- Set up environment that engages children in active free play
- Have adequate equipment available that encourages spontaneous physical activity

Plan for kids to MOVE – Set up an environment that encourages moving

Set up environments to allow for spontaneous moving
- Children should participate in continuous opportunities to develop and practice age-appropriate gross motor and movement skills
- Allow for active spontaneous physical activity
- Plan for kids to MOVE – A mix of intensity of physical activity
  - Plan time for moderate and vigorous activities
    - Moderate and vigorous physical activity will make children breathe harder and make their hearts beat faster than when they are not active
    - See definition of Moderate and Vigorous physical activity at:
      Source: [http://www.cdc.gov/nccdphp/dnpa/physical/pdf/PA_Intensity_table_2_1.pdf](http://www.cdc.gov/nccdphp/dnpa/physical/pdf/PA_Intensity_table_2_1.pdf)

- Structured activities (adult-led) have shown to produce higher levels of physical activity in young children
  Source: Guidelines for Health Stepping Stones to Caring for our Children: National health and safety performance standards; Guidelines for early care and education programs, 3rd edition. (2013)

- Moderate and vigorous physical activity include:
  - Moderate physical activity
    - Walking
    - Playing on outdoor play equipment, moving about, swinging, climbing, or tumbling
    - Playing hopscotch, 4-square, kickball, or ball games
  - Vigorous physical activity
    - Running, hopping, galloping, or walking quickly up a hill
    - Playing, running, or jumping games
    - Doing jumping jacks
    - Dancing or skipping to music
  Source: Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)
  Source: National Association for Sport and Physical Education (NASPE)

- Plan for kids to MOVE – Plan for kids to MOVE outdoors
  - Time spent outdoors has come to be a strong, consistent predictor of children’s physical activity

- Use space wisely
  - Many games and activities meant for outdoors and large spaces can be changed for use in limited, indoor spaces
    - For example:
      - Use colored masking tape to create pathways for children to follow as they jump or walk
      - Children can dance in a small space
      - Children can run in place in small spaces
- It is recommended that children have two to three occasions to play outdoors daily
  - Infants: Two to three times a day of outdoor time as tolerated
    Source: Guidelines for Health Stepping Stones to Caring for our Children: National health and safety performance standards; Guidelines for early care and education programs, 3rd edition. (2013)

- Toddlers and Preschoolers: 60-120 minutes a day of outdoor time
  Source: Standard 9.2.3.1: Policies and Practices that promote Physical Activity

- Plan for MOVE in your day
  - Sample Schedule #1

  - Sample Schedule #2

  - Sample Schedule #3

- Make MOVE what you do every day
  - Plan for times to MOVE
    - Structured activities
      - Find moments in the day for short activity bursts
      - Set up environments to allow for spontaneous physical activity
  - Plan for moderate and vigorous activities
  - Make time to play outdoors
  - Keep moving fun and interesting

**Make MOVE Moments happen – What can you do?**

- Plan adult-led active play and games
○ What can you do?
  ▪ Make a list and hang it up to keep ideas handy

○ Plan a “movement parade.” March around the room or outside. Call out different movements children can do such as hop, skip, leap, twirl, twist, jump, and stomp as they march

○ Try “follow-the-leader” or walk in your neighborhood or park

○ Play musical movement games, such as “Head, Shoulders, Knees and Toes,” “Hokey Pokey,” and “If You’re Happy and You Know It”

○ Put on the music and dance crazy for 5 minutes before snack time. Take 3 deep breaths to calm down to eat

○ Run in place before sitting down for group time

○ Take MOVE breaks
  ▪ Throughout the day, blow a whistle and yell out a MOVE to do and how many
    • For example, “Stop what you are doing and march in place while I count to 10.”
- Stretch before nap time
  - Put ups a poster to remind children to stretch and relax before naptime

- Do 10 reach up high movements when coming in from outside
  - Put up a poster on the door to remind everyone to reach high when they come inside

- Plan for fun ways to MOVE
  - There is more desire to MOVE when it is fun
  - Make moving fun and interesting throughout the day
  - Consider these group time ideas:
    - Incorporate moving like the animals
    - Shake your sillies out and move to music

- Music adds fun to moving
  - It is recommended that some movement/dance activity with music is done daily
    Source: ECERS - R – Early Childhood Environment Rating Scale (ECERS reference #21:7.1)

- Make time to play outdoors
  - Outdoor play space should include open, grassy areas and paths for wheeled toys

  - Equipment:
    - Use toys and equipment that are the right size for the age of the children
    - Have a wide variety and adequate amounts of fixed play equipment available to accommodates the needs of all children
      * Equipment such as swings, slides, climbing equipment, overhead ladders
    - Have a variety of and adequate amounts of portable play equipment that stimulates a variety of gross motor skills is available for all children to use at the same time
      * Equipment such as wheel toys, balls, tumbling mats

  - Sun protection: When playing outdoors children should be protected from the sun by using shade, sun protective clothing and sunscreen of SPF 15 or higher (with permission of parent or guardian)
    Source: cfoc.nrkids.org/standardview/3.4.5.1
• Be weather-ready. When weather is too severe for outdoor play, dance to music indoors and tell or read stories that children can act out physically
  ▪ When weather is not suitable to go outdoors arrange for indoor play space to be available for outdoor activities such as running
  Source: Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)
  Source: American Academy of Pediatrics (AAP)

• Resources to help you put some MOVE into children’s days
  o Active Smart by the National Association for Sport and Physical Education (NASPE) Guidelines for Birth-5
  o Caring for Our Children, 3rd Edition Comprehensive Set of Standards (2013)
  o Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)
  o Let’s Move Child Care - http://healthykidshealthyfuture.org

Caregivers are instrumental in helping children learn healthy lifestyle habits to combat the pediatric obesity epidemic.

• Be a MOVE advocate

• You can help kids MOVE their bodies every day

• Four things you can do to help kids learn how to move their bodies throughout their day
  1. Teach children
  2. Educate the parents
  3. Be a good role model
  4. Implement best practices in your child care setting

Teach Children – MOVE Your Body

• Why child care? Why you?
  o Children spend a lot of hours in child care
    ▪ More children are in child care today than ever before
    ▪ Some spend more time in child care than they do at home
  o There are many opportunities in a child’s day at child care to learn about the importance of moving one’s body
• Key points to teach the children about MOVE

  o Moving:
    ▪ Is good for your body and brain

  o Moving is good for your body
    ▪ Helps your bones grow strong
    ▪ Helps your muscles grow strong
    ▪ Helps your heart be strong and feel good

    ▪ Helps your heart be strong and feel good

  o MOVE – it’s good for your brain
    ▪ Your brain needs exercise to grow too
    ▪ You can learn better when you MOVE

  o FOOD and MOVE Connection
    ▪ Healthy foods help your body MOVE
    ▪ Just like a car needs gas to run, your body needs healthy foods to give you energy to run and play

  o You need to MOVE!
    ▪ Too much TV or computer time can make your body and brain lazy
o MOVE instead. MOVE to RECHARGE your energy
  ▪ Re-Boost your energy by moving

  ▪ When you are sitting in front of TV your brain is also ‘sitting’
  ▪ Be careful to not watch too much TV or play too long on the computer
  ▪ If you are watching TV get up and do your favorite dance move when a
    commercial comes on

o Be a fit kid
  ▪ fit kids MOVE when they play

  ▪ fit kids rest when they are tired so they have energy to MOVE

o It’s important to find times to MOVE in your day

**Tools to help teach children about MOVE**

- Have books and games available to help children learn about being physical active
  o Read books to children about:
    ▪ Why we need to move our bodies
    ▪ Ways to move our bodies
• The fit Jr. Website has many resources to help children learn about MOVE:
  o fit Jr. Website
    fit.sanfordhealth.org
    (show in class if possible)

• Movement Cube
  o Purpose:
    ▪ Help children learn there are many ways to MOVE in the day
  o Talking Points:
    ▪ Moving is good for your whole body
    ▪ Moving is good for your brain
    ▪ You should MOVE every day
    ▪ Can you name healthy ways to MOVE?
      o You can climb, run or jump up high
    ▪ There are lots of fun ways to MOVE
      o Dance, march, or wiggle
    ▪ It doesn’t matter how you MOVE. It just matters that you MOVE and play!

• Gotta MOVE Game
  o Purpose:
    ▪ Help children learn moving is good for your body and brain
  o Talking Points:
    ▪ Moving is good for your whole body. Moving makes our:
      ▪ Bones grow strong
      ▪ Muscles grow strong
      ▪ Hearts grow strong and healthy
    ▪ Moving is good for your mind too
      ▪ Moving helps your brain think better
    ▪ It is fun to MOVE and learn at the same time
      ▪ You can learn to count and MOVE your body at the same time

• Healthy Kids Bingo Board
  o Purpose:
    ▪ Create an awareness of how to find ways to MOVE in one’s day
    ▪ Remind children our bodies need healthy FOOD (good fuel) to give us energy to MOVE
  o Talking Points:
    ▪ Moving helps you be healthy
    ▪ Moving helps you feel good
    ▪ To MOVE, you need to eat healthy foods
      o Healthy foods are good for your body
      o Healthy foods give your body the energy it needs to MOVE!
    ▪ This game will help you remember to eat healthy so you have energy to MOVE and play
    ▪ Eating healthy foods and moving are two ways to make your body strong

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• I Want to be a Healthy Kid
  o Purpose:
    ▪ Encourage children to be a fit kid and MOVE in their day
  o Talking Points:
    ▪ There are lots of fun ways to MOVE every day
    ▪ Sometimes you sit still and watch TV or play on the computer
      ✷ Too much TV or computer time can make your body and brain lazy
    ▪ It’s better to MOVE your body than to sit and watch TV or play on the computer
      ✷ Moving makes your body and brain grow strong
    ▪ MOVE every day
      ✷ It’s good for your body to stretch, dance, and play
    ▪ Moving is so much fun!
      ✷ When you MOVE in ways you like, you won’t want to turn on the TV
    ▪ Have an adult help you keep track of all your moves so you can see what a healthy fit kid you are

• My Fit MOVE Book
  o Games
  o Trackers
  o Awards and Ribbons

• MOVE Activity Guide Purpose – Learning experiences throughout the day
  o Children learn through experiences
  o Short term learning is gained when there is limited exposure to information in one day or week (i.e. a group time topic)
  o Retained learning occurs when there is continual exposure to learning in multiple play areas on a consistent basis within the care environment
  o Children need to have continual, consistent exposures to learning experiences that teach them about making healthy choices for making healthy choices to become a habit

• MOOD Activity Guide - Get up and MOVE Activities
  o Review MOVE Activity Guide with class
    ▪ Have participants practice some of the following physical activities from the MOVE Activity Guide; emphasize the MOVE point and fit Connection
      ✷ Act it Out
      ✷ Copy That
      ✷ Body Shapes
      ✷ The Chicken Stretch
• Let’s MOVE: Childcare Website
http://healthykidshealthyfuture.org/welcome.html
(show in class if possible)

Educate the Parents

• Create an awareness of the pediatric obesity issue and MOVE

• Partner with parents to help children to learn about ways to MOVE in their day
  o Best Practice recommends that training opportunities are provided for parents regarding physical activity 2 times per year
  Source: Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)
  o Offer family fun nights or parent nights to educate parents on children’s need for physical activity
  o Organize parent/child MOVE together nights
    ▪ Encourage parents to be physically active role models and select family activities that include physical activity
    Source: 101 Tips for Increasing Physical Activity in Early Childhood

• Create Awareness:
  o Display posters in your child care facility to create awareness of the obesity issue and physical activity
    ▪ Active Kids = Better Learners
    ▪ Kids Gotta MOVE
    ▪ How Does Your Child Spend the Day?

• Educate Parents - Children need to be physically active
  o Limited physical activity in a child’s day is contributing to the growing issue of overweight children

• Educate Parents - Moving is good for the body
  o Builds strong muscles
  o Builds strong bones
  o Healthy hearts
- Educate Parents - Moving is good for the mind
  - Helps with children's brain development

- Educate Parents – Make MOVE moments in the day
  - Make moments to have your child MOVE in his or her day
    - Even 5-10 short bursts of moving helps children gain the benefits of being physically active
      - Dance to fun music
      - Have a MOVE like the animals parade

- Educate Parents – Make moving fun
  - Find ways to make moving fun
    - When moving is fun there is more motivation to MOVE

- Educate Parents – Limit screen time
  - Limit screen time at home
    - Children 18-24 month, if parents want to introduce digital media, choose high-quality programming, use media together with child(ren), and avoid solo media use
    - Children 2-5 years of age limit use to no more than 1 hour per day
  
  Source: https://www.healthychildren.org/English/family-life/Media/Pages/Healthy-Digital-Media-Use-Habits-for-Babies-Toddlers-Preschoolers.aspx

- Educate Parents – Play outdoors
  - Find fun ways for your child to play outdoors

- **fit parent resources:**
  
  
  - Provide parents with tools to assist in helping children develop good MOVE habits
    - My MOVE Chart

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**YOU the Caregiver**
• What can caregivers do? How can you help? Change can start with you

• YOU can promote healthy habits
  o Know and promote healthy MOVE habits

• YOU can promote the importance of being fit
  o The importance of all four pieces working together

• YOU can be a role model on being fit
  o RECHARGE Your Energy
    and
  o Motivate your MOOD to
    o MOVE Your Body
  o MOVE with the children in their day
    ▪ Engaging in active play with children is good role-modeling, and a great way to relieve stress
    Source: http://www.teamnutrition.usda.gov

**Best Practice Review**

• **Instructor Note:** Define Best Practices Review (Optional)
  o Refer to page 33 of the “Be fit…RECHARGE Your Energy” class outline

• Define Best Practices Review (Optional)
  o Refer to page 23 of the “Be fit…RECHARGE Your Energy” class outline
  o Why (why is this best practice important)
    ▪ Methods that have been proven to work
  o What (what is the best practice)
    ▪ What you do to get the best results
  o How (how can providers achieve this best practice)
    ▪ Follow the fitCare Student Manual Guidelines

**MOVE Best Practices**

• MOVE Best Practices are reviewed in the fitCare Student Manual
  *(Instructor can show class participants the location of the MOVE section in the fitCare Student Manual)*
  o MOVE Best Practices: What, Why and How
    ▪ Why (why is this best practice important)
    ▪ What (what is the best practice)
    ▪ How (how can providers achieve this best practice)

• Children spend much of their day in child care facilities
  o It’s important that there is planned and spontaneous play time for them to MOVE

**Policy first**

• Have a written physical activity policy
Definition of a policy:
- A written policy is a statement about the importance you give to something in your child care program
- A written expectation to continually guide the practice of child care leadership and staff in the child care setting
- Helps provide a means to meet the goals of providing children an environment in which to learn about and practice physical activity habits

Why a written policy is important:
- Parent Communication: Policy statements can help child care providers and families understand why physical activity choices are so important relative to children's health, development, and weight
- You can use such a statement in your program handbook, descriptions, or advertisements, and in the materials you give to parents to tell how important active play (physical activity) and movement are, and how these will be a big part of the day the children spend with you
- Staff communication: When new staff start working at the child care program, written policies will help them learn about responsibilities and expectations of the program
  - Provides guidelines of what to do/what is expected in practice
  - Ensures consistency in practice

Include in physical activity (MOVE) policy:
- Age specific considerations
  - Infants
  - Toddlers
  - Preschoolers
  - School age
- Guidelines for planned physical activity
  - Structured and spontaneous active free play
  - Balance of vigorous and moderate physical activity
Guidelines for a supportive physical activity environment

- Environment supports spontaneous active free play

- Staff are expected to be involved with children during physical activity play activities

- Children are not restricted from physical activity as a discipline method

- Provide children rest and relaxation
  - Assure that children have energy to MOVE

- Limitation on time children are seated
  - Limit screen time

- Time for outdoor physical activity

- Safe age-appropriate equipment
  - Indoors and outdoors
- Professional education on physical activity for staff
- Children's education on physical activity
- Parent/guardian education on physical activity
  - Communicate with parents the importance of physical activity

- Policies don't have to be complex and hard to write:
  - Sample MOVE Policy
    - In our program we provide children with at least the recommended amount of physical activity per day.
    - This program provides children the opportunity to work on both fine and gross motor skills.
    - Our program provides children the opportunities for structured, age appropriate play both indoors and outdoors.
    - This program provides daily, age appropriate physical activities to children both indoors and outdoors. Along with limiting screen time.
    - Children are provided education on the importance of being physically active once a week

**MOVE Best Practices Highlights**

- Plan for moving in the day
  - Give children an opportunity to be physically active in their day
  - Plan for adequate physical activity for age throughout the day
o Write physical activity time and activities into the written lesson plans

- Make moving fun
  o Example: Combining music and physical activity is an excellent way to make moving fun

- Plan for moving in the day: Age specific planning
  o Toddlers: Goal of 90 minutes of physical activity in the day
  o Preschoolers: Goal of 120 minutes of physical activity in the day

  o Adapt activities so children with disabilities can join in the activities
    - Accept children’s various body types and abilities

- Plan for moving in the day: Plan for age appropriate structured and spontaneous MOVE opportunities in the day

  o Plan for structured (adult-led) physical activity
    - Plan for at least two times a day

  o Plan for age-appropriate guidelines for structured (adult-led) physical activity
    - Infants: Provide supervised tummy time
      - Two to three times per day for 3-5 minutes or as tolerated by infant
      - Limit the amount of time an infant is confined in a playpen or swing
        * Limit to 15 minutes at a time
        Source: Guidelines for Health Stepping Stones to Caring for our Children: National health and safety performance standards; Guidelines for early care and education programs, 3rd edition. (2013)
    - Limit playpens for nap times
- Toddlers:
  - At least 30 minutes of adult-led physical activity a day

- Preschoolers:
  - At least 60 minutes of adult-led physical activity a day

- Short bursts of adult-led activity work well for young children
  - 5-10 minutes of bursts of activity time all adds up in the day to get the recommended 90-120 minutes of physical activity built into a child's day

  - Plan for spontaneous active free play throughout the day

  - MOVE with the children
    - It is recommended that at least one provider join children in free active play at least one time per day

  - Plan for age-appropriate guidelines spontaneous active free play
    - Toddlers should have:
      - Up to at least 60 minutes of spontaneous, free, unstructured physical activity including indoor and outdoor play

    - Preschoolers should have:
      - Up to at least 60 minutes of spontaneous, free, unstructured physical activity including indoor and outdoor play
• **Plan for moving in the day:** Set up a MOVE Environment
  o Provide an environment that allows for spontaneous physical activity
    ▪ The environment should be set up to allow for children to get 60 minutes a day of spontaneous physical activity

  o Plan for children to MOVE: Limit the time children are sitting
    ▪ Preschool children should not be continually sedentary for more than 30 minutes at a time except when sleeping or eating
    
    Source: AAP Best-Practice Guidelines for Physical Activity at Child Care
    http://pediatrics.aappublications.org/content/124/6/1650.full.pdf

  o Do not restrict children from physical activity as a discipline method
    ▪ Do not remove toddlers and preschoolers from physical active playtime for more than 5 minutes

  o Limit screen time
    ▪ Plan so there is no more than 30 minutes a week of screen time activity in a child care setting

  o Set up learning centers that engage children in learning about the importance of moving and how to MOVE one’s body

  o Modify small spaces if needed to allow time for physical activity

• **Plan for moving in the day:** Provide time for moderate and vigorous activities.
  o Moderate and vigorous physical activity will
    ▪ Make children breathe harder
    ▪ Make children’s hearts beat faster than when they are not active
• **Plan for moving in the day:** Plan for outdoor physical activity
  o Two to three times of outdoor play each day, depending on the weather
    ▪ Toddlers are allowed 60-120 total minutes of outdoor play
    ▪ Preschoolers are allowed 60-120 total minutes of outdoor play

• **Plan for moving in the day:** Provide equipment that promotes physical activity
  o Provide a variety or portable play equipment that stimulates a variety of gross motor skills (wheel toys, balls, tumbling mats)
  o Have equipment available for all children to use at the same time
    Source: Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)
  o Assure there is an adequate amount of play equipment available to minimize time children need to wait to play
    ▪ Fixed equipment
      • Swings, slides, climbing equipment, overhead ladders, etc.
    ▪ Portable equipment
      • Balls, hula hoops, musical scarves, etc.
  o Assure equipment is age-appropriate
    ▪ Infants
    ▪ Toddlers
    ▪ Preschools
    ▪ School age children
  o Assure equipment is safe
    o Limit restrictive equipment
      ▪ Infants should not be seated for more than 15 minutes at a time, except during meals or naps
      ▪ Examples of restrictive equipment:
        • Strollers
        • Playpens
        • Swings
        • Bouncers
        • Stationary activity centers
      ▪ A least restrictive environment should be encouraged at all times
        Source: [http://cfo.nrckids.org/StandardView/3.1.3.1](http://cfo.nrckids.org/StandardView/3.1.3.1)

• **Educate staff**
  o Educate staff on the importance of children moving in their day
    ▪ Staff should attend training on physical activity at least two times per year
      Source: Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)

• **Teach the children**
  o Teach the children about the importance of moving in their day
    ▪ Why we need to MOVE. Ways to MOVE
  o Provide physical activity education for children 1 time per week
  o Display posters, pictures and books about physical activity
    Source: Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)
• Educate the parents
  o Educate the parents/guardians on the importance of children moving in their day
  o It is recommended that training opportunities are provided for parents on physical activity 2 times per year
  
  Source: Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)

• Role model being fit:
  o MOVE Your Body
  o MOVE with the children during structured physical activities

Self-Assessment Tools

• Practice MOVE fitCare Best Practices
  o How can you get started?
  o What can you do?

• Find out how you are doing
  o Take a MOVE Self-Assessment
    ▪ Check out if you are practicing fitCare MOVE Best Practices
      ✥ Learn what you are doing well
      ✥ Learn what you can improve on
      ✥ Try one new thing to improve your fitCare MOVE Best Practice

• Review MOVE Self-Assessment with participants:
  o Scoring Review
  o Planning for Action
  o Pre-Assessment
  o Post-Assessment

• Completion options:
  o At the end of class
  o Participant takes home and completes after class

• Review Move Challenge - www.healthykidshealthyfuture.org
  o Complete an online interactive checklist to assess what quality improvements can be made related to five goals and create a customized action plan
    1. Physical activity
    2. Screen Time
    3. Food
    4. Beverages
    5. Infant Feeding
  o Upon successful completion of the action plans, caregivers can retake the online assessment and receive a certificate of recognition for their efforts
Conclusion

- What to remember from today:

- **fit** recognizes that our MOOD and RECHARGE influence our FOOD and MOVE choices

  o Influencers
    - Emotions and Attitudes – MOOD
    - Rest and Energy levels – RECHARGE

  o Choices
    - Nutritional choices – FOOD
    - Physical activity choices – MOVE

- **Being fit** is about
  
  o Having the right mindset and enough energy to be able to choose
  
  o Healthy foods and to be active

- MOVE Your Body
  
  o **Being fit** is about motivating yourself to MOVE Your Body
    - Find MOVE moments in your day
    - Talk yourself into moving
    - Make moving fun

- Moving gives us energy
  
  o Re-Boost your energy in the day - MOVE
• Healthy FOOD choices give us energy to MOVE

• MOVE choices are impacted by our sleep and rest behaviors (RECHARGE)
  o When we are tired we have less desire to MOVE

• MOVE choices are impacted by MOOD
  o MOOD impacts one’s desire to MOVE

• MOVE Your Body
  o Adults need to MOVE
  o Children need to MOVE

• Limited physical activity in a child’s day is contributing to the growing issue of overweight children

• Physical activity habits start when children are young
  o Get kids moving in their day

• Children need to MOVE. Moving is good for the body
  o Helps to build strong bones
  o Helps to build strong muscles
  o Good for your heart wellness
  o Good for your overall health
• Moving is good for the brain
  o Helps stimulate brain development

• When kids have MOVE in their day they:
  o Feel better
  o Behave better
    ▪ Less discipline challenges

• Practice fitCare Best Practices
  o MOVE Best Practices

• Have a physical activity policy to guide fitCare MOVE Best Practices

• Plan for MOVE in the Day
  o Make a plan for kids to MOVE in their day
  o MOVE Goal: 90-120 minutes in a day (depending on child’s age)
    o Make moments to MOVE every day
      ▪ Make MOVE moments happen throughout the day
    o Provide age-appropriate physical activities
- Plan for and provide physical activity times in the children’s day
  - Structured adult-led activities
    - Provide short 5-10 minute adult-led activities
  - Spontaneous active play time

- Mix it up!
  - Plan for and provide moderate and vigorous physical activities

- Plan for outdoor MOVE time
  - Plan for and provide outdoor physical activity time

- Make moving fun!
  - Add some music and dance and MOVE

- Plan for a MOVE environment
  - Plan for and provide an environment that encourages physical activity
    - Set up an environment that allows children to spontaneously MOVE in their day

  - Limit screen time
    - Too much sitting going on

- Equipment
  - Safe
  - Age-appropriate
  - Non-restrictive
  - Have adequate amounts of equipment available to minimize children’s wait time to play
    - Fixed equipment
    - Portable equipment
• Staff MOVE practices
  o MOVE with the children
  o Role model moving with the children
  o Have fun moving with the children
  o Attend two trainings a year on children’s physical activity

• Teach the Children
  o Provide children education on why and how to move at least once a week
    ▪ Moving is good for your body and brain
    ▪ MOVE your body

• Educate the parents
  o Children need to MOVE
  o Limit screen time
  o Children learn best when there are consistent messages and practices between their home and their child care environment

• Role Model
  o Join children in active play and make positive statements about the activity
  o You are in a role that can teach the children and educate the parents about healthy lifestyle habits
    ▪ RECHARGE Your Energy and
    ▪ Motivate Your MOOD to
    ▪ MOVE Your Body

• Practice fitCare Best Practices
  o Have policies to guide fitCare Best Practices
    ▪ Plan when to MOVE
    ▪ Plan how to MOVE
Closing:
One Thing….I Will Do and Post-Class Questionnaire

Activity

- Closing Activity: One Thing….. I Will Do and Post-Class Questionnaire
  - Purpose:
    1. To have participants acknowledge an action to put into practice
    2. To check participants knowledge gain
  - Materials:
    1. One Thing I Will Do Card *(Participant keeps this card)*
    2. Post-Class Questionnaire

- Activity:
  - Participant completes One Thing I Will Do Card (Student card)
  - Participant completes Post-Class Questionnaire
    - Questions 1-10
    - Participant copies student card information onto Post-Class Questionnaire in “One Thing I Will Do” section
    - Participant completes confidence score
    - Participant completes class evaluation questions
  - Participant turns Post-Class Questionnaire into instructor
  - Instructor reviews correct answers with participants
  - Instructor turns class Post-Class Questionnaire into Regional ECE Office
Resources


One Thing I Will Do

One Thing......... I will do to provide fitCare for children in my care:

_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________

One Thing I Will Do

One Thing......... I will do to provide fitCare for children in my care:

_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
# MOVE Your Body *(Pre-Class Questionnaire)*

Please read the following statements and circle your answers

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Because children are naturally physically active, you do not need a plan of how to engage children in physical activity in their day.</td>
<td>TRUE</td>
<td>FALSE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What is the appropriate amount of time for an infant to be in a swing or playpen?</td>
<td>5 minutes</td>
<td>15 minutes</td>
<td>30 minutes</td>
<td>1 hour</td>
</tr>
<tr>
<td>3. How many times a day should caregivers provide children an adult-led physical activity?</td>
<td>Children don't need adult help</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. How many total minutes of physical activity do toddlers need in a day?</td>
<td>30 minutes</td>
<td>60 minutes</td>
<td>90 minutes</td>
<td>120 minutes</td>
</tr>
<tr>
<td>5. How many total minutes of physical activity do preschoolers need in a day?</td>
<td>30 minutes</td>
<td>60 minutes</td>
<td>90 minutes</td>
<td>120 minutes</td>
</tr>
<tr>
<td>6. Physical activity enhances children’s brain development and learning.</td>
<td>TRUE</td>
<td>FALSE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Outdoor playtime typically gives children enough physical activity for the day.</td>
<td>TRUE</td>
<td>FALSE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Limited space is a valid reason for children to not be physically active.</td>
<td>TRUE</td>
<td>FALSE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Preschoolers and toddlers should not be sedentary for than ___ minutes at a time except when sleeping or eating.</td>
<td>15 minutes</td>
<td>30 minutes</td>
<td>45 minutes</td>
<td>60 minutes</td>
</tr>
<tr>
<td>10. Being physically active for shorts bursts of 5-10 minutes is beneficial for children.</td>
<td>TRUE</td>
<td>FALSE</td>
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</tr>
</tbody>
</table>

Office Use only: Region _________ Quiz Score ________
**MOVE Your Body (Post-Class Questionnaire)**

Please read the following statements and circle your answers.

1. Because children are naturally physically active, you do not need a plan of how to engage children in physical activity in their day.  **TRUE**  **FALSE**

2. What is the appropriate amount of time for an infant to be in a swing or playpen?  5 minutes  15 minutes  30 minutes  1 hour

3. How many times a day should caregivers provide children an adult-led physical activity?  Children don’t need adult help  1  2  3

4. How many total minutes of physical activity do toddlers need in a day?  30 minutes  60 minutes  90 minutes  120 minutes

5. How many total minutes of physical activity do preschoolers need in a day?  30 minutes  60 minutes  90 minutes  120 minutes

6. Physical activity enhances children’s brain development and learning.  **TRUE**  **FALSE**

7. Outdoor playtime typically gives children enough physical activity for the day.  **TRUE**  **FALSE**

8. Limited space is a valid reason for children to not be physically active.  **TRUE**  **FALSE**

9. Preschoolers and toddlers should not be sedentary for than ___ minutes at a time except when sleeping or eating.  15 minutes  30 minutes  45 minutes  60 minutes

10. Being physically active for shorts bursts of 5-10 minutes is beneficial for children.  **TRUE**  **FALSE**

11. What is one thing you want to do after attending this class?

12. When do you plan to start doing this action?  
   - ☐ The next time I am with the children
   - ☐ Sometime next week
   - ☐ Sometime within the month
   - ☐ Not sure

13. On a scale of 1-10 how confident are you that you will be able to do this?  
   - Not at all
   - 1  2  3  4  5  6  7  8  9  10  Very

14. Instructor(s) presented information in a manner that made it easy for me to apply in my work with children.  
   - Strongly Disagree
   - Disagree
   - Agree
   - Strongly Agree

15. I have a better understanding of what I can do to help combat pediatric obesity with the children in my care.  
   - 1  2  3  4

16. The materials I received in class will be helpful when educating the children.  
   - 1  2  3  4

17. The materials I received in class will be helpful when working with parents.  
   - 1  2  3  4

18. This class met my expectations.  
   - 1  2  3  4

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