



Session 1: Physical Activity in early childhood is important

**Boston Public Health Commission
Boston Healthy Childcare Initiative**



Who We Are



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**The Boston Health Commission
Division of Chronic Disease Prevention and Control
The Boston Healthy Childcare Initiative**

We especially thank:

■ **Centers for Disease Control and Prevention (CDC)**

For generous funding support and expertise

■ **Nemours Children's Health**

For expertise, product development, materials and support

■ **Dr. Diane Craft: Preschool Physical Activity Consultant**

For expertise and contributions to product development

■ **Katherine Falen, MEd: Infant/Toddler Consultant**

For expertise and contributions to product development

What is PALS?



A series of learning sessions focused on physical activity

Session Dates

October 19

November 16

December 7

February 15

March 15

Parent session on January 18
(English) and January 19
(Spanish)

BHCCI Learning Agreement

- **Arrive on time**
- **Stay mentally and physically present**
- **Keep your cameras on and let us know if you need help setting up a zoom background**
- **If you multitask, you will not enjoy, learn, collaborate, and network with each other.**
- **We want to have a lively conversation. So, stay muted until you are ready to speak**

A photograph of a young child, likely a toddler, wearing a blue long-sleeved shirt. The child is holding a bright green ball in their right hand, raised above their head. The child is looking towards the camera with a slight smile. The background is plain white.

What will you learn from PALS?

After training, you will be able to:

- Recognize how important physical activity is for infants, toddlers, and preschool children
- Identify the role of early care and education (ECE) educators in promoting physical activity for children birth to 5
- Develop skills to follow best practices of physical activity in ECE settings

What will you learn from PALS?



After training, you will be able to:

- Communicate with families about their children's physical activity
- Set policies that follow best practices for physical activity in Early Childhood Education settings
- Identify opportunities for change and develop an action plan



Recognize that physical activity is important for infants, toddlers and preschool children



**What memory
do you have of
physical activity
from your
childhood?**

Let's review self-assessments





Why do one?

Self-assessments help:

- Identify strengths and weaknesses of your program
- Think about program practices
- Compare your practices with best practice standards
- Guide you as you develop policies and an action plan
- Remind you to keep checking and improving

About the Nutrition and Physical Activity Self-Assessment for Child Care (Go NAPSACC)

**The self-assessment tool for
Infant & Child Physical Activity
asks 22 questions**

**You will use it later to guide
your action plan**




The self-assessment tool for Infant & Child Physical Activity

As you fill it out:

- Think about your role in your program
- Answer from the viewpoint of the full program or a specific classroom
- Identify at least 1 best practice that is a strength and 1 that needs improvement

In Session 2, we'll discuss strengths and areas of improvement


Session 1

 **Go NAPSACC**
Self-Assessment Instrument

Date: _____

Your Name: _____

Child Care Program Name: _____

 **Infant & Child Physical Activity**

Go NAPSACC is based on a set of best practices that stem from the latest research and guidelines in the field. After completing this assessment, you will be able to see your program's strengths and areas for improvement, and use this information to plan healthy changes.

For this self-assessment, **physical activity** is any movement of the body that increases heart rate and breathing above what it would be if a child was sitting or resting. These questions relate to opportunities for both children with special needs and typically developing children.

Before you begin:


- ✓ Gather staff manuals, parent handbooks, and other documents that state your policies and guidelines about physical activity.
- ✓ Recruit the help of key teachers and staff members who are familiar with day-to-day practices.

As you assess:

- ✓ Answer choices in parentheses () are for half-day programs. Full-day programs should use the answer choices without parentheses.
- ✓ Definitions of key words are marked by asterisks (*).
- ✓ Answer each question as best you can. If none of the answer choices seem quite right, just pick the closest fit. If a question does not apply to your program, move to the next question.

Understanding your results:

- ✓ The answer choices in the right-hand column represent the best practice recommendations in this area. To interpret your results, compare your responses to these best practice recommendations. This will show you your strengths and the areas in which your program can improve.

 Ward D, Morris E, McWilliams C, Vaughn A, Eriqsoho T, Mazzucca S, Hanson P, Ammerman A, Neelon S, Sommers J, Ball S. (2014). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2nd Edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Available at: www.goNAPSACC.org
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Let's talk about Go NAPSACC

- What best practices are you already doing?
- What are the biggest challenges for implementing best practices in your program?
- What surprised you when you filled out the self-assessment?



Activity break!

- How could you use this activity with young children?
- How would you adapt activities for children based on geographic location or culture?
- How can you adapt for disabilities?



BREAK

Please Return by: 7:26PM

Physical activity and active play

Physical activity

Any movement of the body made by muscle effort that uses energy above the normal resting level

Active play

Large muscle (gross motor) or whole-body movement where children use energy to play in an unstructured and fun way of their choosing.

An age and developmentally appropriate way that young children are physically active



Active play looks different in infants

Active play for infants includes:

- Moving and lifting the head
- Kicking and reaching during tummy time
- Reaching and grasping for toys
- Crawling





What are the benefits of physical activity?

Physical activity develops:

- **Cognitive skills**
- **Gross motor skills**
- **Social-emotional skills**



What are the stages of development?

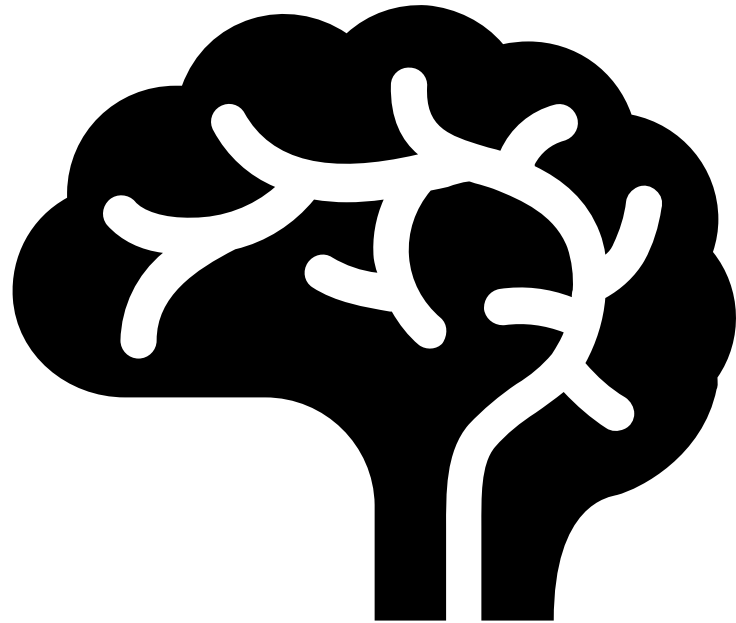
- **Young Infants (0-8 months)**
Focus on security and completely depend on adults
- **Mobile Infant (6-18 months)**
Focus on movement and exploration
- **Toddler/Twos (16-36 months)**
Focus on identity
- **Preschool (3-5 years)**
Focus on independence

How does the brain develop in young children?

- **Brain development is how the brain grows and creates new connections**
- **Many factors influence early brain development:**
 - Genetics
 - Responsiveness of caregivers
 - Daily experiences
 - Nutrition
 - Environment
 - Physical activity



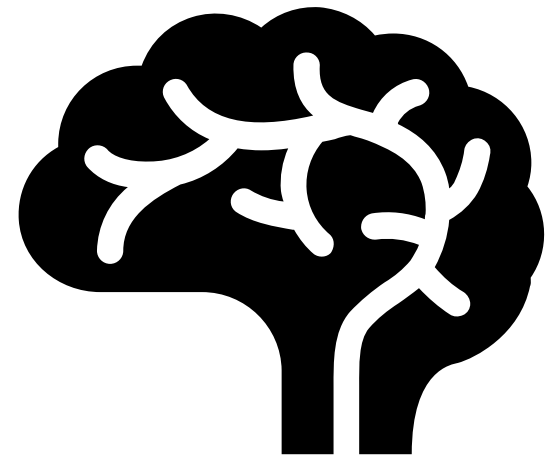
Video:
The
Developing
Brain



—

The video discusses how neurons link areas of the brain controlling motor skills, language, memory, vision, emotion and behavior.

In the children you care for, how do you see motor skills linked to child development?



What are the cognitive benefits of physical activity?

- **Exercising often and vigorously and learning new motor skills benefits children's brain function**
- **Physical activity supports children's learning by increasing:**
 - Attention
 - Alertness
 - Memory
- **Regular and sustained physical activity helps with children's executive control including:**
 - Cognitive flexibility (problem solving)
 - Inhibitory control



Gross motor skill development involves movement of the large muscles in the arms, legs, or the entire body

- **For infants and toddlers, gross motor skills include:**

Holding their head up, sitting, standing on their own, reaching, walking and running

- **For preschoolers, gross motor skills include:**

Jumping, throwing, catching, kicking, balancing and stretching



What are the phases of gross motor development?

Reflexive

Before birth to months after birth

Reflex responses:

- Sucking
- Grasping
- Turning cheek to stimulation

Rudimentary

Birth to 18 months

Voluntary control:

- Holds head up
- Extends arms
- Rolls over
- Sits up

Video: Fundamental movement skills



What are fundamental movement skills?

Locomotor

- Walk
- Run
- Jump
- Hop
- Leap
- Gallop
- Slide
- Skip

Object Control

- Ball Roll
- Throw
- Catch
- Kick
- Strike
- Trap
- Dribble
- Volley

Stability

- Axial
- Springing
- Upright Balances
- Inverted Balances

The stages of development for throwing

Initial Stage

A push with one arm, no lower body movement



Elementary Stage

Face target, step, and throw



Mature Stage

Begin with side to target, step in opposition, follow-through



What is physical literacy?

“Physical literacy is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.”

Mandigo, Francis, Lodewyk, & Lopez, 2012

How do you promote gross motor development?

Young and Mobile Infants

- Encourage physical activity (“tummy time”)
- Place age-appropriate toys out of reach encourage infants to move toward the toys
- Create open spaces for infants to explore
- Provide equipment that allows for safe climbing, crawling, and push-pull activities



Toddlers/Twos

- Encourage physical activity at every opportunity
- Allow free play and create open spaces for walking, squatting, climbing, etc.
- Give many opportunities for children to balance, crawl under and around objects, dance, etc.





How do you promote gross motor development in preschoolers?

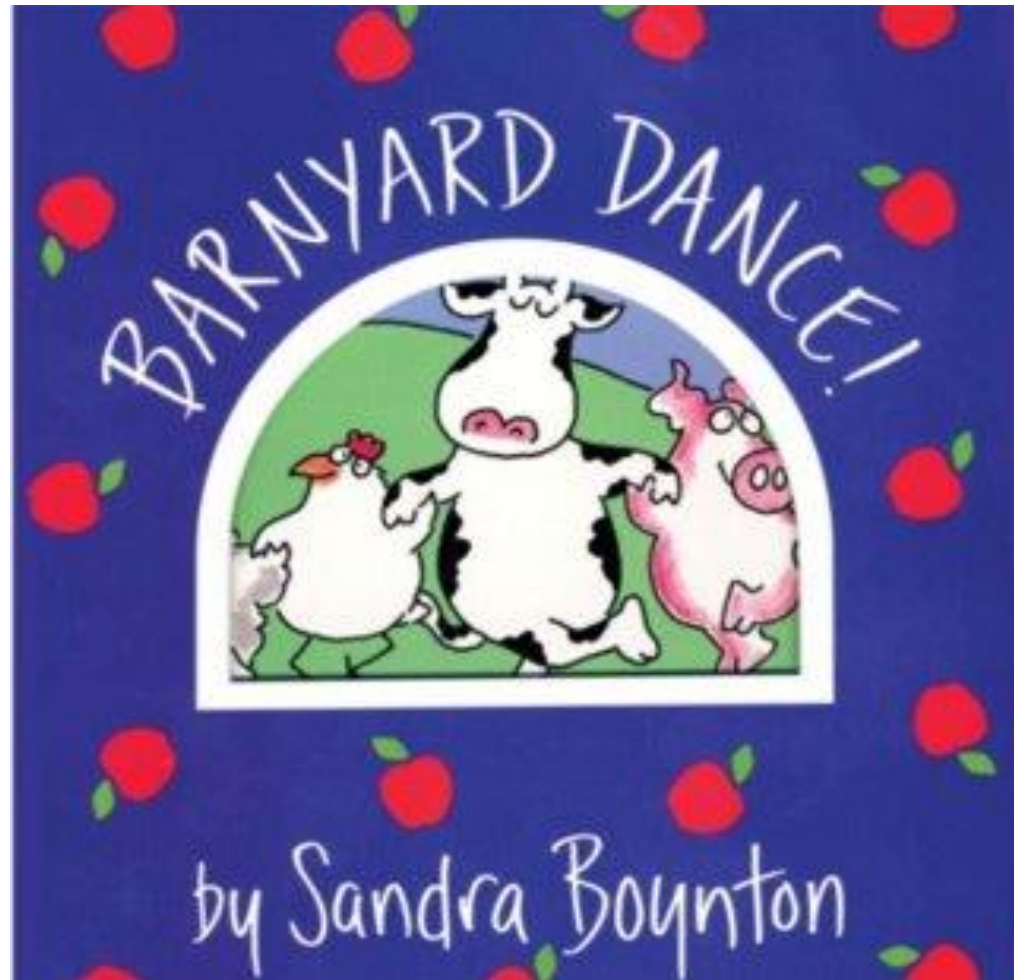
- Encourage physical activity at every opportunity
- Provide free play and open spaces for running, jumping, climbing, etc.
- Give many chances to balance, swing, explore inverted positions, support the weight of their bodies, etc.



Physical activity supports children's social-emotional development

- Gives them warm and positive feedback when they engage in an activity successfully
- Encourages them to listen and follow directions
- Encourages them to participate in individual and group activities
- Builds relationships with peers during unstructured play
- Shows an interest and respect in peers

Activity break!





Recap:

Recognize that physical activity is important for infants, toddlers and preschool children



What you will receive from this training:

- PALS Training Kit
- Certificate for number of hours completed
- Stipend



Be an Influencer!

Think about the information we've discussed today.

- How can you share this with parents currently enrolled in your program?
- How can you share this to promote your program?

Questions?



**Thanks for
participating in
Session 1**



Next session:

November 16, 2022

6:30-8:30pm

Chronicdisease@bphc.org

