

Session 3
Best Practice for Physical Activity in ECE
Settings: Types, Daily Activities, & the
Provider's Role

Insert trainer information here





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**



Introduce yourself

Best practices of physical activity: Type, Daily Activities, Educators



| Warm-Up Log | | | |
|--|----------|---------------------|-------|
| Best Practice | Strength | Area of Improvement | Notes |
| Time <ul style="list-style-type: none">Toddlers: 60-90 min/dayPreschoolers: 120min/dayInfants: Tummy TimeOutdoor Time: 2-3hr/day | | | |
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| Provider Practices <ul style="list-style-type: none">LeadParticipateRole ModelEncourageClassroom Management | | | |
| Families <ul style="list-style-type: none">Developmental MilestonesCommunication | | | |
| Training <ul style="list-style-type: none">ProvidersResources | | | |
| Policies <ul style="list-style-type: none">Program PA Policy | | | |

What will you learn in this section?

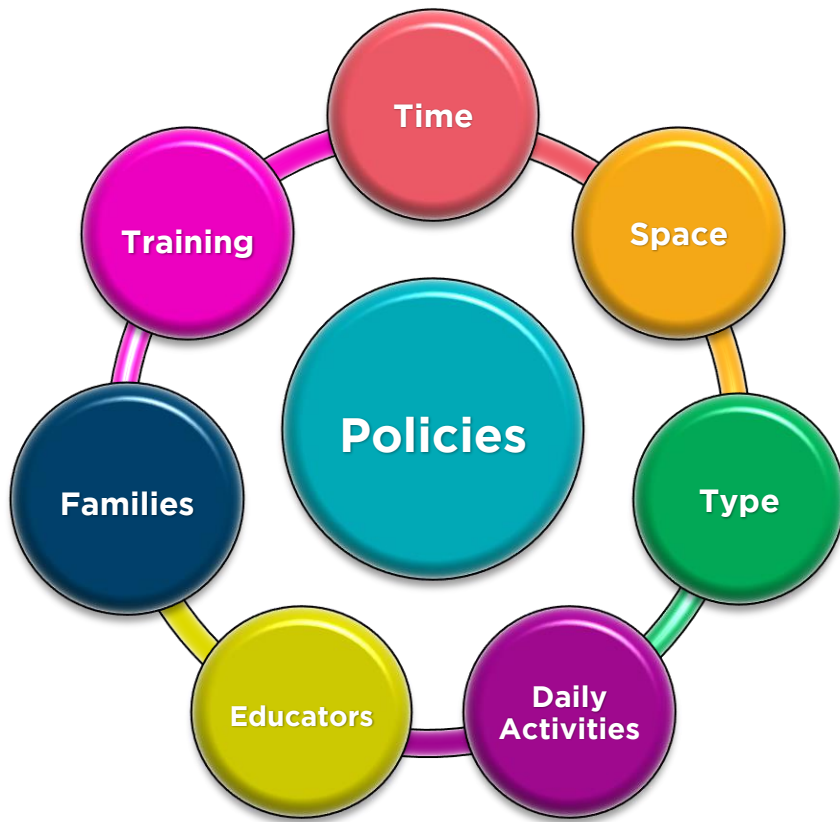
With this training, you will:

Identify the types of physical activity and how to build them into the childcare day

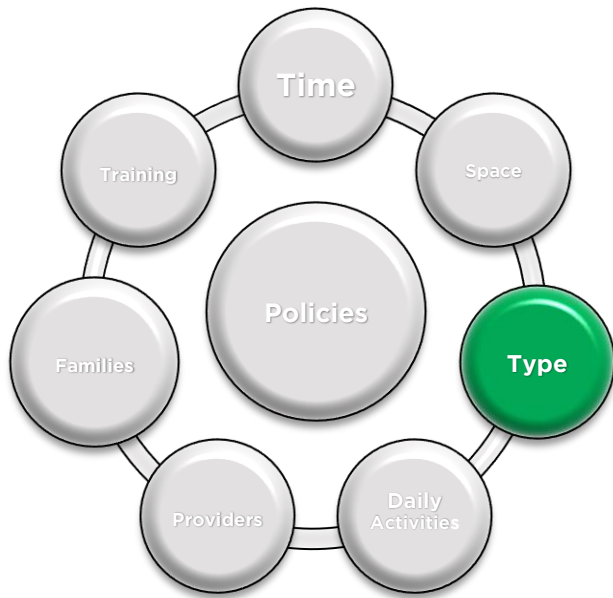
Identify the role of early care educators in promoting physical activity with children birth to 5



Recap: Best practices for physical activity

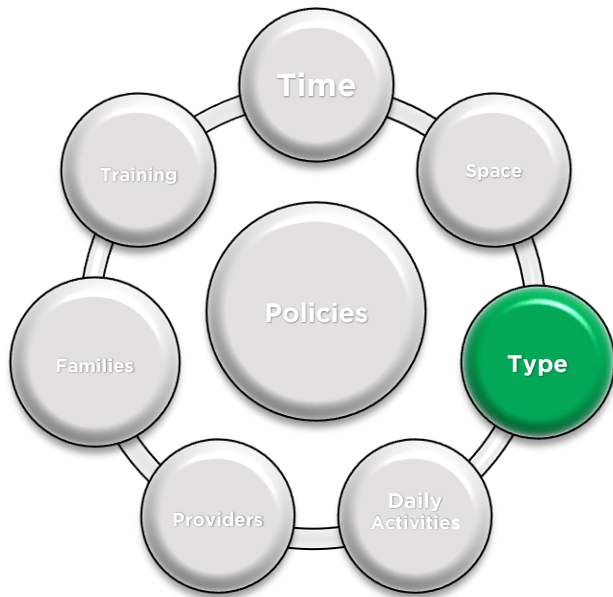


- **Time** – Recommended duration of physical activity in ECE settings
- **Space** - Indoor and outdoor facilities
- ● **Type** - Structured, unstructured, indoor and outdoor physical activity
- ● **Daily Activities** – Integrating best practices into lessons, transitions, and other program operations
- ● **Educators** - The role of adults in leading, participating, role modeling, encouraging physical activity
- **Families** - Supporting and communicating with families
- **Training** – Ongoing professional development to promote children’s physical activity
- **Policies** - Written policies that help support children’s physical activity throughout the day



Children need different types of physical activity every day





Types of physical activity

- Structured (adult-led)
- Unstructured (child-initiated)
- Moderate to Vigorous Physical Activity (MVPA)
- Light
- Outdoor





What do you do in structured physical activity?

- Intentionally plan and design activities
- Lead and model
- Encourage all children to participate
- Modify activities to be inclusive
- Integrate multiple times daily

What do you do in structured physical activity?

Infants

Gently guide infants to roll
Move their legs
Hold them in standing position
Gently rock and sway to music
Stand older infants in your lap
and encourage them to bounce



Toddlers

Engage in activities such as running sliding and climbing
Use activities that:

- Have few simple rules
- Are played briefly
- Allow toddlers to join and leave without impacting others



What do you do in structured physical activity?

Preschoolers

Plan games and activities that:

- Are non-competitive and non-elimination
- Have few rules and minimal waiting time

Promote fundamental movement skills

Locomotor

Walk

Run

Jump

Leap

Gallop

Skip

Object Control

Ball Roll

Throw

Catch

Kick

Strike

Trap

Stability

Axial

Springing

Upright Balance

Inverted Balance





What happens in unstructured physical activity or free play?

Children:

- Select the activity
- Determine how the play goes
- Engage in play for its own sake, not for some external consequence

Adults:

- Schedule opportunities for unstructured play every day
- Support and prompt to encourage and extend physical activity
- Encourage children's individual abilities and interests

Free play offers many benefits for children, including opportunities to:



- Develop executive functioning as they plan what and how they are going to play
- Enrich their imagination
- Learn to negotiate with peers as they solve problems and set the rules of their play

What do adults do in unstructured physical activity?

Infants

Supervised tummy time on the ground

Provide a play space with materials and equipment

Place them so they may interact with providers and other infants



Toddlers

Supervise toddlers

Join play on their terms

Allow them to direct the play

Offer gentle suggestions to enrich the play



Preschoolers

Make appropriate equipment readily available

Supervise appropriately

Plan adequate time



Recap:

What is moderate to vigorous physical activity?

Moderate intensity

Causes children's heart to beat faster and their breath to be harder, but still allows them to talk easily

Vigorous intensity

Causes children's heart to beat much faster than normal and their breath to be much harder than normal leaving them "breathless"

All children should have moderate to vigorous physical activity many times every day



What is light physical activity?

Light physical activity:

- Involves moving at a slow pace such as standing, squatting and slow walking
- Does not lead to sweating, labored breathing, or large increase in heart rate
- Includes walking between learning centers, sitting during circle time, squatting to play in the sand





Why have outdoor play every day?

Outdoor play helps children:

- Be more physically active
- Get sunlight for Vitamin D and fresh air
- Reduce stress
- Improve attention, memory, creativity and problem-solving skills
- Connect with nature

Reflect on best practices



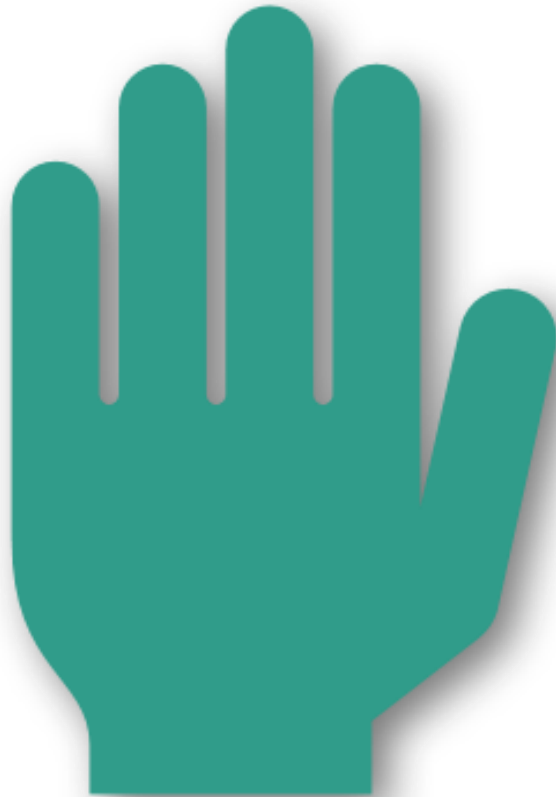
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Is **type** a strength or area of improvement?

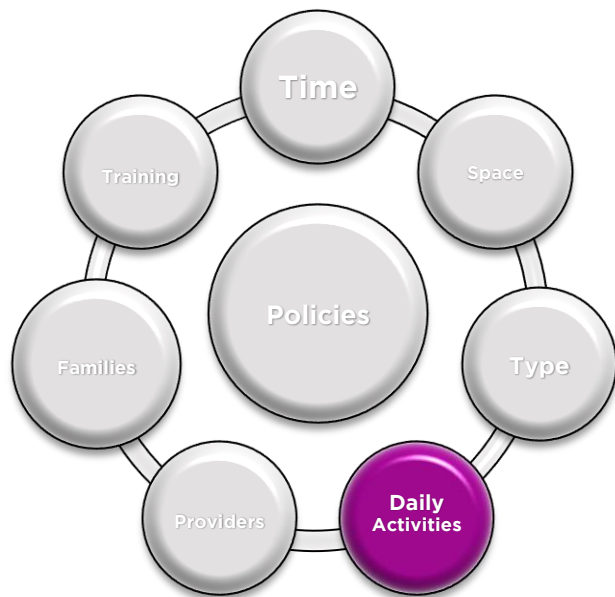


Brain boost!



**Managing the
classroom:**

Tracing fingers



Children should have physical activity all through the day



A sample daily schedule

| | | |
|---------------------------------------|------------|---|
| Arrival / Learning center time | 15 minutes | Learning center time with greetings and routines include chances for children to participate in self-directed physical activities |
| Transition time | 5 minutes | Clean up toys, bathroom break, include a physically active transition. Move to music to gather children |
| Circle time | 5 minutes | Information sharing and signing songs includes a song with large body physical activities for children to act out |
| Learning center time | 15 minutes | Include chances for self-directed physical activities |
| Outdoor play | 15 minutes | Initially encourage moderate to vigorous physical activity during free play |
| | 20 minutes | Lead at least 2 structured, adult-led physical activities |
| Transition time | 5 minutes | Clean up, wash hands, include a physically active transition. Dance and then freeze as music starts and stops to gather children for lunch |
| Outdoor play | 15 minutes | Initially encourage moderate to vigorous physical activity during free play |
| | 15 minutes | Lead structured, adult-led physical activity |



Transitions can help you meet the recommended time for structured physical activity

- Give simple instructions
- Model the activity before the children begin
- Allow enough time for all children to do the activity
- Let them choose the transition activity
- Balance active and quiet activities



How do you manage active play?

- **Do not withhold physical activity; do not use it as punishment**
Doing that takes the fun out of it. Children can then negatively associate punishment with physical activity.
- **Children who present challenging behaviors may benefit most from being physically active**
- **Give children time and space to calm down before they actively play again with others**
- **Redirect them as needed**



How do you manage active play in the classroom?

- Give a transition warning to show that the time for active play is ending
- Use a transition signal or cue
- Lead a transition activity
- Talk about what happens next

Reflect on best practices



Warm-Up Log

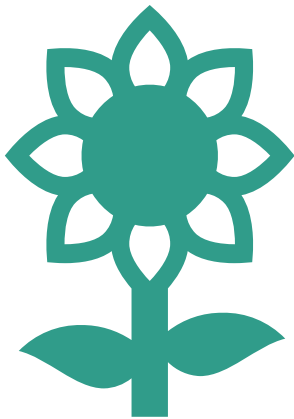
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Is **daily activities** a strength or area of improvement?

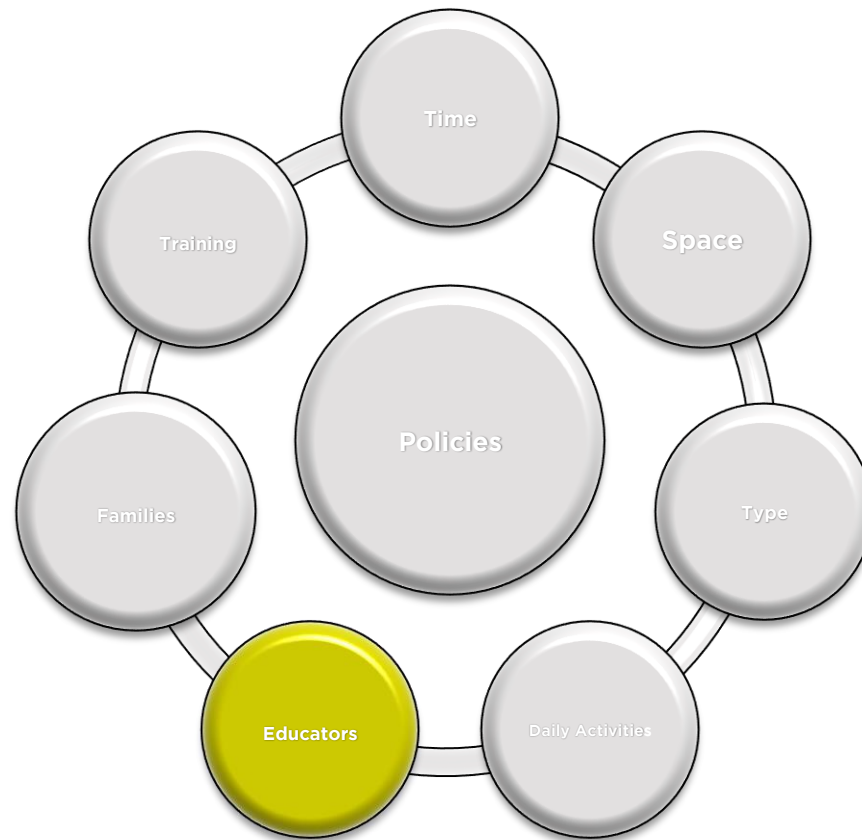


Brain boost

Flower and Candle Breathing



Providers teach important lessons about physical activity and gross motor skills



What's your role as an educator?

- Lead
- At least twice each day plan and lead structured physical activities
- Encourage all children to participate
- Participate
- Dress for movement
- Role-model
- Demonstrate how to do skills such as gallop, slide, and leap
- Encourage
- Supervise





Every moment is a teachable moment

- Encourage mutual respect during interactions
- Use positive guidance techniques
- Provide warm, responsive physical contact
- Help them understand expectations and roles during play
- Redirect them during challenging behavior
- Consider children's different needs, interests, styles, and abilities



Engage with children

- **Give continuous ways to develop and practice gross motor skills**
- **Choose activities that you enjoyed as a child**



Physical limitations may pose challenges for you

- **Modify the activity**
- **Explain why you can't do some things**



You need physical activity, too

- Improves sleep
- Helps control blood sugar and blood pressure
- Reduces risk of many chronic diseases like cancer and type II diabetes
- Promotes positive physical and mental health
- Reduces stress and burnout



Adult Physical Activity

- **Move more, sit less**

- At least 2½ to 5 hours a week of moderate-intensity, or
- 1¼ to 2 ½ hours a week of vigorous-intensity aerobic physical activity, or
- Combine moderate- and vigorous-intensity aerobic activity

- **Spread aerobic activity throughout the week**

- **Practice muscle-strengthening activities twice a week**



Video: Building Provider Confidence



Challenge: Personal Comfort

“I’m not very comfortable doing physical activity. I can’t imagine being a good role model for children in terms of physical activity.”

Brainstorm 2-3 solutions to this statement

Reflect on best practices



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Are **provider practices** a strength or area that needs improvement for you?





Activity break!

**Rocks on a
stream**



Questions?



Parent Workshop Content

- Limiting screen time
- The dangers of childhood obesity
- How to incorporate physical activity into the children's everyday life
- How to spend more family time doing physical activities
- The importance of maintaining the routine the children have. (i.e the parents should continue the routine on the weekends and vacations)
- Working together as parents and educators to create a routine that works for everyone
- Communication between parents, educators and the children – asking the children what they want to do.



PARENT WORKSHOP:

THE IMPORTANCE OF PHYSICAL ACTIVITY IN CHILDREN

ABOUT THIS WORKSHOP

In this session you will learn the importance of physical activity in children and how to incorporate active play into your family's routine.

DATE

Wednesday, January 18
7:00-8:00PM

[Register Here](#)



MAIN TOPICS



Physical Activity

Learn about the benefits of active play in your child's development.



Maintaining a Routine

Obtain tips on how to include physical activity in your family's life.



The training will be facilitated by the Division of Chronic Disease Prevention and Control at the Boston Public Health Commission. Learn more by contacting Sonia Carter: chronicdisease@bphc.org



Managing Classroom Activities

The following activities can be useful when children are transitioning from active play to quieter activities. They are designed to support children as they are developing self-control.

Quiet Hands - From Dr. Jean

- To initiate this activity in the group setting teacher will hold hands high in the air waiting for students to join in this movement until proceeding the chant and movements.
Hands up high. (Hands in the air.)
Hands down low. (Hands down.)
Hide those hands, now. (Hands behind your back.)
Where did they go? (Shrug shoulders.)
One hand up. (Right hand up.)
The other hand, too. (Left hand up.)
Clap them, (Clap.)
Fold them, (Fold in lap.)
Now we're through!

Tracing Fingers

(From the Center for Healthy Minds and Wisconsin Public Television)

- To initiate this activity the teacher will hold her hand in front of her like a police officer stopping traffic until the children mirror in this movement. Wait for all children to join before you proceed with the breathing exercise

Directions: Separate the fingers. Prepare to trace the hand by placing the pointer finger of the opposite hand at the base of the thumb. Inhale as you trace up the thumb, exhale as you trace down the thumb. Repeat breathing as you trace each finger ending at the base of the hand under the pinkie finger. (This activity can be viewed at <https://www.youtube.com/watch?v=pPawLNYdMkQ>)

Hand Clapping

- To initiate this activity the teacher will begin a simple clapping rhythm and continue until all the children have joined a circle.

Example: Clap hands 2 times, clap thighs 3 times, clap hands 2 time. Repeat until entire group joins clapping. To end, announce last time, separate hands and take a deep breath.

Adaptations: For 4-5 year olds you can add a clap to the right to a clap hands with a friend joining the circle to increase motor skill practice.

Arms Circles

- To initiate teacher will begin making large circles with one or both arms. As children stop active play and rejoin the group children will make smaller and smaller circles with hands until very small and then clap three times to finish.

Hand Rub

- To initiate teacher will rub hands together vigorously about at chest height. Teacher may need to hold above head to gain children's attention. Once all children have joined in hand rub, teacher will count 1, 2, 3 and place hands on her cheeks, knees, opposite elbows, toes etc. to end the transitions activity. Children will watch to see where hands will should go this time so teacher will get visual attention to engage in next activity. This activity can be very calming as well.

Thanks for participating in Session 3



Next session:

February 15, 2023

6:30-8:30pm

Chronicdisease@bphc.org

PALSECE@Nemours.org

