Moving and Learning – Leading Physical Activity in Child Care

Facilitator’s Guide

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| Materials | Activities | Talking Points | Time |
| Slides 1 & 2 | * Introduction * Objectives  1. Understand why moderate to vigorous physical activity (MVPA) is important. 2. Understand developmentally appropriate MVPA for children. 3. Be able to incorporate MVPA into daily classroom activities. 4. Feel confident in role modeling and spontaneously leading physical activity.   ***Optional****: Have class come up with a movement for each objective to help remember. (brain/body connection)* | * Learn about and practice movement in the child care setting. * Moving is so important for the healthy development of young children’s minds and bodies. * Using the *I Am Moving, I Am Learning* (IMIL) approach – a program that Head Start and child care programs across the country are using to address childhood obesity. * We will be moving around a little today. So, listen to your body and participate at the level you are comfortable. We encourage you to be as active as possible – the more we practice these activities the more comfortable we will be doing them with the children in our care. Feel free to modify the actions to meet your comfort level. | 5 min. |
| Slide 3     * Meet Choosy video * Props like scarves, streamers, rhythm sticks, etc. * *Optional: Choosy doll* | * **Icebreaker – Meet Choosy**   Click on slide to Play 3 minute video. Give everyone a prop. Facilitator starts by modeling motions and asks class to follow. Then alternate leaders with each one choosing a new motion. Motion ideas to get started:  - clap with rhythm sticks  - reach & stretch side to side  - sway hands overhead with streamers  - twist from side to side  - make muscles with arms & turn in a circle | * The IMIL program has a “mascot” whose name is Choosy! Choosy is a role model for active, healthy habits. His motto is: “Be Choosy, Be Healthy.” * We’re going to meet Choosy! And like Choosy we are going to role model movement. * Music is an easy and fun way to integrate physical activity into classrooms daily. It doesn’t have to be a “Choosy” song – you can create movement to any song, and invite the children to create and imitate each other’s movement. | 5 min. |
| * Physical activity definitions **handout** | * Read each definition. * Ask class to tell or demonstrate an example of each activity within their child care program. |  | 10 min. |
| Slide 4 (shows up black in ppt.)   * IMIL Intro video (5½ min.) * Click on slide to play | * Overview of IMIL and obesity epidemic. * Ask questions about class’s reaction to video. | * Video focus is on Head Start, but applies to all child care * What did you hear that made a “light bulb” go off for you? * How do you see your role in promoting movement with the children in your care? | 10 min. |

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| Slide 5 | * Review benefits of MVPA using **“Head, Shoulders, Knees and Toes” game… with a twist!** * Have class put hands on different body parts as facilitator talks through benefits related to that part. * Point out that doing a motion while learning something makes a body/brain connection that makes learning easier. | Benefits:   * Head – Helps with learning; Improves mood; Increases attention span * Shoulders – Improves posture and balance; Develop skills to do fun things like sports, dance and play. * Waist – Burns calories; Helps prevent obesity; Even 10 minute bursts of MVPA can decrease waist circumference and improve blood pressure. * Knees – Builds strength and endurance (important for adults working with children) * Toes – Reduces stress; Helps manage behavior in children; Develop lifelong habits for future health. | 5 min. |
| * Gross Motor Developmental Milestones chart **handout** | * Quickly review Developmental Milestones chart as a reference. | * Chart shows what children usually do at different ages, but they all develop at different rates. * Preschool age is when children learn fundamental movement skills. * These skills must be taught and practiced to do them well. * When kids do not learn mature movement skills, they lose confidence and lose interest in lifetime physical activity. * Example: Someone who “throws like a girl” is not picked for team. | 15 min. |
| * Observing and Evaluating Motor Skills of Young Children (Choosy Kids) **handout for director only**   *This is optional if class has more interest.* | * Quickly review handout | * It is more important to observe what children **can** do than what they are **supposed** to do. * You can help them progress and improve their skills. |
| Slide 6     * MOve Smart Guidelines **handout** | * Introduce ***MOve Smart*** as guidelines for 2-5 year olds. Allow a few minutes to read guidelines. * Toddler guidelines are same **except** * Slightly less PA (60-90 min. per day total & 30 min. unstructured) * NO screen time | * These are voluntary guidelines, but if met, the child care facility receives recognition. * MOve Smart is based on evidence-based best practices. * Anything surprising about the guidelines? * What do you already do to meet these guidelines?Are kids getting enough MVPA during the day? *(Invite participants’ perspectives).*We know that 25% of children do not get enough MVPA in a regular day. That’s why it’s so important that we are **intentional** about how children play and provide structured PA led by informed adults. |

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| Slide 7 | * Review infant guidelines on slide | | * Gradually increase tummy time as infant tolerates. * Giving infants plenty of time and space to move and explore their bodies freely is key to developing new skills. * Use toys slightly out of reach and solid furniture to encourage reaching, scooting, pulling up. * Don’t force activity if infant sleepy, fussy or not interested. * Simple games like Pat-a-Cake and This Little Piggy encourage body awareness. |  |
| Slide 8 | | * Discuss these components of staff roles related to physical activity and play. | * Everyone can facilitate movement experiences with children. You don’t have to be an athlete. * You can influence their behaviors for a lifetime. * Encourage cooperation, not competition. * Let all kids participate at same time instead of taking turns. * Kids need to practice skills over and over. * Focus on kids doing their best, feeling good about accomplishments and the joy of participation. | 5 min. |
| * Role Modeling Behaviors: What’s Your Take (This is not a handout; facilitator reads) | | * **Role Modeling Behaviors Agree/Disagree Activity** * Read each statement and ask participants to do one motion if they agree and another if they disagree. * Ask why they have that “take” on the behavior. | * You are a role model for MVPA because the kids in your care watch you and follow your lead. | 10 min. |
| * MVPA Every Day: Think, Pair & Share activity sheet | | * **Think, Pair & Share Activity** * Purpose of this activity is to distinguish between structured & unstructured activity and start to think about MVPA at different times in day. * Give participants 5 min to complete activity sheet on their own. Refer to the definitions handout. * Have them pair with another person and discuss why each activity is structured or unstructured. * Share thoughts with class * ***Option –*** *If class is small, discuss as a group instead of in pairs*. | * There may be a fine line between structured and unstructured activity. * Discuss how to make an unstructured activity more structured. * Review the benefits of providing structured play. * Review the benefits of unstructured play. | 10 min. |

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| Slide 9     * Sample Quick Activity Kit   -scarves or bandanas  -foam balls  -bean bags  -shakers/maracas  -rhythm sticks (or paper towel rolls)  -parachute  -music CDs  -Sample activity cards | * **Demonstrate Activity Kits** * Discuss items in kit. * Ask for suggestions of other handy items to include. * Choose an activity card and lead class in the activity using props from the kit. Some activities do not require props. * If time, ask a participant to choose another card and lead the activity. Don’t give too many cards to choose from. | * Quick Activity Kit is a collection of props you can have at your fingertips to use anytime to get kids active. * Props can be home made and not expensive. * Keep props in a container with lid that’s easy to access. * Should NOT be the toys that kids play with through the day on their own. * Having activity cards in kit ensures you always have ideas of what to do. * Variety is nice, but kids like repetition. Memorize a few favorite activities to do often. | 10 min. |
| * Sample Weekly Schedule **handout** * Sample Quick Activity Kit * Other printed resources for activity ideas such as: * *We Have the Moves (Sesame)* * *Active Play Book (Dr. Craft)* * *IMIL resources* | * **MVPA in the Schedule and Lesson Plans** * Hand out sample weekly schedule. Discuss activity ideas for Mon. & Tues. * Divide class into small groups. Assign each group a schedule time slot to come up with an activity for. * Discuss or demonstrate ideas as time allows. | * Activity kits are great for spontaneous activity, but it’s also important to intentionally plan MVPA in the schedule. * If it’s planned and in the schedule, you will do it. * You can include some MVPA into math, literature and other preschool lessons. * Children learn and remember better if they DO something instead of just hearing it. * Try to plan short bursts of MVPA into the schedule several times a day. | 20 min. |
| * Book list **handout** * Barnyard Dance book by Sandra Boynton | * **Action with Books** * Refer to book list as a place to start. * Have class get up and ready to move like children. * Read Barnyard Dance and lead class in acting out the steps.   *Optional: cowboy hats & bandanas; toy farm animals as props.* | * You can add motions to many children’s books. * Adding movement to reading time * Helps refocus over-active behavior * Connects concepts with words * Keeps young children’s attention | 5 min. |
| * Evaluation sheets | * Complete evaluations and pass out certificates. | * For MOve Smart Coaching facilities, explain that you will be visiting them to help implement these ideas. | 5 min. |