**Moving and Learning: Leading Physical Activity in Child Care**

**Lesson Plan**

**Clock Hours - 2**

**Description**

This session prepares classroom staff to lead children in physical activity that meets Missouri’s MOve Smart Guidelines for child care. This will be an active class, so participants should dress appropriately.

**Outcome/Benefits**

Participants will gain skills in planning intentional physical activity and will incorporate age-appropriate activities into lessons with the children.

**Core Competencies**

1.1.1.a. Is aware of basic benchmarks for growth and development

5.3.1.b. Models healthy lifestyle practices

**Learning Objective(s): Participants will be able to…**

1. Describe why moderate to vigorous physical activity (MVPA) is important.
2. Define developmentally appropriate MVPA for children.
3. Explain how to incorporate MVPA into daily classroom activities.
4. Demonstrate how to gain confidence in role modeling and spontaneously leading physical activity.

**Class Outline**

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| ***Activity*** | ***Materials & Media*** | ***Time*** | ***Assessment*** |
| Icebreaker song and follow the leader activity | Meet Choosy video; wooden dowels & streamershttps://www.youtube.com/watch?v=am\_JVxzCuZ8 | 5 min | Participant’s willingness to move |
| Overview of IMIL  | IMIL Intro. Video | 15min |  |
| Discussion of how physical activity is beneficial for adults & children | Talking Points | 10 min | Monitor answers to questions |
| Discussion of activity types & developmental readiness; ask for examples of structured and unstructured activities they already do | Handouts: List of definitions; Gross Motor Dev. Milestones chart | 10 min. | Participant examples of activities |
| Demonstration: Quick Activity Kits* Across the River
* Musical Stop-n-Go
* Fitness Tag
* Bumble Bee Bop
 | Activity Cards DIY activity kits, Choosy Kids Kits, or an array of play items like balls, scarves, rhythm sticks, etc | 10 min | Participants mirroring the activities |
| Think, pair, share group activity to identify opportunities for MVPA in daily routine and show how to add structure | Handouts:“Sample” Daily Schedule; | 20min | Completion of daily schedule |
| Agree/Disagree activity to highlight participants’ attitudes about play, physical activity and staff modeling. Trainer reads the list of “Role Modeling behaviors” and asks participants to do one action if they agree and a different action if they disagree. The trainer then probes to ask a participant doing both actions why they have this “take” on the behavior. The trainer shares the fact/research that supports/denies the statement.  | List of “Role Modeling Behaviors: What’s your take?” and support statements. | 15 min | Participants show their understanding and perceptions by doing the action in response to a given statement.  |
| Group Demonstration: Barnyard DanceFacilitator reads the book “Barnyard Dance” by Sandra Boyton and demonstrates the actions along with the story. Participants mirror the actions throughout. Participants discuss what motor skills and key movements are practiced through the “Barnyard Dance” actions. | “Barnyard Dance” by Sandra BoytonReading List – Nemours | 5 min | Participants demonstrate their understanding of key gross motor movements for healthy development by identifying and acting them out during the Barnyard Dance activity. |
| Small Group Discussion & Planning.In small groups of 2-7, participants will receive a scenario, age-group and a number of activity kit items, they will have 5 minutes to plan an activity for the appropriate age group using the items they have on hand. The small groups will share the created activities with the larger group.  | DIY activity kits/Choosy Kids Kits, or an array of play items like balls, scarves, rhythm sticks, etc.“Active Play Scenarios” – one scenario per small group  | 20 min | Each small group will demonstrate their age-appropriate activity to the large group. |
| Quick overview of MOve Smart Guidelines and the role of classroom staff | MOve Smart Guidelines handout | 10 min. |  |