# Virtual Lab School

Welcome!

Live Webinar will begin at 11:00 EST

# Promoting Active Play & Physical Wellness in Children & Youth

May 3, 2023

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# To support your learning…

- ☑ All participants have been muted
- ☑ Please type questions or comments into Chat
- ☑ We will monitor the CHAT and answer questions throughout the training
- ☑ This session is being recorded to share on the Virtual Lab School site
- ☑ We encourage you to participate in the polls throughout the training
- ☑ Share your feedback after the training!
- ☑ If we disconnect – please log back in

# LEARNING OBJECTIVES

- ❑ Review recent research on physical wellness & the benefits of daily movement
- ❑ Discuss the recommended physical activity guidelines for children and youth
- ❑ Describe ways child and youth programs can support children's physical development and healthy habits
- ❑ Review recommendations for including interactive media and technology in your program space

# SHARE OUT – POLL

*What are the benefits of physical activity?*

# Benefits of Physical Activity

(cdc.gov)

# Connection to Mental Health

Physical Health

Mental Health

WHO, n.d.
Zeng et al., 2017

# Addressing Your Assumptions

Provide access to opportunities for all

Be responsive to individual needs and differences

Establish appropriate expectations that are challenging, yet achievable

Acknowledge and reflect your own perceptions and interests

Goodway et al., 2019

# Decline in motor competence

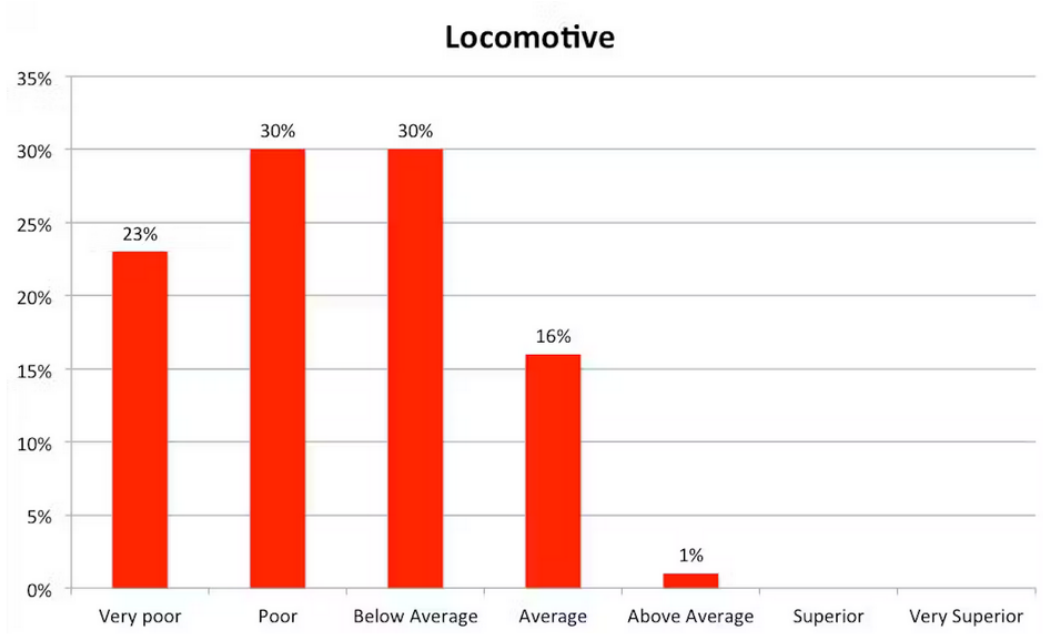
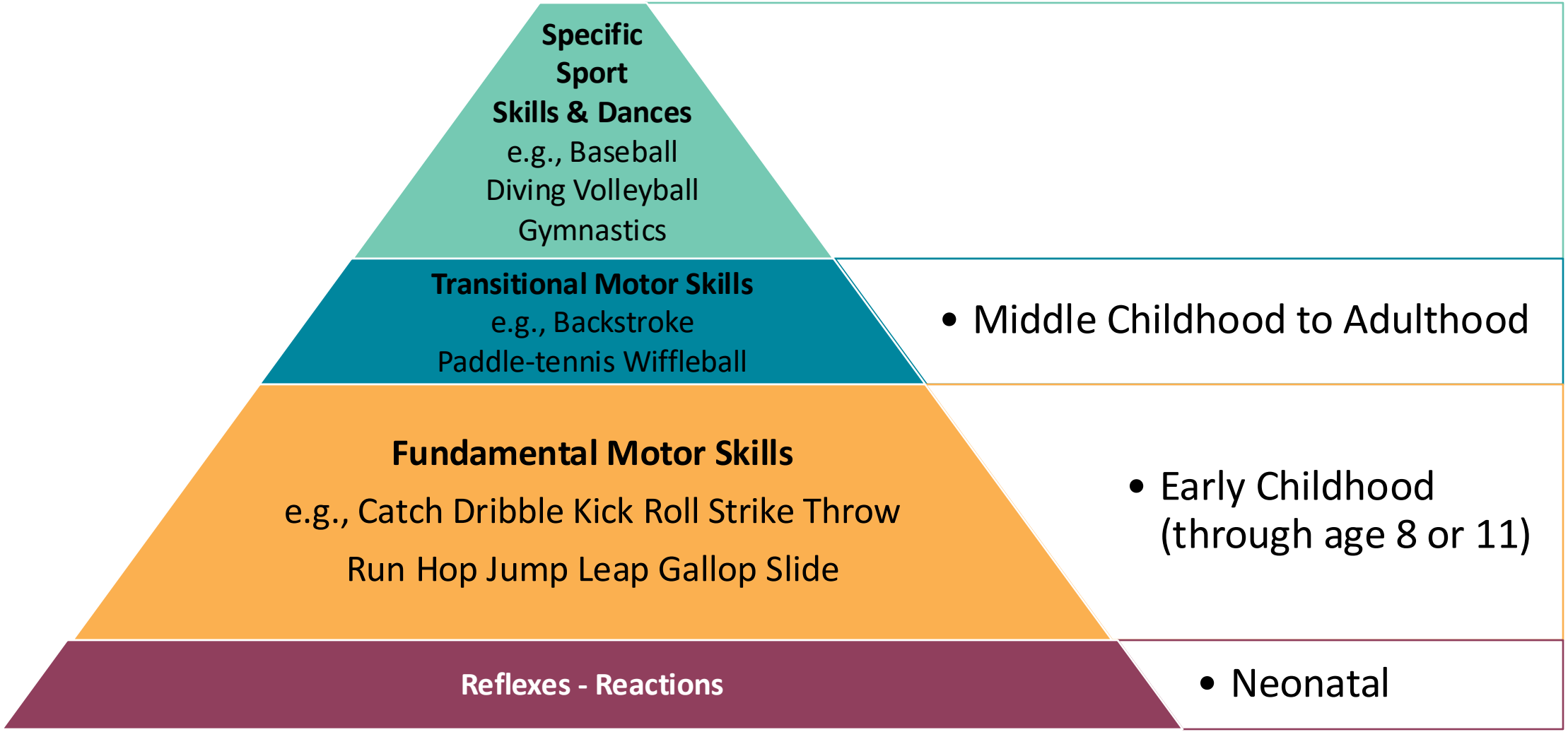



Figure 2: Breakdown of the distribution of Melbourne children's locomotive skills. Author provided

Figure 2 (above) shows the distribution of Melbourne children's performance in locomotive skills which includes running, jumping, hopping, leaping, galloping and sliding.

Rudd (2015) – source of figure;
Bardid et al., (2015); Bolger et al., (2021);
Goodway et al. (2019)

# Fundamental Motor Skills




Newell (2020)
Adapted from Seefeldt (1980) Pyramid taxonomy of fundamental motor skills.

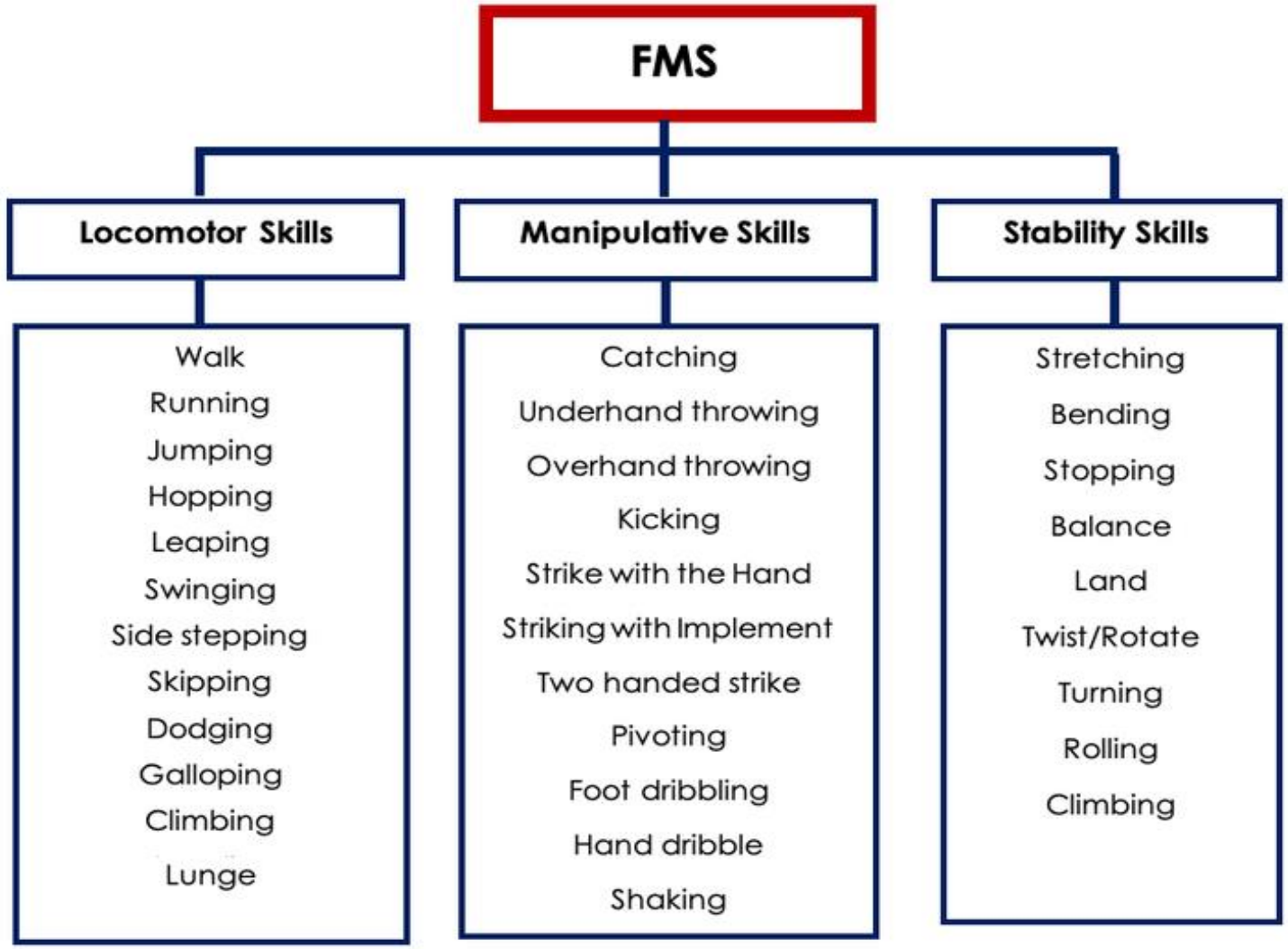
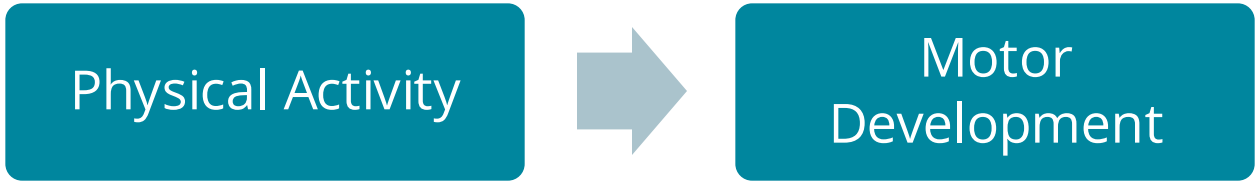



**Figure 1. Categories of Fundamental Movement Skills**

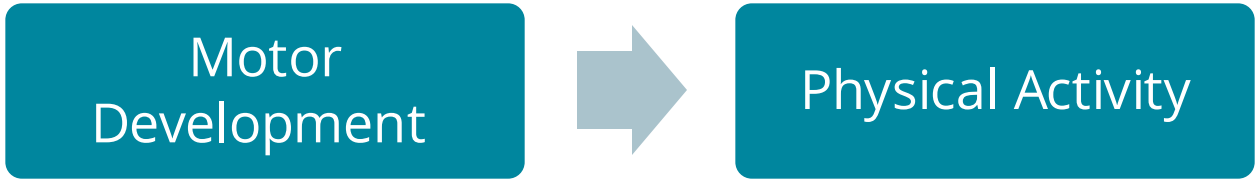
Rainer & Javaris (2020), image from https://www.southwales.ac.uk/old-sport/sports-blogs/fundamental-movement-skills-are-they-fundamental-part-young-childs-physical-education/

# The Role of Motor Skills

**Early Childhood**




**Middle Childhood & Adolescence**




Stodden et al., 2008
Goodway et al., 2019
Newell, 2020

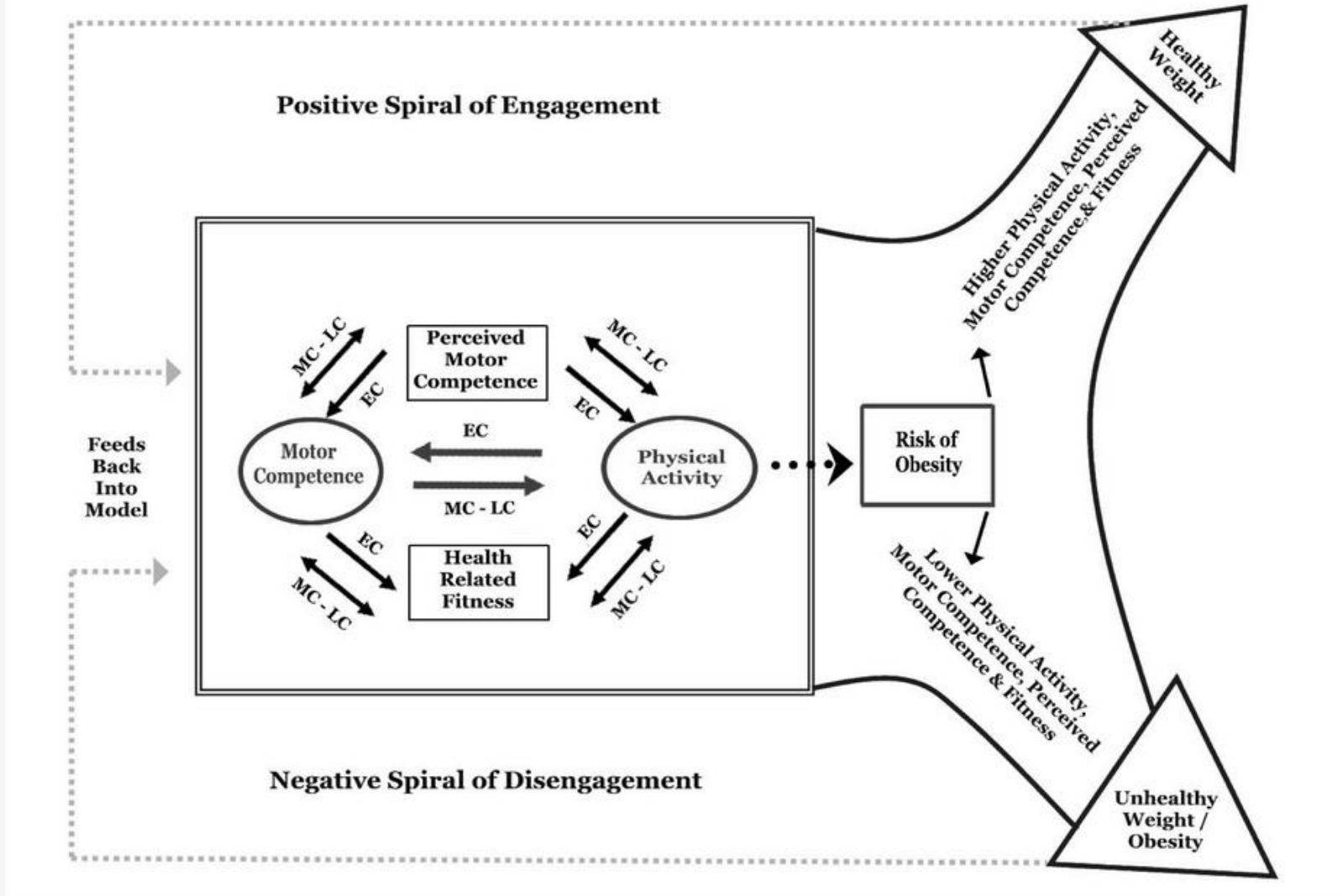



Figure 1. Developmental trajectory model of motor competence and physical activity.

From Stodden et al. (2008)

# Physical Activity Guidelines

- *Amount*
- *Intensity level*
- *Type*

# Developmental Milestones

Guide

Training & Curriculum Specialist / Physical Development / Lesson 2

## Physical Development Milestones

This table lists typical milestones achieved by children between birth and 12 years of age.

| Age | Gross Motor | Fine Motor |
|---|---|---|
| 2 months | • Holds head up when on tummy<br>• Moves both arms and both legs while on back<br>• Raises head and chest while lying on stomach<br>• Primitive reflexes present, including the rooting and sucking reflex | • Grasps adult finger<br>• Briefly relaxes hands from fists for short period of time |
| 4 months | • Holds head steady without support<br>• Pushes onto elbows when lying on tummy | • Holds a toy when you put it in his hand<br>• Brings hands to mouth<br>• Swings arm at objects |
| 6 months | • Rolls from tummy to back<br>• Pushes up with straight arms when on tummy<br>• Leans on hands to support self when sitting<br>• Supports weight equally on legs when standing with support | • Holds hands together<br>• Shakes and bangs rattles |
| 9 months | • Gets to sitting position independently<br>• Sits without support<br>• Lowers body to sitting while using support | • Moves things from one hand to another<br>• Uses fingers to "rake" food towards self |
| 1 year | • Walks holding onto furniture<br>• Pulls up to stand | • Drinks from a cup without a lid with adult support<br>• Uses thumb and finger "pincer grasp" to pick up small items |
| 15 months | • Takes a few steps independently<br>• Squats to pick up an object from the floor and then stands up without support | • Uses fingers to feed self some food<br>• Makes marks on paper using crayon |
| 18 months | • Walks without support<br>• Climbs on and off a couch or chair without help | • Drinks from a cup<br>• Feeds herself with fingers<br>• Tries to use a spoon<br>• Tries to kick a ball after observing an adult |
| 2 years | • Kicks a ball<br>• Runs<br>• Walks (not climbs) up stairs with or without help | • Eats with a spoon<br>• Tries to use switches, knobs, or buttons on a toy |
| 30 months | • Jumps off the ground with both feet | • Uses hands to twist things like doorknobs or unscrewing lids<br>• Takes off loose clothing alone<br>• Turns book pages, one at a time |
| 3 years | • Climbs well<br>• Runs easily<br>• Pedals a tricycle<br>• Walks up and down stairs, one foot on each step | • Strings items together, like large beads or macaroni<br>• Dresses self in loose clothing<br>• Uses a fork |
| 4 years | • Hops and stands on one foot up to two seconds<br>• Catches a bounced ball most of the time | • Pours, cuts with supervision, and mashes own food<br>• Uses scissors<br>• Draws a person with two to four body parts<br>• Starts to copy some capital letters |
| 5 years | • Stands on one foot for 10 seconds<br>• Hops, may be able to skip<br>• Can do a somersault<br>• Swings and climbs | • Uses a fork and spoon<br>• Can print some letters and numbers<br>• Draws a person with six body parts |
| 6-8 years | • Strong motor skills, but balance and endurance can vary<br>• Develops a quicker reaction time | • Can use scissors and small tools<br>• Can tie their shoelaces<br>• May begin writing in print and cursive |
| 9-12 years | • Engage or becomes interested in team sports<br>• Enjoy active play, such as bike-riding, swimming, and running games<br>• Gets dressed independently | • Uses simple toos, such as a hammer, by themselves<br>• Enjoy to draw, paint, make jewelry, build models, or do other activities that use their fine motor skills<br>• Bushes hair and teeth without help |

TCS, Physical Development, Lesson 2

# Children's Physical Activity Needs

## Infants & Toddlers

- At least 30 minutes of “tummy time” and other interactive play spread throughout the day.
- Toddlers (12-24 months old) should have 60 minutes or more of active play time every day

## Children Ages 3 - 5 Years

- 120 minutes or more of active play time every day, both indoor and outdoor
- Should be a combination of teacher-led/structured activities and free play.

## Children and Youth Ages 6 & older

- 60 minutes or more of moderate-to-vigorous intensity physical activity each day.

# Activities: Infants & Toddlers

## Infants:

- Establishing a habit of physical activity
- Benefits of Tummy Time
- Data on confining equipment

## Toddlers:

- Development of large motor skills and foster coordination
- Make physical activity part of the daily routine
- Encourage both structured and unstructured play

CALIFORNIA CHILDCARE HEALTH PROGRAM

Health & Safety Notes

CHILDCARE HEALTHLINE

### Tummy Time for Infants

In June, 1994, a national "Back to Sleep Campaign" was initiated in the United States to reduce the risk of Sudden Infant Death Syndrome (SIDS). Since that time the number of infants dying of SIDS has dropped by more than half. Putting infants to sleep on their backs is a simple and effective practice for reducing the risk of SIDS. But the other part of the "Back to Sleep Campaign" message is "Tummy to Play." Many infants are not getting enough "tummy time."

#### Why is "Tummy Time" important?

Infants now miss out on the 12 hours of tummy time that they used to get when sleeping on their tummies. Many infants also spend long hours in swings, car and infant seats when awake. Because of these practices, some infants are developing motor delays. Tummy time is important because it helps infants:

- stretch and strengthen the head, neck, shoulder and back muscles they will need to learn important motor skills (for instance, how to push up, roll over, sit up, crawl, and pull to a stand).
- develop their sensory-perceptual, social-emotional, problem solving, balance, visual, and hearing abilities.
- develop normally-shaped heads (infants who spend most of their time on their backs when asleep and in infant seats when awake are at risk for developing flat spots on the backs of their heads).

#### How can we make sure infants get enough "Tummy Time" when they are awake?

The way to prevent these problems is to make sure infants spend plenty of time on their tummies, in the "prone" position, starting when they are newborns. Some infants get fussy when they are put on their tummies because they are not used to it, and it is hard work for an infant to hold his head up. Unless babies are put on their tummies (prone) to play from the first days and week of life, they may not easily accept "tummy time."

#### Tips for making tummy time more interesting:

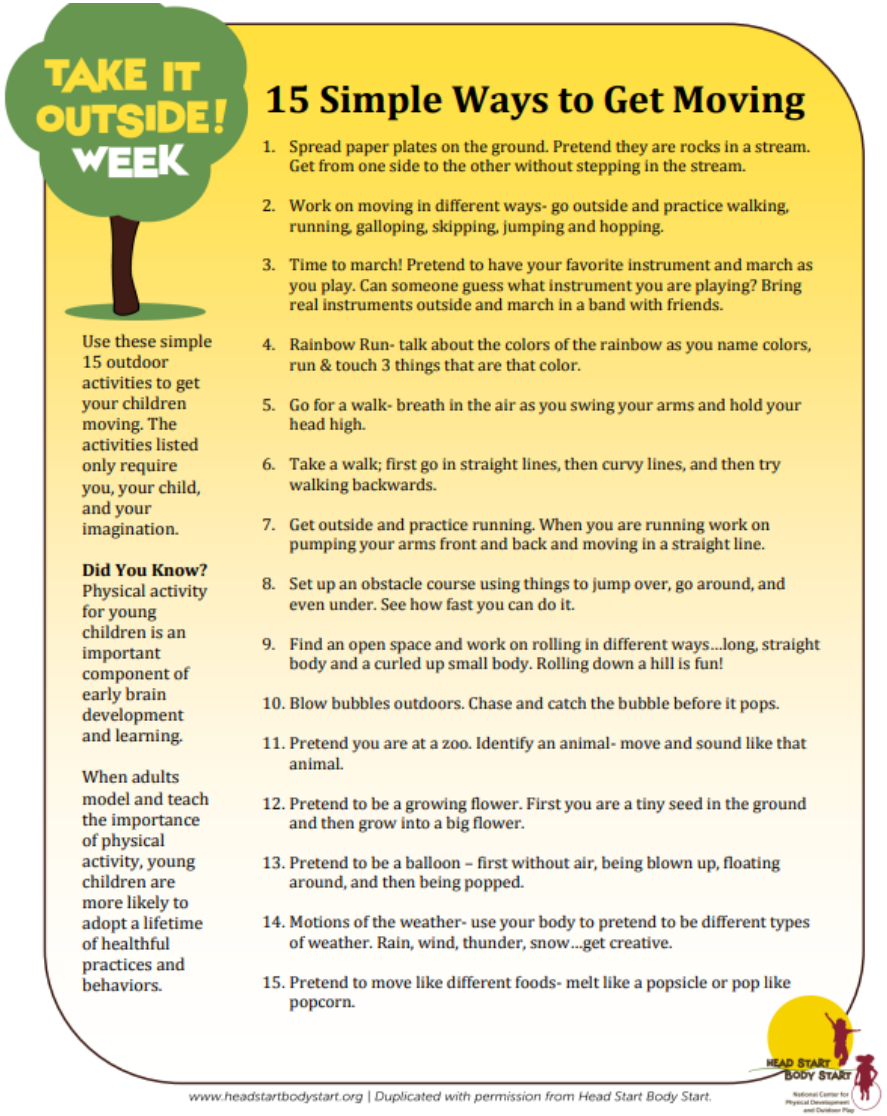
- Lay the infant over your leg while you are sitting on the floor
- Buy an exercise ball* that is 60 centimeters in diameter. Lay the infant over the ball on his tummy and move him gently back and forth and from side to side by rolling the ball carefully, and move him up and down by pushing down gently on his back.

FCC, Healthy Environments, Lesson 5

# Activities: Preschool

| | |
|---|---|
| At least 60 minutes of **structured** physical activity that is *led by an adult*. | - Playing a game<br>- Throwing a ball<br>- Going on a scavenger hunt<br>- Organized games or obstacle courses<br>- Yoga |
| At least 60 minutes of **unstructured** physical activity that is *supervised by an adult*. | - Pretend play<br>- Chasing peers on playground<br>- Climbing on mats or equipment<br>- Dancing<br>- Riding a bike |

# Activities: Preschool




## Embedding Physical Activity in Your Classroom Routine

Physical activity should not be viewed as a break from your classroom routine but should be part of it! Movement allows children to release energy as they practice existing skills and learn new ones. Keep in mind children's gross- and fine-motor skills while also considering the benefits of physical activity on children's overall development. Consider the following examples of experiences you can offer children in your classroom:

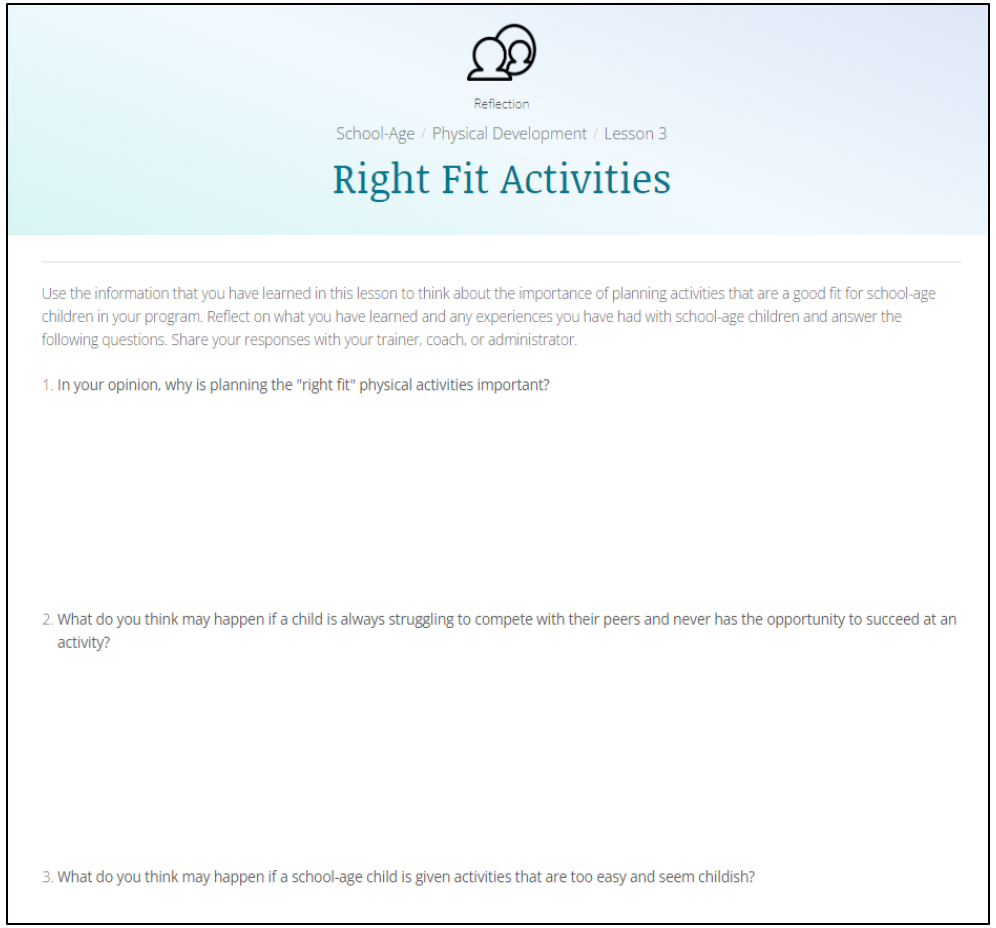
- **During center time:**
  Provide children with opportunities to engage in pretend play in your dress-up or dramatic play area; use blocks or other items from nature to build or balance objects in the block area; draw or write using different materials in the art or writing center; explore and manipulate various items and textures in the discovery center; listen, watch the screen, or direct the mouse in the listening center or computer center; explore different textures, scents, colors, or sizes in the sensory center.
- **During circle time:**
  Play games like Simon Says or Follow The Leader to keep children active. Review the attachment *Non-Competitive Active Games* below for tips to make some traditional games that are non-competitive. These games can be played indoors or outdoors. For some of these games, you may have to adjust your environment if you need more space.
- **During or after story time:**
  Encourage children to role play parts of a story or to pretend to be story characters and imitate their movements and sounds.
- **During snack or lunch time:**
  Encourage children to use utensils, practice trying to open containers, pass food around the table, serve, and clean up after themselves.
- **During transition time:**
  Ask children to walk, crawl, crabwalk, or hop to where they need to be, making sure above all that they are being safe.
- **During any time:**
  Put on some music and invite children to a dance party. Dancing requires active, constant movement. Dancing involves coordination, flexibility, and strength, and it helps increase preschoolers' ranges of motion (National Dance Education Organization, 2011). Dancing can also help with children's awareness of self with regard to their body and spatial awareness. Adjust the environment if you need to make more space, and encourage children to make suggestions about favorite songs or types of music. You can also arrange for "work-out time" to do simple exercises with children. These exercises like yoga and zumba can be more fun if you incorporate music.

Preschool, Physical Development, Lesson 3

Preschool, Physical Development, Lesson 4

# Activities: School-Age Children

| | |
|---|---|
| Moderate—intensity aerobic | - Walking briskly<br>- Riding a bike<br>- Swimming (for leisure)<br>- Catching/ throwing games (baseball) |
| Vigorous—intensity aerobic | - Running<br>- Riding a bike up hill<br>- Games involving running (chase or soccer)<br>- Swimming (for sport)<br>- Vigorous dancing (Zumba) |
| Muscle—strengthening | - Climbing a tree or playground equipment<br>- Yoga<br>- Resistance exercise with body weight (pushups)<br>- Games such as tug of war |
| Bone—strengthening | - Hopping, skipping, or jumping<br>- Running<br>- Sports that include jumping (basketball, volleyball, etc.) |



Reflection

School-Age / Physical Development / Lesson 3

Right Fit Activities

Use the information that you have learned in this lesson to think about the importance of planning activities that are a good fit for school-age children in your program. Reflect on what you have learned and any experiences you have had with school-age children and answer the following questions. Share your responses with your trainer, coach, or administrator.

1. In your opinion, why is planning the "right fit" physical activities important?

2. What do you think may happen if a child is always struggling to compete with their peers and never has the opportunity to succeed at an activity?

3. What do you think may happen if a school-age child is given activities that are too easy and seem childish?

SA, Physical Development, Lesson 3

*(Modified from SA, Physical Development, Lesson 3)*

# Other great resources for enhancing FMS?

- ELM: https://www.virtuallabschool.org/elm-curriculum/preschool
- Active for life: https://activeforlife.com/activities/
- New South Wales, Fundamental Movement Skill resources: https://www.wslhd.health.nsw.gov.au/Healthy-Children/Our-Programs/Munch-Move/Fundamental-Movement-Skills

From NSW Government: Western Sydney Local Health District
https://www.wslhd.health.nsw.gov.au/Healthy-Children/Our-Programs/Munch-Move/Fundamental-Movement-Skills

# SHARE OUT – POLL

*What are common barriers to providing opportunities for physical activity to children & youth?*

# Barriers to Physical Activity

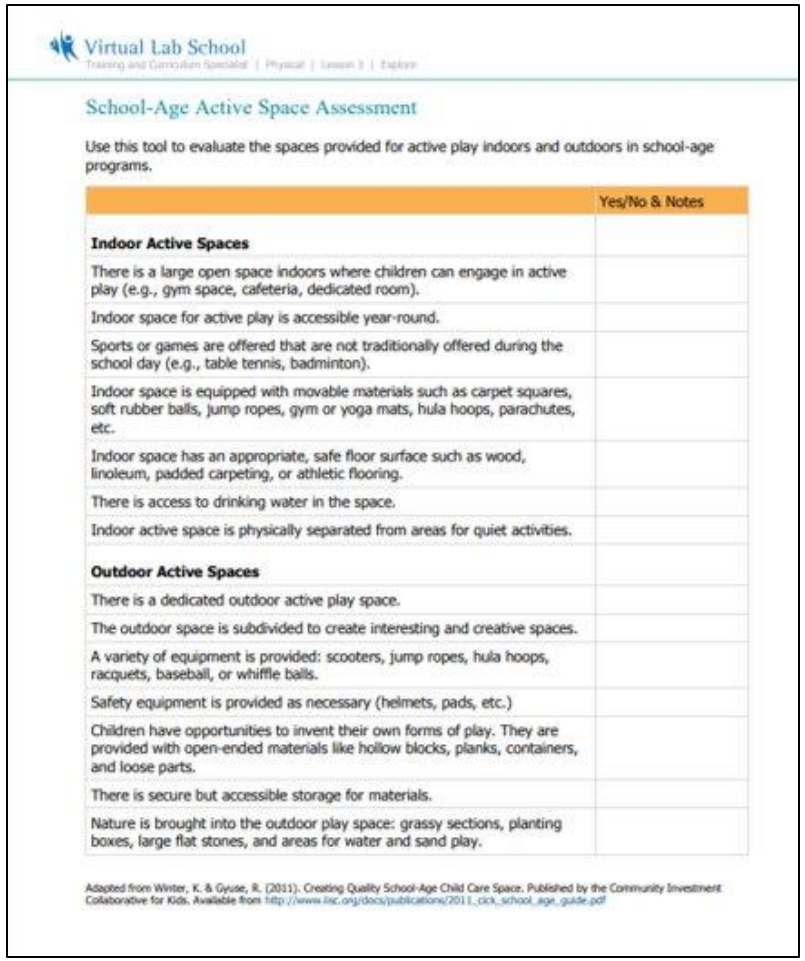
- Time
- Safety
- Accessibility
- Money
- Adult Attitudes
- Ability Level
- Environmental Differences


- Providing an evidence-based blueprint to help 27 million Americans become more physically active by 2027.
- “Move Your Way” campaign, through the Department of Health and Human Services
- Proclaim in May 2022: National Physical Fitness and Sports Month.

# The Role of Child & Youth Programs

(CDC, 2023)

# Supporting Staff Involvement



Virtual Lab School

School-Age Active Space Assessment

Use this tool to evaluate the spaces provided for active play indoors and outdoors in school-age programs.

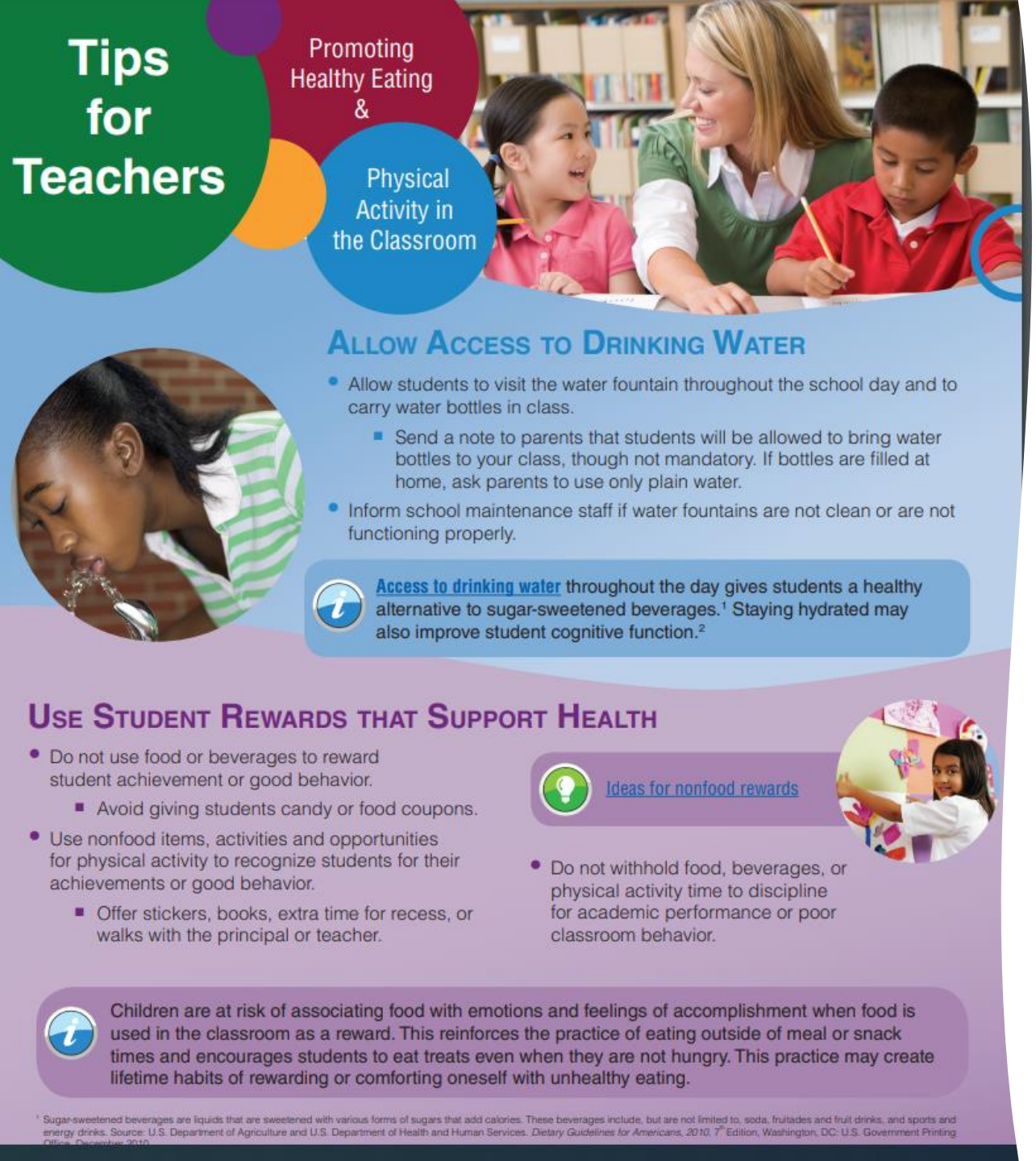
| | Yes/No & Notes |
|---|---|
| **Indoor Active Spaces** | |
| There is a large open space indoors where children can engage in active play (e.g., gym space, cafeteria, dedicated room). | |
| Indoor space for active play is accessible year-round. | |
| Sports or games are offered that are not traditionally offered during the school day (e.g., table tennis, badminton). | |
| Indoor space is equipped with movable materials such as carpet squares, soft rubber balls, jump ropes, gym or yoga mats, hula hoops, parachutes, etc. | |
| Indoor space has an appropriate, safe floor surface such as wood, linoleum, padded carpeting, or athletic flooring. | |
| There is access to drinking water in the space. | |
| Indoor active space is physically separated from areas for quiet activities. | |
| **Outdoor Active Spaces** | |
| There is a dedicated outdoor active play space. | |
| The outdoor space is subdivided to create interesting and creative spaces. | |
| A variety of equipment is provided: scooters, jump ropes, hula hoops, racquets, baseball, or whiffle balls. | |
| Safety equipment is provided as necessary (helmets, pads, etc.) | |
| Children have opportunities to invent their own forms of play. They are provided with open-ended materials like hollow blocks, planks, containers, and loose parts. | |
| There is secure but accessible storage for materials. | |
| Nature is brought into the outdoor play space: grassy sections, planting boxes, large flat stones, and areas for water and sand play. | |

Adapted from Winter, K. & Gyuse, R. (2011). Creating Quality School-Age Child Care Space. Published by the Community Investment Collaborative for Kids. Available from http://www.tic.org/docs/publications/2011_cick_school_age_guide.pdf

TCS, Physical Development, Lesson 3

When it comes to supporting physical development, all children need the following:

- ✓ **Time for physical activity** every day
- ✓ **Accommodations**, include materials and adaptations to the environment and activities, so children of all abilities can participate in physical activity.
- ✓ **Ample space** to play, both indoors and out, that is safe with access to developmentally appropriate materials.
- ✓ **A variety of planned indoor and outdoor activities** linked to their developmental needs, goals, and interests, as well as opportunities for free play.




# Physical Activity During School

**Classroom physical activity can benefit students by:**

- Improving their concentration.
- Reducing disruptive behavior in the classroom.
- Improving their motivation.
- Helping to improve their academic performance .
- Increasing their amount of daily physical activity.

https://www.cdc.gov/healthyschools/npao/pdf/tips-for-teachers.pdf

# Family & Community Engagement

- ✓ *Emphasize fun*
- ✓ *Choose an activity that is developmentally appropriate.*
- ✓ *Plan ahead*
- ✓ *Provide a safe environment.*
- ✓ *Provide active toys.*
- ✓ *Play with your children.*
- ✓ *Set limits.*
- ✓ *Make time for exercise.*

# Family & Community Engagement

Preschool / Physical Development / Lesson 5

## Physical Activity Resources

Review these websites to learn about ways to engage families in their children's wellness. Then share these website
your care through your classroom newsletter or other form of family communication. You can also post this list on
families to read.

- Healthy Kids Healthy Futures Children's Activities: Get Kids Moving
  https://healthykidshealthyfuture.org/5-healthy-goals/get-kids-moving/classroom-activities/
- KidsHealth: For Parents Nutrition and Fitness Center
  https://kidshealth.org/en/parents/center/fitness-nutrition-center.html
- Office of Disease Prevention & Health Promotion
  https://health.gov/
- Centers for Disease Control and Prevention: Physical Activity
  https://www.cdc.gov/physicalactivity/basics/children/index.htm

Preschool, Physical Development, Lesson 5

## May

**Get Moving Today!** ACTIVITY CALENDAR

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| Take a walk. Each time you see a sign of spring do 10 jumps for joy.  | Motions of the Weather. Use your body to pretend to be different types of weather. Rain, wind, thunder, snow…get creative. | Practice your throwing skills. Find a big target and throw as hard as you can at it. Work on stepping right at the target with your "opposite" foot. | Rainbow Run. Talk about the colors of the rainbow and as you name a color run and touch three things that are that color. | Log Rolls – find a safe space in your house and practice rolling in a straight, strong line. Use those muscles. | Silly Run: Get outside and run. Try running in a straight line, a curvy line, and then a zigzag line. | Pretend that your elbow or your foot is a great big crayon, and move all around your home coloring the most beautiful picture. |
| Can you leap? Pretend that your house is full of puddles and your job is to leap over all of them. Don't get wet! ☺ | Find an extra chore that will help you become a better mover (sorting clothes to work on throwing skills; sweeping the floor to work on strength). | Turn on some music and make your parent/caregiver dance with you. Tell them they have to dance for at least two whole songs. | Statues Game: Put your body into a balanced position and hold it while you count to 10. Try a more challenging position. | Say the ABC's by putting your body into the shape of each letter.  | Go for a walk – breath in the air as you swing your arms and hold your head high. | Can you skip? Give it a try – step, hop, step, hop. |
| Cut out a bunch of different shapes, put the shapes in a pile and then try putting your body into these odd shapes.  | Find different kinds of shoes in your house. Pretend to move as if you were wearing each kind of shoe. Stomp in your boots, prance in your slippers, slide in your skates. | Get silly today and make up a new sound or word and then make up a new action to go along with that word or sound. | Get outside and pick up trash. Use different forms of movement to travel to each new piece of garbage. | What animals do you see in the spring? Act them out. | Go outside and explore speed – try moving really fast. Now move very slowly. Practice changing from fast to slow. | Pick up your room! Each time you pick something up do five jumps before you put it away. |
| Ask someone to help you make a hopscotch pattern with paper plates. Practice hopping and jumping. | Practice your ball rolling skills by rolling a ball back and forth with someone. Each time you roll it, back up one step. | Nature Statues Game: Name something that you would see in nature then put your body into that shape. Try to hold that shape while you count to 10. | Become a cloud! Watch the clouds today and change your body into all of the shapes that the clouds make – then float through space going high, low, fast and slow. | Draw some lines outside on the sidewalk using chalk. Practice jumping over them. Work on bending your knees and using your arms to get high and far. Also remember to land softly | Do the Opposite! Work on doing opposite movements, such as run fast and slow, reach high and low, march soft and hard. | Pretend to play your favorite instrument and go on a parade around the yard. |
| All Aboard! Find a big towel or blanket and spread it out on the floor. Stand on it, move on it, then fold it up a little. Can you still stand and move on it? Fold it again – move again. How small can you make the towel? | Take five minutes – go to every space in your home and do a funny dance that makes your parent/caregiver laugh. Make them do the dance with you. | Get outside and play catch. Follow the ball with your eyes and move to where the ball is going.  | Read your favorite Nursery Rhyme and put actions to it so you can say it with your body. | Motions of the Weather: Use your bodies to pretend to be different types of weather. Rain, wind, thunder, snow…get creative! | Make yourself really small and on the count of three spring up into the air, reaching and stretching to make yourself really big. | Go back and repeat the activities that you really enjoyed this month!  |

*Funding for this project was provided by the Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services*

Family Child Care, Physical Development, Lesson 6

# SHARE OUT – CHAT

*What are ways you use technology & media to promote physical activity?*

# Technology to Enhance Physical Activity

- Digital Maps
- Fitness Trackers
- Video Taping New Skills
- Exercise Videos
- Active Video Games
- Go Noodle

*When used appropriately, and keeping screen time recommendations in mind, technology and interactive media have the potential to enhance, without replacing, creative play, exploration, physical activity, outdoor experiences, conversation, and social interactions.*

(NAEYC and the Fred Rogers Center for Early Learning and Children's Media, 2012)

# Additional VLS Supports

If you are interested in learning more about ways the Virtual Lab School supports physical wellness in children & youth, we encourage you review these VLS courses more deeply:

- ❑ IT, Safe Environments, Lesson 5 (Learn)
- ❑ PS, Physical Development, Lesson 3 (Learn)
- ❑ PS, Physical Development, Lesson 4 (Apply)
- ❑ SA, Physical Development, Lesson 3 (Learn)
- ❑ FCC, Healthy Environments, Lesson 5 (Explore)
- ❑ TCS, Physical Development, Lesson 2 (Apply)
- ❑ TCS, Physical Development, Lesson 3 (Explore)
- ❑ PGM, Physical Development, Lesson 3 (Explore)
- ❑ Healthy Environments, Lesson 5 (all tracks)
- ❑ Physical Development (all tracks & lessons)
- ❑ Family Engagement, Lesson 2 (all tracks)

# References & Resources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## SHARE OUT: CHAT

What is one thing you will take away from today’s session?

Thank you again for joining us today!

Any questions?

Please complete the QUICK feedback survey-

What future training topics would be helpful?

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