

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

Addressing Unconscious Bias



- ✓ Provide equitable access to opportunities
- ✓ Be responsive individual needs and differences
- ✓ Establish appropriate expectations that are challenging, yet achievable
- ✓ Acknowledge and reflect your own perceptions and lifestyle

Decline in motor competence

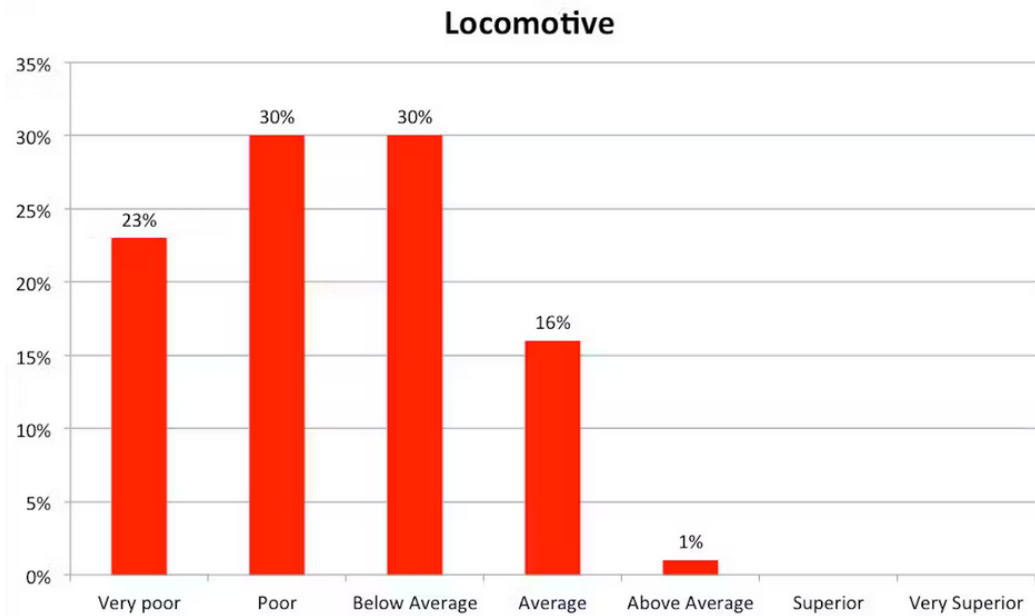


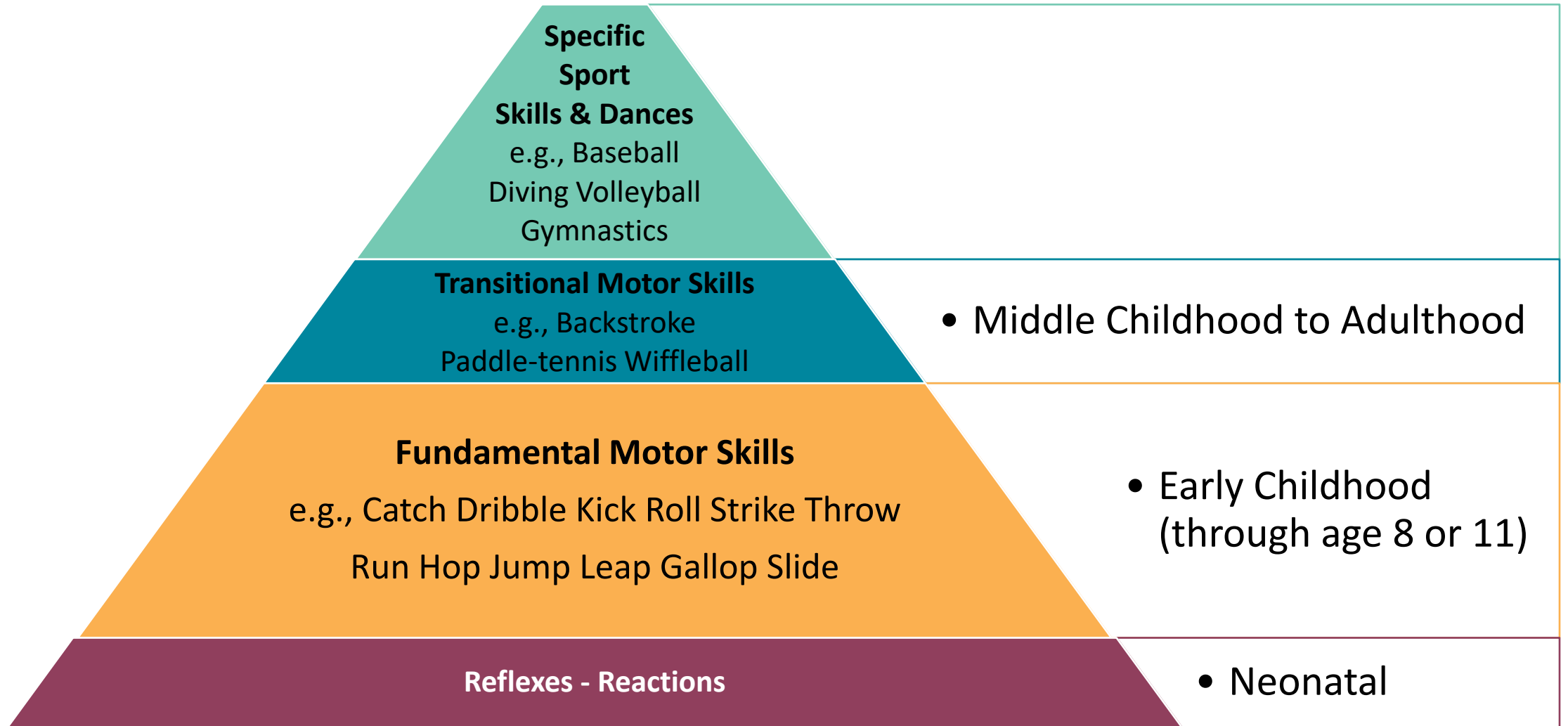
Figure 2: Breakdown of the distribution of Melbourne children's locomotive skills. Author provided

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.

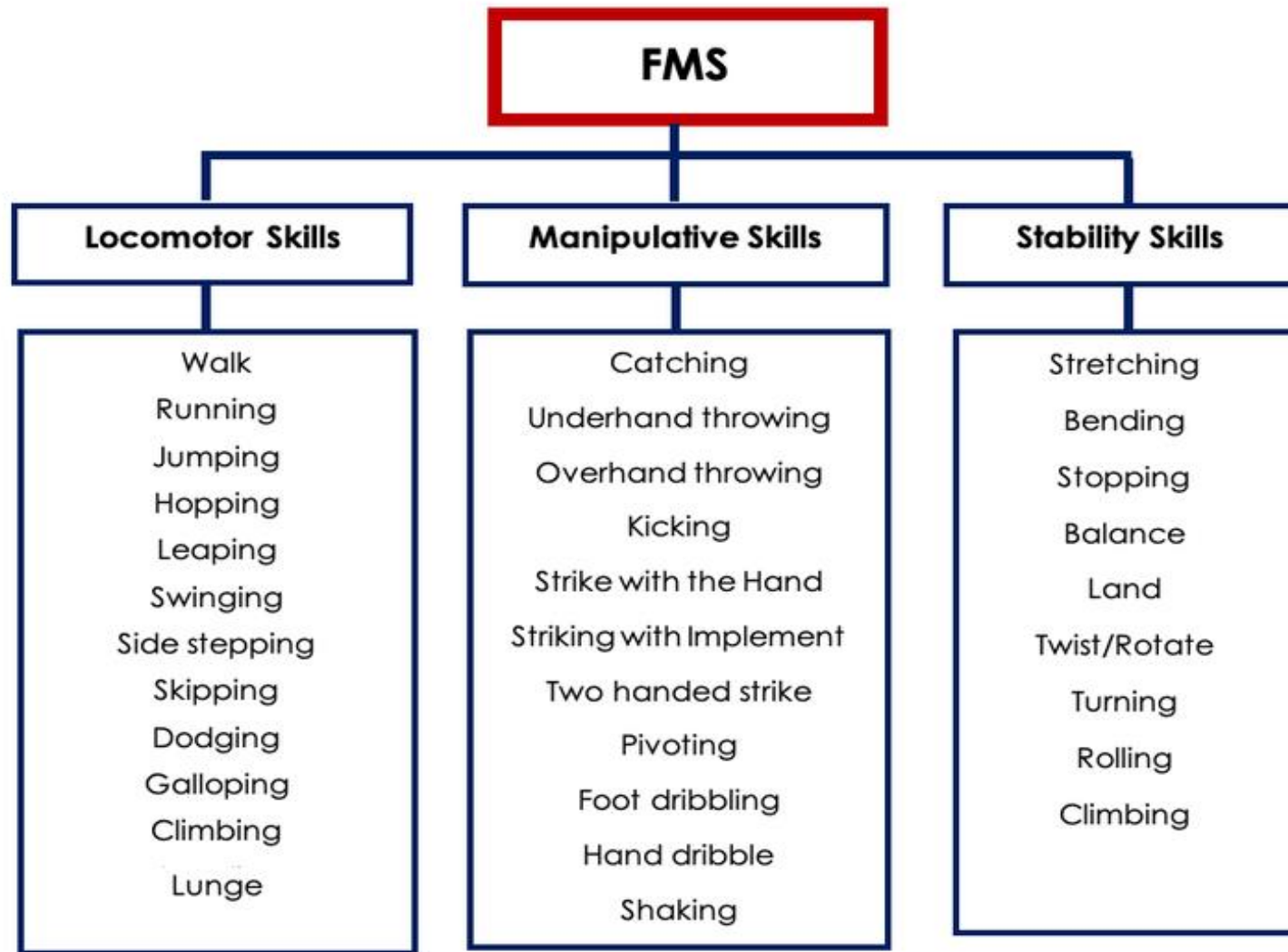


Figure 1. Categories of Fundamental Movement Skills

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



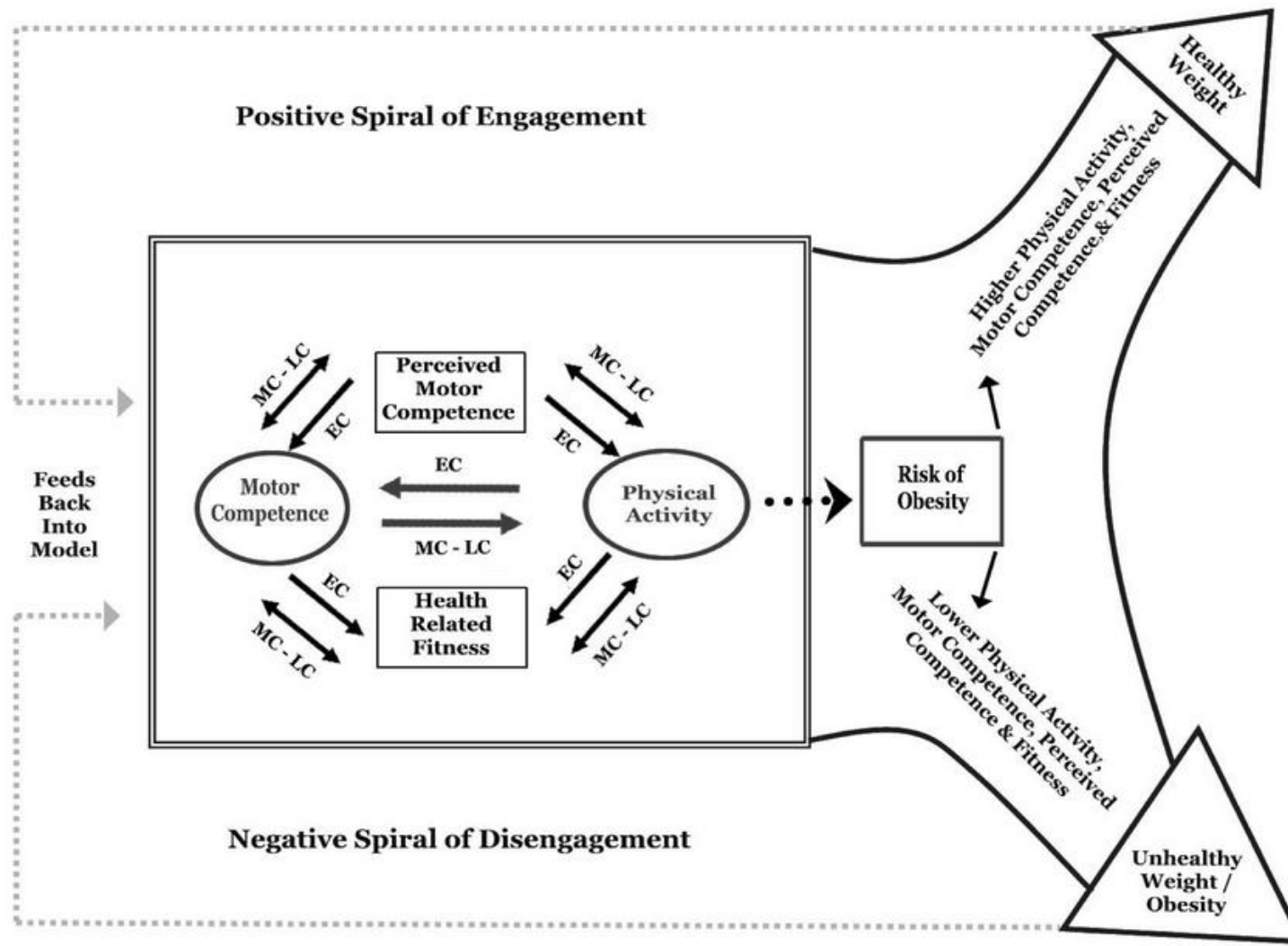


Figure 1. Developmental trajectory model of motor competence and physical activity.



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	<ul style="list-style-type: none"> • Holds head up when on tummy • Moves both arms and both legs while on back • Raises head and chest while lying on stomach • Primitive reflexes present, including the rooting and sucking reflex 	<ul style="list-style-type: none"> • Grasps adult finger • Briefly relaxes hands from fists for short period of time
4 months	<ul style="list-style-type: none"> • Holds head steady without support • Pushes onto elbows when lying on tummy 	<ul style="list-style-type: none"> • Holds a toy when you put it in his hand • Brings hands to mouth • Swings arm at objects
6 months	<ul style="list-style-type: none"> • Rolls from tummy to back • Pushes up with straight arms when on tummy • Leans on hands to support self when sitting • Supports weight equally on legs when standing with support 	<ul style="list-style-type: none"> • Holds hands together • Shakes and bangs rattles
9 months	<ul style="list-style-type: none"> • Gets to sitting position independently • Sits without support • Lowers body to sitting while using support 	<ul style="list-style-type: none"> • Moves things from one hand to another • Uses fingers to "rake" food towards self
1 year	<ul style="list-style-type: none"> • Walks holding onto furniture • Pulls up to stand 	<ul style="list-style-type: none"> • Drinks from a cup without a lid with adult support • Uses thumb and finger "pincer grasp" to pick up small items

15 months	<ul style="list-style-type: none"> • Takes a few steps independently • Squats to pick up an object from the floor and then stands up without support 	<ul style="list-style-type: none"> • Uses fingers to feed self some food • Makes marks on paper using crayon
18 months	<ul style="list-style-type: none"> • Walks without support • Climbs on and off a couch or chair without help 	<ul style="list-style-type: none"> • Drinks from a cup • Feeds herself with fingers • Tries to use a spoon • Tries to kick a ball after observing an adult
2 years	<ul style="list-style-type: none"> • Kicks a ball • Runs • Walks (not climbs) up stairs with or without help 	<ul style="list-style-type: none"> • Eats with a spoon • Tries to use switches, knobs, or buttons on a toy
30 months	<ul style="list-style-type: none"> • Jumps off the ground with both feet 	<ul style="list-style-type: none"> • Uses hands to twist things like doorknobs or unscrewing lids • Takes off loose clothing alone • Turns book pages, one at a time
3 years	<ul style="list-style-type: none"> • Climbs well • Runs easily • Pedals a tricycle • Walks up and down stairs, one foot on each step 	<ul style="list-style-type: none"> • Strings items together, like large beads or macaroni • Dresses self in loose clothing • Uses a fork
4 years	<ul style="list-style-type: none"> • Hops and stands on one foot up to two seconds • Catches a bounced ball most of the time 	<ul style="list-style-type: none"> • Pours, cuts with supervision, and mashes own food • Uses scissors • Draws a person with two to four body parts • Starts to copy some capital letters
5 years	<ul style="list-style-type: none"> • Stands on one foot for 10 seconds • Hops, may be able to skip • Can do a somersault • Swings and climbs 	<ul style="list-style-type: none"> • Uses a fork and spoon • Can print some letters and numbers • Draws a person with six body parts
6-8 years	<ul style="list-style-type: none"> • Strong motor skills, but balance and endurance can vary • Develops a quicker reaction time 	<ul style="list-style-type: none"> • Can use scissors and small tools • Can tie their shoelaces • May begin writing in print and cursive
9-12 years	<ul style="list-style-type: none"> • Engage or becomes interested in team sports • Enjoy active play, such as bike-riding, swimming, and running games • Gets dressed independently 	<ul style="list-style-type: none"> • Uses simple tools, such as a hammer, by themselves • Enjoy to draw, paint, make jewelry, build models, or do other activities that use their fine motor skills • Brushes hair and teeth without help

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



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Health & Safety Notes



CHILD CARE
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."

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.

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



Activities: Preschool

At least 60 minutes of **structured** physical activity that is *led by an adult*.

- Playing a game
- Throwing a ball
- Going on a scavenger hunt
- Organized games or obstacle courses
- Yoga

At least 60 minutes of **unstructured** physical activity that is *supervised by an adult*.

- Pretend play
- Chasing peers on playground
- Climbing on mats or equipment
- Dancing
- Riding a bike

Activities: Preschool

**TAKE IT
OUTSIDE!
WEEK**



Use these simple 15 outdoor activities to get your children moving. The activities listed only require you, your child, and your imagination.

Did You Know? Physical activity for young children is an important component of early brain development and learning.

When adults model and teach the importance of physical activity, young children are more likely to adopt a lifetime of healthful practices and behaviors.

15 Simple Ways to Get Moving

1. Spread paper plates on the ground. Pretend they are rocks in a stream. Get from one side to the other without stepping in the stream.
2. Work on moving in different ways- go outside and practice walking, running, galloping, skipping, jumping and hopping.
3. Time to march! Pretend to have your favorite instrument and march as you play. Can someone guess what instrument you are playing? Bring real instruments outside and march in a band with friends.
4. Rainbow Run- talk about the colors of the rainbow as you name colors, run & touch 3 things that are that color.
5. Go for a walk- breath in the air as you swing your arms and hold your head high.
6. Take a walk; first go in straight lines, then curvy lines, and then try walking backwards.
7. Get outside and practice running. When you are running work on pumping your arms front and back and moving in a straight line.
8. Set up an obstacle course using things to jump over, go around, and even under. See how fast you can do it.
9. Find an open space and work on rolling in different ways...long, straight body and a curled up small body. Rolling down a hill is fun!
10. Blow bubbles outdoors. Chase and catch the bubble before it pops.
11. Pretend you are at a zoo. Identify an animal- move and sound like that animal.
12. Pretend to be a growing flower. First you are a tiny seed in the ground and then grow into a big flower.
13. Pretend to be a balloon - first without air, being blown up, floating around, and then being popped.
14. Motions of the weather- use your body to pretend to be different types of weather. Rain, wind, thunder, snow...get creative.
15. Pretend to move like different foods- melt like a popsicle or pop like popcorn.



www.headstartbodystart.org | Duplicated with permission from Head Start Body Start.


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



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>



Children will be able to perform a range of the skills
performed by the children in the video.

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

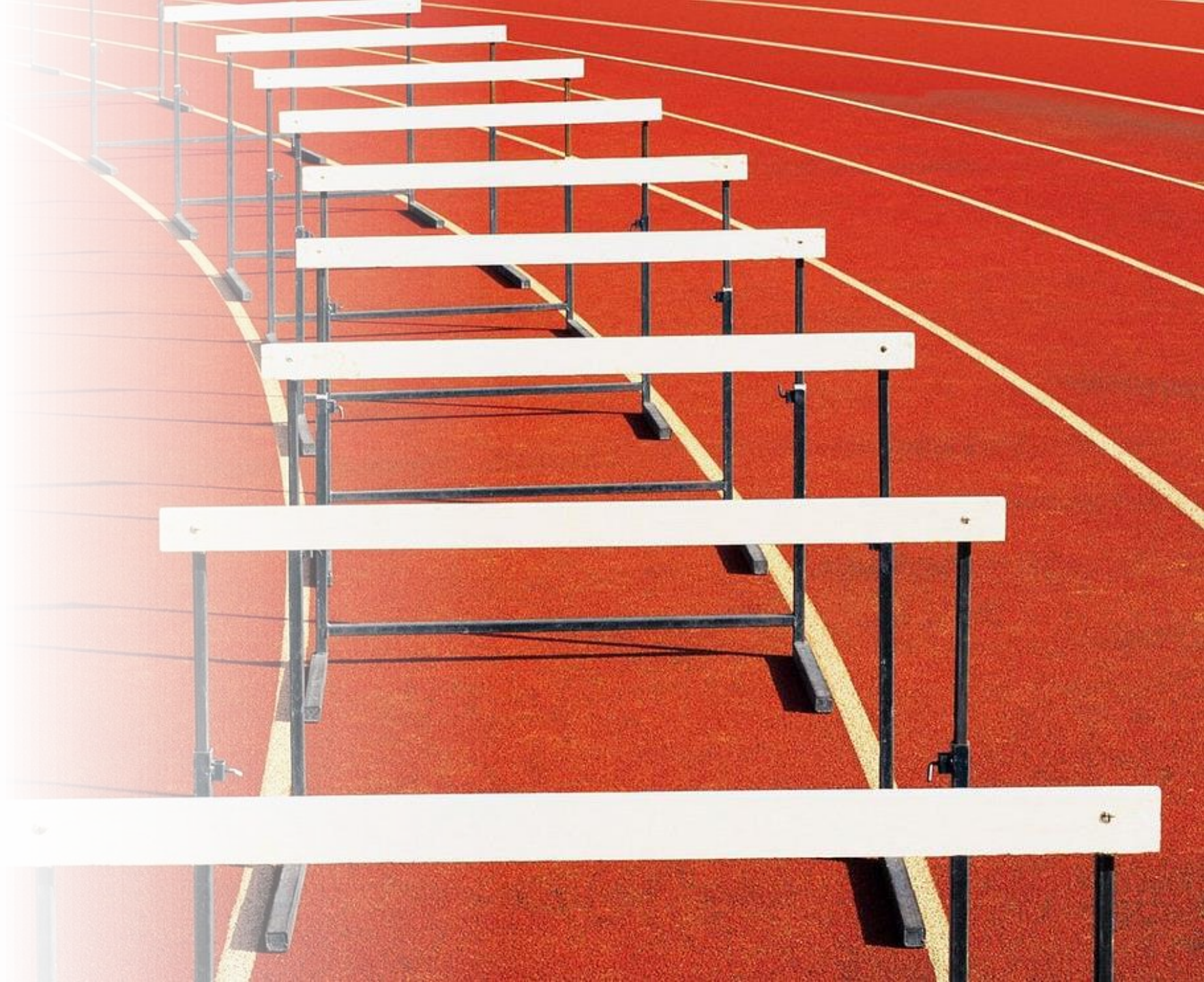


SHARE OUT – POLL

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
- Socioeconomic Disparities





- 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.



ABOUT ACTIVE PEOPLE

Active People, Healthy NationSM is a national initiative led by CDC to help 27 million Americans become more physically active by 2027. Increased physical activity can improve health, quality of life, and reduce healthcare costs.

WHAT WORKS: STRATEGIES TO INCREASE PHYSICAL ACTIVITY

We can increase physical activity in communities using the following strategies.

Why 27 Million?

If 27 million Americans become more physically active, we will double the Healthy People 2020 goal and reduce the risk of at least 20 chronic diseases. To reach this goal, communities can implement strategies to increase physical activity across sectors and settings.

TO LEARN MORE ABOUT THE STRATEGIES, VISIT:
 Community Preventive Services Task Force Finding for Physical Activity (www.thecommunityguide.org)
 Physical Activity Guidelines for Americans, 2nd edition (Chapter 8)
 Community Strategies, Centers for Disease Control and Prevention, 2011 (www.cdc.gov/PhysicalActivity/)



WHAT WORKS: STRATEGIES TO INCREASE PHYSICAL ACTIVITY



Activity-Friendly Routes to Everyday Destinations

Improves the design of communities by connecting routes such as sidewalks, trails, bicycle lanes, and public transit to destinations such as grocery stores, schools, worksites, libraries, parks, or health care facilities. This strategy makes it safe and easy to walk, bicycle, or wheelchair roll for people of all ages and abilities.



Access to Places for Physical Activity

Creates or enhances access to places for physical activity and provides information to encourage their use. Places can include public parks and trails, fitness and recreational facilities, schools and universities, malls, senior centers, and worksites.



School and Youth Programs

Uses a combination of strategies to increase physical activity before, during, and after school. Components include physical education, recess, classroom physical activity, staff involvement, before- or after-school programs, and family and community engagement.



Community-Wide Campaigns

Promotes physical activity by combining a variety of strategies, such as media coverage and promotions, risk factor screening and education, community events, and policy and programmatic initiatives, such as walking trails or social supports.



Social Supports

Provides supportive social networks, friendships, and actions that can help people start, maintain, or increase physical activity. Social supports include buddy systems and walking or other activity groups.



Individual Supports

Supports individuals to incorporate physical activity into their daily routines by teaching behavioral skills such as goal setting and problem-solving. These strategies are tailored to a person's individual interests and needs.



Prompts to Encourage Physical Activity

Prompts such as signs or reminders inform and motivate people to make an active choice in specific environments.

FOR MORE INFORMATION ABOUT STRATEGIES THAT WORK TO INCREASE PHYSICAL ACTIVITY, VISIT:
www.cdc.gov/physical-activity/evidence/activepeoplehealthyNation



The Role of Child & Youth Programs


(CDC, 2023)



Active Students = Better Learners

www.cdc.gov/healthyschools/PEandPA

Supporting Staff Involvement

 Virtual Lab School
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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.icc.org/docs/publications/2011_cck_school_age_guide.pdf

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.

Supporting Staff Involvement

PE Central Tip Sheet

There are a variety of resources that you can use to help staff members find appropriate physical activities for children and youth. You have learned about many of them in this course. One additional resource is the website called *PE Central*. It is designed for physical educators, but many of the lessons are applicable to child-development center and school-age programs. Explore the site with staff and offer suggestions for incorporating physical activity in fun and meaningful ways.

You can complete the scavenger hunt below with staff members.


Go to the PE Central website search feature: <http://www.pecentral.org/pecinfo/search/index.asp>. Have staff members enter the age or grade level of the children with whom they work. Use the results to answer the questions.

1. Find one lesson plan for your age group that focuses on each of the following skills. Note that there are no lessons available for infants and toddlers.
 - a. Locomotor skills/traveling;
 - b. Kicking;
 - c. Body and space awareness;
 - d. Jumping;
 - e. Gymnastics (school-age);
 - f. Dribbling (school-age);
2. Enter the word "adaptive" in the search. This will bring up information about Adapted PE. These are strategies for supporting children and youth with disabilities. Click around to learn about resources.

10 tips
Nutrition
Education Series


be a healthy role model for children

10 tips for setting good examples



You are the most important influence on your child. You can do many things to help your children develop healthy eating habits for life. Offering a variety of foods helps children get the nutrients they need from every food group. They will also be more likely to try new foods and to like more foods. When children develop a taste for many types of foods, it's easier to plan family meals. Cook together, eat together, talk together, and make mealtime a family time!

- 1 show by example**
Eat vegetables, fruits, and whole grains with meals or as snacks. Let your child see that you like to munch on raw vegetables.
- 2 go food shopping together**
Grocery shopping can teach your child about food and nutrition. Discuss where vegetables, fruits, grains, dairy, and protein foods come from. Let your children make healthy choices.
- 3 get creative in the kitchen**
Cut food into fun and easy shapes with cookie cutters. Name a food your child helps make. Serve "Janie's Salad" or "Jackie's Sweet Potatoes" for dinner. Encourage your child to invent new snacks. Make your own trail mixes from dry whole-grain, low-sugar cereal and dried fruit.
- 4 offer the same foods for everyone**
Stop being a "short-order cook" by making different dishes to please children. It's easier to plan family meals when everyone eats the same foods.
- 5 reward with attention, not food**
Show your love with hugs and kisses. Comfort with hugs and talks. Choose not to offer sweets as rewards. It lets your child think sweets or dessert foods are better than other foods. When meals are not eaten, kids do not need "extras"—such as candy or cookies—as replacement foods.
- 6 focus on each other at the table**
Talk about fun and happy things at mealtime. Turn off the television. Take phone calls later. Try to make eating meals a stress-free time.
- 7 listen to your child**
If your child says he or she is hungry, offer a small, healthy snack—even if it is not a scheduled time to eat. Offer choices. Ask "Which would you like for dinner: broccoli or cauliflower?" instead of "Do you want broccoli for dinner?"
- 8 limit screen time**
Allow no more than 2 hours a day of screen time like TV and computer games. Get up and move during commercials to get some physical activity.
- 9 encourage physical activity**
Make physical activity fun for the whole family. Involve your children in the planning. Walk, run, and play with your child—instead of sitting on the sidelines. Set an example by being physically active and using safety gear, like bike helmets.
- 10 be a good food role model**
Try new foods yourself. Describe its taste, texture, and smell. Offer one new food at a time. Serve something your child likes along with the new food. Offer new foods at the beginning of a meal, when your child is very hungry. Avoid lecturing or forcing your child to eat.

 United States Department of Agriculture
Center for Nutrition Policy and Promotion

Go to www.ChooseMyPlate.gov for more information.

DG TipSheet No. 12
June 2011
USDA is an equal opportunity provider and employer.

Tips for Teachers

Promoting Healthy Eating &

Physical Activity in the Classroom



ALLOW ACCESS TO DRINKING WATER

- Allow students to visit the water fountain throughout the school day and to carry water bottles in class.
 - Send a note to parents that students will be allowed to bring water bottles to your class, though not mandatory. If bottles are filled at home, ask parents to use only plain water.
- Inform school maintenance staff if water fountains are not clean or are not functioning properly.



Access to drinking water throughout the day gives students a healthy alternative to sugar-sweetened beverages.¹ Staying hydrated may also improve student cognitive function.²



USE STUDENT REWARDS THAT SUPPORT HEALTH

- Do not use food or beverages to reward student achievement or good behavior.
 - Avoid giving students candy or food coupons.
- Use nonfood items, activities and opportunities for physical activity to recognize students for their achievements or good behavior.
 - Offer stickers, books, extra time for recess, or walks with the principal or teacher.



Ideas for nonfood rewards



- Do not withhold food, beverages, or physical activity time to discipline for academic performance or poor classroom behavior.



Children are at risk of associating food with emotions and feelings of accomplishment when food is used in the classroom as a reward. This reinforces the practice of eating outside of meal or snack times and encourages students to eat treats even when they are not hungry. This practice may create lifetime habits of rewarding or comforting oneself with unhealthy eating.

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>

¹ Sugar-sweetened beverages are liquids that are sweetened with various forms of sugars that add calories. These beverages include, but are not limited to, soda, fruitades and fruit drinks, and sports and energy drinks. Source: U.S. Department of Agriculture and U.S. Department of Health and Human Services. *Dietary Guidelines for Americans, 2010, 7th Edition*. Washington, DC: U.S. Government Printing Office, December 2010.



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 websites with your care through your classroom newsletter or other form of family communication. You can also post this list on a bulletin board for 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>

May

Get Moving Today!

ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Take a walk. Each time you see a sign of spring do 10 jumps for joy.</p> 	<p>Motions of the Weather. Use your body to pretend to be different types of weather. Rain, wind, thunder, snow...get creative.</p>	<p>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.</p>	<p>Rainbow Run. Talk about the colors of the rainbow and as you name a color run and touch three things that are that color.</p>	<p>Log Rolls – find a safe space in your house and practice rolling in a straight, strong line. Use those muscles.</p>	<p>Silly Run: Get outside and run. Try running in a straight line, a curvy line, and then a zigzag line.</p>	<p>Pretend that your elbow or your foot is a great big crayon, and move all around your home coloring the most beautiful picture.</p>
<p>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! ☹️</p>	<p>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).</p>	<p>Turn on some music and make your parent/caregiver dance with you. Tell them they have to dance for at least two whole songs.</p>	<p>Statues Game: Put your body into a balanced position and hold it while you count to 10. Try a more challenging position.</p>	<p>Say the ABC's by putting your body into the shape of each letter.</p> 	<p>Go for a walk – breath in the air as you swing your arms and hold your head high.</p>	<p>Can you skip? Give it a try – step, hop, step, hop.</p>
<p>Cut out a bunch of different shapes, put the shapes in a pile and then try putting your body into these odd shapes.</p> 	<p>Find different kinds of shoes in your house. Pretend to move as if you were wearing each kind of shoe. Stomp in your slippers, slide in your skates.</p>	<p>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.</p>	<p>Get outside and pick up trash. Use different forms of movement to travel to each new piece of garbage.</p>	<p>What animals do you see in the spring? Act them out.</p>	<p>Go outside and explore speed – try moving really fast. Now move very slowly. Practice changing from fast to slow.</p>	<p>Pick up your room! Each time you pick something up do five jumps before you put it away.</p>
<p>Ask someone to help you make a hopscotch pattern with paper plates. Practice hopping and jumping.</p>	<p>Practice your ball rolling skills by rolling a ball back and forth with someone. Each time you roll it, back up one step.</p>	<p>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.</p>	<p>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.</p>	<p>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!</p>	<p>Do the Opposite! Work on doing opposite movements, such as run fast and slow, reach high and low, march soft and hard.</p>	<p>Pretend to play your favorite instrument and go on a parade around the yard.</p>
<p>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?</p>	<p>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.</p>	<p>Get outside and play catch. Follow the ball with your eyes and move to where the ball is going.</p> 	<p>Read your favorite Nursery Rhyme and put actions to it so you can say it with your body.</p>	<p>Motions of the Weather: Use your bodies to pretend to be different types of weather. Rain, wind, thunder, snow...get creative!</p>	<p>Make yourself really small and on the count of three spring up into the air, reaching and stretching to make yourself really big.</p>	<p>Go back and repeat the activities that you really enjoyed this month!</p> 

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Family Child Care, Physical Development, Lesson



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

DANCE
ALONG

POP

POP



GoNoodle

“

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)
- PS, Physical Development, Lesson 5 (Apply)
- SA, Physical Development, Lesson 3 (Learn)
- FCC, Physical Development, Lesson 6 (Apply)
- FCC, Healthy Environments, Lesson 5 (Explore)
- TCS, Physical Development, Lesson 2 (Apply)
- TCS, Physical Development, Lesson 3 (Explore)
- TCS, Physical Development, Lesson 3 (Apply)
- PGM, Physical Development, Lesson 3 (Explore)
- Healthy Environments, Lesson 5 (all tracks)
- Physical Development (all tracks & lessons)
- Family Engagement, Lesson 2 (all tracks)

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SHARE OUT: CHAT

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

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Thank you again for joining us today!
Any questions?

Please complete the QUICK feedback survey-
What future training topics would be helpful?

<https://www.virtuallabschool.org/>
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