



The North Carolina Partnership for Children, Inc.

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Be Active North Carolina



Be Active Kids®, a signature program of
Blue Cross and Blue Shield of North Carolina Foundation

Shape NC

Physical Activity & Play

- Children who are physically active on a daily basis = more effective learners + less likely to be overweight or obese.
- Children who are physically active early in life and stay active = enjoy many positive benefits to their health.
- Children who have active parents and family members = more likely to be active.

Evidence Regarding Physical Activity & Play in Child Care Settings?

Let's Move! Child Care

START EARLY: Let's Move! Child Care | MAKE NUTRITION FUN: Healthy Eating | GET KIDS MOVING: Physical Activity | BE INSPIRED: Ideas and Resources | CHANGE YOUR WORLD: Healthy Kids, Healthy Future

SEARCH SITE

Start Early and Smart: Let's Move! Child Care

Strive for Five: Goals for a Healthier Future

Make a Difference with Our Healthy Checklist

Learn From Others & Be a Success Story

It All Starts With You: Sign Up Now

IDEAS & RESOURCES

One in five children is overweight or obese by age 6. You can help. As a child care provider, you have the powerful opportunity to make healthy choices that could help prevent childhood obesity from the start. With about 12 million babies and young children in child care nationwide, we can't afford to wait.

Let's Move! Child Care Goals (from infancy through preschool)

- Physical Activity:** Provide 1-2 hours of physical activity throughout the day, including outside play when possible.
- Screen Time:** No screen time for children under 2 years. For children age 2 and older, strive to limit screen time to no more than 30 minutes per week during child care, and work with parents and caregivers to ensure children have no more than 1-2 hours of quality screen time per day (as recommended by the American Academy of Pediatrics).
- Food:** Serve fruits or vegetables at every meal, eat meals family-style whenever possible, and don't serve fried foods.
- Beverages:** Provide access to water during meals and throughout the day, and don't serve sugar-sweetened drinks. For children age 2 and older, serve low-fat (1%) or non-fat milk, and no more than one 4- to 8-ounce serving of 100% juice per day.
- Infant Feeding:** For mothers who want to continue breastfeeding, provide their milk to their infants and welcome them to breastfeed during the child care day. Support all new parents' decisions about infant feeding.

Let's Move! Online

Physical Activity at Child Care Settings: Review and Research Recommendations
Dianne S. Ward, Amber Vaughn, Christina McWilliams, and Derek Hales
American Journal of Lifestyle Medicine, Nov 2009; 3: 474 - 488.

Best-Practice Guidelines for Physical Activity at Child Care
Christina McWilliams, Sarah C. Ball, Sara E. Benjamin, Derek Hales, Amber Vaughn, and Dianne S. Ward
Pediatrics, Dec 2009; 124: 1650 - 1659.

The role of primary care in promoting children's physical activity
J S Huang, J Sallis, and K Patrick
Br. J. Sports Med., Jan 2009; 43: 19 - 21.

Societal Values and Policies May Curtail Preschool Children's Physical Activity in Child Care Centers
Kristen A. Copeland, Susan N. Sherman, Cassandra A. Kendeigh, Heidi J. Kalkwarf, and Brian E. Saelens
Pediatrics, Jan 2012; 10.1542/peds.2011-2102.

Physical activity in child-care centers: do teachers hold the key to the playground?
Kristen A. Copeland, Cassandra A. Kendeigh, Brian E. Saelens, Heidi J. Kalkwarf, and Susan N. Sherman
Health Educ. Res., Feb 2012; 27: 81 - 100.

Physical Activity Among Children Attending Preschools
Russell R. Pate, Karin A. Pfeiffer, Stewart G. Trost, Paula Ziegler, and Marsha Dowda
Pediatrics, Nov 2004; 114: 1258 - 1263.

Physical activity at daycare: Childcare providers' perspectives for improvements
Patricia Tucker, Melissa M van Zandvoort, Shauna M Burke, and Jennifer D Irwin
Journal of Early Childhood Research, Oct 2011; 9: 207 - 219.

The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bond: Focus on Children in Poverty
Regina M. Milteer, Kenneth R. Ginsburg, COUNCIL ON COMMUNICATIONS AND MEDIA COMMITTEE ON PSYCHOSOCIAL ASPECTS OF CHILD AND FAMILY HEALTH, and Deborah Ann Mulligan
Pediatrics, Jan 2012; 129: e204 - e213.

Best Practices for Physical Activity:
A Guide To Help Children Grow Up Healthy

For Organizations Serving Children and Youth

Nemours Health & Prevention Services

Best Practice Overview

for Physical Activity & Play

- Opportunities and Affordances
 - Structured and Unstructured
- Environments
 - Indoors and Outdoors
- Stakeholders
 - Providers and Parents
 - Education and Behaviors
- Limitations
 - Screen Time and Restrictions
- Policies

Shape NC Best Practices

for Physical Activity & Play

Active Play and Outdoor Learning

Time for Active Play				
A. Active play time (indoor and outdoor) is provided to all children, including children with special needs:	<input type="radio"/> 45 minutes or less each day	<input type="radio"/> 46-90 minutes each day	<input type="radio"/> 91-120 minutes each day	<input type="radio"/> More than 120 minutes each day
B. Structured (or teacher-led) physical activities are provided to all children, including children with special needs:	<input type="radio"/> 1 time per week or less	<input type="radio"/> 2-4 times per week	<input type="radio"/> 1 time per day	<input type="radio"/> 2 or more times per day
C. Outdoor active play time is provided to all children, including children with special needs:	<input type="radio"/> 1 time a day for 30 minutes or less	<input type="radio"/> 1 or more times a day for a total of 30-45 minutes	<input type="radio"/> 1 or more times a day for a total of 46-60 minutes or more	<input type="radio"/> 2 or more times each day for a total of 60 minutes or more
D. Children go outside on a daily basis in all seasons:	<input type="radio"/> Less than 60 minutes each day	<input type="radio"/> At least 1 time per day for at least 60 minutes	<input type="radio"/> At least 2 times per day for at least 30 minutes each period	<input type="radio"/> At least 2 times or more per day, for a total of 60 minutes or more
E. During a typical day, excluding naps and meals, children are expected to remain seated:	<input type="radio"/> More than 30 minutes at a time, or 15-30 minutes on 3 or more occasions	<input type="radio"/> 15-30 minutes on 2 occasions	<input type="radio"/> 15-30 minutes but only 1 occasion	<input type="radio"/> No more than 15 minutes at a time
Active Play Environment - Indoors				
A. Indoor gross motor play areas for children, including those with special needs, consist of:	<input type="radio"/> Space only suitable for quiet play	<input type="radio"/> Space for limited movement (jumping and rolling)	<input type="radio"/> Ample space for some active play (jumping, rolling, and skipping)	<input type="radio"/> Ample space for all activities, including running
B. Indoor portable play equipment (e.g., balls, hoops, ribbons, wheel toys) consists of:	<input type="radio"/> Limited variety and children must take turns	<input type="radio"/> Some variety but children must take turns	<input type="radio"/> Good variety but children must take turns	<input type="radio"/> Lots of variety for children to use at the same time
C. Support for physical activity is visibly displayed in classrooms and common areas by:	<input type="radio"/> No posters, pictures, or books about physical activity displayed	<input type="radio"/> A few posters, pictures, and books about physical activity displayed	<input type="radio"/> Posters, pictures, or books about physical activity are displayed in most rooms	<input type="radio"/> Posters, pictures, or books about physical activity are displayed in every room
Outdoor Play and Learning Environment				
A. How many trees do you have at your center?	_____ trees			
B. How many of them are fruit trees?	_____ fruit trees			

C. How many shrubs do you have at your center?	_____ shrubs			
D. At your center, how many shade structures, in addition to trees, are provided to accommodate children's activities in outdoor learning environments (pergolas, porches, awnings, canopies, other shade structures)?	_____ shade structures			
E. In your center's outdoor learning environment, how many play and learning settings are regularly available (e.g., arts/crafts area, balance beams, play house, music play area, seating, play equipment, tables, sand play, water play, woodwork benches, porch swing, swings, mounds/lopes (usable by children), area for pets (chickens, rabbits, etc.)?	<input type="radio"/> 0-5 settings	<input type="radio"/> 6-7 settings	<input type="radio"/> 8-9 settings	<input type="radio"/> 10 settings or more
F. In your center's outdoor learning environment, what kinds of paths are available for children to use wheeled toys in the outdoor learning environment?	<input type="radio"/> No path.	<input type="radio"/> A straight linear path, but it is less than 5 feet in width and is not connected to the building	<input type="radio"/> A circular path less than five feet wide	<input type="radio"/> A curved looped or double looped path five feet wide that is connected to the buildings & settings
G. Is there an open, grassy area for games, activities and events?	<input type="radio"/> There is NO grassy area	<input type="radio"/> There is a small grassy area, large enough for approx. 6-8 children	<input type="radio"/> There is a medium-sized grassy area, large enough for approx. 9-15 children	<input type="radio"/> There is a large grassy area, big enough for 25 or more children
H. In your center's outdoor learning environment, what kinds of garden areas are available?	<input type="radio"/> No garden is available	<input type="radio"/> Vegetables and/or fruits that are planted in small pots and/or used as ornamentals	<input type="radio"/> Vegetables, fruit trees, fruiting vines, and/or nuts that are planted adjacent to or inside play areas	<input type="radio"/> Vegetables, fruit trees, fruiting vines, and nuts that are planted adjacent to play areas, AND include a designated vegetable garden
I. If your center does have a vegetable garden, how much produce does it provide for your center?	<input type="radio"/> No garden, not applicable	<input type="radio"/> The produce supplied by the garden is minimal, not enough for all children to taste	<input type="radio"/> The produce is used for taste tests or snacks during at least one season of the year	<input type="radio"/> The produce is used for snacks and/or meals in two seasons of the year
J. How often do providers model environmental care as part of the normal outdoor program with children (e.g., watering, weeding, staking plants) and are children allowed to join in?	<input type="radio"/> Behaviors are rarely or never modeled	<input type="radio"/> Behaviors are occasionally modeled	<input type="radio"/> Behaviors are regularly modeled, but this does not include encouraging children to join in	<input type="radio"/> Behaviors are modeled regularly and children are encouraged to join in



Shape NC Best Practices for Physical Activity & Play

K. In your center's outdoor learning environment, how many different types of natural materials (e.g., smooth sticks, mulch, shells, pinecones, driftwood, dirt, leaves, acorns, large seeds, etc.) are available to support active play engagement?	<input type="radio"/> Few to none of these natural materials, or children are not allowed to play with them	<input type="radio"/> 2-3 items, and children are allowed to play with them freely	<input type="radio"/> 4-5 items, and children are allowed to play with them freely	<input type="radio"/> 6 or more items, and children are allowed to play with them freely
L. In your center's outdoor learning environment, how many different kinds of toys and materials (e.g., wheeled toys, blocks, balls, pieces of cloth or ribbons, skipping rope, hoses, sand toys, water toys, rings/hula hoops, chalk, etc.) are available to support active play engagement?	<input type="radio"/> No outdoor toys are accessible for children	<input type="radio"/> 2-3 items are present and children are allowed to play with them freely	<input type="radio"/> 4-5 items are present and children are allowed to play with them freely	<input type="radio"/> 6 items are present and children are allowed to play with them freely
M. In your center's outdoor learning environment, which of the following physical activities and gross motor development activities are supported?	<input type="radio"/> balancing <input type="radio"/> climbing <input type="radio"/> crawling through <input type="radio"/> gliding (gliders) <input type="radio"/> hopping <input type="radio"/> jumping on/off <input type="radio"/> kicking <input type="radio"/> lifting <input type="radio"/> pedaling			<input type="radio"/> rocking <input type="radio"/> rolling <input type="radio"/> running <input type="radio"/> skipping <input type="radio"/> sliding <input type="radio"/> swinging <input type="radio"/> throwing <input type="radio"/> other, please specify
Provider Behaviors Regarding Active Play and Outdoor Learning				
A. Active play time is:	<input type="radio"/> Often withheld for misbehavior	<input type="radio"/> Sometimes withheld for misbehavior	<input type="radio"/> Never withheld for misbehavior	<input type="radio"/> Never withheld for misbehavior and we have a written policy
B. During children's active play time, providers:	<input type="radio"/> Supervise play only (mostly sit or stand)	<input type="radio"/> Sometimes encourage children to be active	<input type="radio"/> Sometimes encourage children to be active and join children in active play	<input type="radio"/> Often encourage children to be active and join children in active play
C. Providers help children prepare for outdoor play by:	<input type="radio"/> Letting children know it is time to go outside	<input type="radio"/> Instructing children to dress suitably for hot or cold weather (e.g., coats/jackets, mittens/gloves, boots, warm/sun hat)	<input type="radio"/> Talking with children about the weather and helping them dress suitably for hot or cold weather (e.g., coats/jackets, mittens/gloves, boots, warm/sun hat)	<input type="radio"/> Talking with children about the weather, discussing potential outdoor activities, helping them dress suitably for hot or cold weather (e.g., coats/jackets, mittens/gloves, boots, warm/sun hat), and applying sunscreen

D. Providers extend learning about outdoors by taking field trips to explore outdoor environments such as a park, farm, garden, or farmers' market:	<input type="radio"/> We do not generally offer these kinds of activities	<input type="radio"/> We offer these kinds of activity, but very irregularly	<input type="radio"/> Regularly, 1 time per year	<input type="radio"/> Regularly, 2 or more times per year
E. Children are exposed to outside resource people (e.g., gardener, storyteller, 4-H gardening club, Audubon Society, Scouts, etc.) to enhance their outdoor experiences as a result of provider's planning:	<input type="radio"/> We do not generally offer these kinds of activities	<input type="radio"/> We offer these kinds of activity, but very irregularly	<input type="radio"/> Regularly, 1 time per year	<input type="radio"/> Regularly, 2 or more times per year
F. Providers teach children about the importance and enjoyment of physical activity and play using both formal (e.g., circle time lessons) and informal (e.g. conversations during play) opportunities:	<input type="radio"/> Rarely or never	<input type="radio"/> Some of the time	<input type="radio"/> Most of the time	<input type="radio"/> All of the time
G. Providers incorporate gross motor movement into daily, non-outdoor activities (e.g., story time) and while transitioning from one activity to another.	<input type="radio"/> Rarely or never	<input type="radio"/> Some of the time	<input type="radio"/> Most of the time	<input type="radio"/> All of the time
Education Regarding Active Play				
A. Training and/or professional development opportunities in physical activity for children (not including playground safety) are offered to providers:	<input type="radio"/> Rarely or never	<input type="radio"/> Less than 1 time per year	<input type="radio"/> 1 time per year	<input type="radio"/> 2 times per year or more
B. Training and/or professional development opportunities about how to enhance children's outdoor play and learning (e.g., books, websites, continuing education, workshops, field visits, other resources) are offered to providers:	<input type="radio"/> Rarely or never	<input type="radio"/> Less than 1 time per year	<input type="radio"/> 1 time per year	<input type="radio"/> 2 times per year or more
C. Parents are offered education on physical activity and outdoor play in nature (e.g., special programs, newsletters, information sheets):	<input type="radio"/> We do not generally offer these kinds of activities	<input type="radio"/> We offer these kinds of activity, but very irregularly	<input type="radio"/> Regularly, 1 time per year	<input type="radio"/> Regularly, 2 or more times per year
D. Providers encourage families to participate in outdoor activities (e.g., outdoor field trips, picnics, planting a garden):	<input type="radio"/> We do not generally offer these kinds of activities	<input type="radio"/> We offer these kinds of activity, but very irregularly	<input type="radio"/> Regularly, 1 time per year	<input type="radio"/> Regularly, 2 or more times per year
E. Providers educate and communicate the value of outdoor play to parents, including natural settings and the needs for physical activity (documentation):	<input type="radio"/> Rarely or never	<input type="radio"/> Some of the time	<input type="radio"/> Most of the time	<input type="radio"/> All of the time
Policy Regarding Active Play				
A. At our child care facility, a policy on physical activity for children addressing provider behaviors, education, and indoor and outdoor active play opportunities:	<input type="radio"/> Does not exist	<input type="radio"/> Is generally followed but is not written	<input type="radio"/> Is written, generally followed, and sometimes shared with parents	<input type="radio"/> Is written, available, followed, and always shared with parents

Shape NC Best Practices for Physical Activity & Play

Screen Time

Screen Time				
Screen Time				
A. Televisions are:	<input type="radio"/> Located in every classroom	<input type="radio"/> Located in most classrooms	<input type="radio"/> Located in some classrooms	<input type="radio"/> Stored outside of classrooms, except for occasional use
B. The amount of screen time (e.g., television/DVD viewing, computers, video games) allowed is:	<input type="radio"/> More than 2 hours per week for total screen time at child care	<input type="radio"/> 2 hours or less per week for total screen time at child care	<input type="radio"/> 1 hour or less per week for total screen time at child care	<input type="radio"/> 30 minutes per week or less for total screen time at child care
C. Television/DVD viewing includes:	<input type="radio"/> All types of programming and videos; with limited coordination with the curriculum	<input type="radio"/> Educational and some commercial programming and videos, some of which are integrated with the curriculum	<input type="radio"/> Mostly educational, age-appropriate programming and videos, many of which are integrated with the curriculum	<input type="radio"/> Only commercial-free, age-appropriate, educational programming that is integrated with the curriculum
D. Television/DVD viewing during meals or snack time occurs:	<input type="radio"/> All of the time	<input type="radio"/> Most of the time	<input type="radio"/> Some of the time	<input type="radio"/> Rarely or never
E. Television/video viewing is used as a reward:	<input type="radio"/> All of the time	<input type="radio"/> Most of the time	<input type="radio"/> Some of the time	<input type="radio"/> Rarely or never
F. Computers are:	<input type="radio"/> Available for use all of the time, and time allowed per child is unlimited	<input type="radio"/> Available several times during the day, and each child is allowed between 30 and 45 minutes per day	<input type="radio"/> Available only during a set time of day, and each child is allowed between 15 and 30 minutes per day	<input type="radio"/> Available only during a set time of day, and each child is limited to 15 minutes per day
Provider Behaviors Regarding Screen Time				
A. During screen time activities with children, providers supervise and watch with the children:	<input type="radio"/> Rarely or never	<input type="radio"/> Some of the time	<input type="radio"/> Most of the time	<input type="radio"/> All of the time
Education Regarding Screen Time				
A. Training and/or professional development opportunities on screen time reduction and/or media literacy for children are offered to providers:	<input type="radio"/> Rarely or never	<input type="radio"/> Less than 1 time per year	<input type="radio"/> 1 time per year	<input type="radio"/> 2 times per year or more
B. Parents are offered screen time reduction information and/or media literacy education (e.g., special programs, newsletters, or information sheets):	<input type="radio"/> We do not generally offer these kinds of activities	<input type="radio"/> We offer these kinds of activity, but very irregularly	<input type="radio"/> Regularly, 1 time per year	<input type="radio"/> Regularly, 2 or more times per year

Policy Regarding Screen Time

A. At our child care facility, a written policy on screen time that includes provider behaviors, education, and screen time use:	<input type="radio"/> Does not exist	<input type="radio"/> Is generally followed but is not written	<input type="radio"/> Is written, generally followed, and sometimes shared with parents	<input type="radio"/> Is written, available, followed, and always shared with parents
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Foods

Fruits and Vegetables

A. Fruit (not juice) is offered:	<input type="radio"/> 3 times per week or less	<input type="radio"/> 4 times per week	<input type="radio"/> 1 time per day	<input type="radio"/> 2 or more times per day
B. Vegetables (not including French fries, tater tots, hash browns, or dried beans) are offered:	<input type="radio"/> 3 times per week or less	<input type="radio"/> 4 times per week	<input type="radio"/> 1 time per day	<input type="radio"/> 2 or more times per day
C. Children are offered fruit that is fresh, frozen or canned in juice (not syrup):	<input type="radio"/> Rarely or never	<input type="radio"/> Some of the time	<input type="radio"/> Most of the time	<input type="radio"/> All of the time
D. Children are offered a variety of vegetables, such as dark green, orange, red, and deep yellow vegetables (not including potatoes, corn, and green beans):	<input type="radio"/> Less than 1 time per week	<input type="radio"/> 1-2 times per week	<input type="radio"/> 3-4 times per week	<input type="radio"/> 1 or more times per day
E. Cooked vegetables are prepared with added meat fat, margarine or butter:	<input type="radio"/> All of the time	<input type="radio"/> Most of the time	<input type="radio"/> Some of the time	<input type="radio"/> Rarely or never

Meats, Fats, and Grains

A. Fried or pre-fried potatoes (French fries, tater tots, hash browns) are offered:	<input type="radio"/> 2 or more times per week	<input type="radio"/> 1 time per week	<input type="radio"/> Less than 1 time a week	<input type="radio"/> Never
B. Fried or pre-fried (frozen and breaded) meats (chicken nuggets) or fish (fish sticks) are offered:	<input type="radio"/> 2 or more times per week	<input type="radio"/> 1 time per week	<input type="radio"/> Less than 1 time a week	<input type="radio"/> Never
C. High fat meats (sausage, bacon, hot dogs, bologna, ground beef) are offered:	<input type="radio"/> 3 or more times per week	<input type="radio"/> 2 times per week	<input type="radio"/> 1 time per week	<input type="radio"/> Less than once a week or never
D. Beans or lean meats (baked or broiled chicken, turkey, or fish) are offered:	<input type="radio"/> Less than 1 time per week	<input type="radio"/> 1-2 times per week	<input type="radio"/> 3-4 times per week	<input type="radio"/> 1 or more times per day
E. High fiber, whole grain foods (whole wheat bread, oatmeal, brown rice, Cheerios®, etc.) are offered:	<input type="radio"/> 1 time per week or less	<input type="radio"/> 2-4 times per week	<input type="radio"/> 1 time per day	<input type="radio"/> 2 or more times per day
F. Sweets or salty foods (cookies, cakes, muffins, chips, etc.) are offered:	<input type="radio"/> 1 or more times per day	<input type="radio"/> 3-4 times per week	<input type="radio"/> 1-2 times per week	<input type="radio"/> Less than once a week or never



BlueCross BlueShield
of North Carolina
Foundation



The North Carolina
Partnership for Children, Inc.

Best Practice Criteria

for Physical Activity & Play

- **Physical Activity (34)**

- Time for Active Play (5)
- Active Play Environments – Indoors (3)
- Outdoor Play and Learning Environment (13)
- Provider Behaviors Regarding Active Play and Outdoor Learning (7)
- Education Regarding Active Play (5)
- Policy Regarding Active Play (1)

- **Screen Time (10)**

- Screen Time (6)
- Provider Behaviors Regarding Screen Time (1)
- Education Regarding Screen Time (2)
- Policy Regarding Screen Time (1)

Best Practices

for Physical Activity & Play

- **Time for Active Play (Opportunities)**
 - Duration: 120 minutes / 60 minutes
 - 60 structured / 30 minutes
 - 60 unstructured / 30 minutes
 - Frequency: 5 days a week
 - 2-3x/day
 - Outdoor Time
 - 2x/day for 60 minutes or more

Best Practices

for Physical Activity & Play

- **Environments (Opportunities)**
 - Ample Space
 - Lots of variety in equipment and materials (MIP)
 - Physical activity promotion in every room
 - Appropriate shade
 - Ample outdoor play and learning settings (10+)
 - Curved looped or double paths with connections
 - Supports physical activity and gross motor movements

Best Practices

for Physical Activity & Play

- **Sedentary Time & Screen Time**
 - Remain seated (15 minutes)
 - Withholding physical activity (never)
 - Televisions are stored outside of classrooms
 - Amount of screen time (30 minutes/wk)
 - Commercial free, age appropriate, educational programming
 - Rarely or never during meals or snack time
 - Rarely or never as a reward
 - Amount of computer time (15 minutes/day during set times)

Best Practices

for Physical Activity & Play

- **Provider Behaviors**

- Encourage often and join
- Plan and prepare children
- Extended opportunities through trips (2+/yr)
- Exposed to outside resource people (2+/yr)
- Importance and enjoyment of physical activity and play
- Incorporate gross motor movement daily
- Supervise children during screen time

Best Practices

for Physical Activity & Play

- **Provider Education**

- Physical activity (2+/yr)
- Outdoor and Play (2+/yr)
- Screen time reduction and/or media literacy (2+/yr)

- **Parent Education**

- Physical activity & play opportunities (2+/yr)
- Screen time reduction/media literacy opportunities (2+/yr)
- Providers encourage families in outdoor activities (2+/yr)
- Providers educate and communicate the value

Best Practices

for Physical Activity & Play

- **Policy**

- Written, available, followed and shared physical activity policy
- Written, available, followed and shared screen time policy
- *Written, available, followed and shared outdoor learning and play policy*

Challenges & Barriers

for Physical Activity & Play

- **Knowledge**

- Not sure of what physical activity includes
- Knowing current activity patterns and levels
- Not sure of how to lead/increase physical activity

- **Attitudes**

- Not bought-in to the need for increased physical activity
- Uncomfortable engaging in physical activity
- Comfort with outdoors and various weather conditions
- Risk, injury and safety concerns

(Fisher et al., 2005; Pate et al., 2004, 2008; Reilly et al., 2004;
Copeland et al., 2011, 2012; Tucker et al., 2011)

Challenges & Barriers

for Physical Activity & Play

- **Behaviors**
 - Role modeling
 - Too much chaos
 - Too much work involved (management and planning)
- **Environments & Resources**
 - Lack of sufficient space and infrastructure
 - Quality child care
 - Equipment & material amount and management
 - Lack of interest and stimulation
 - Funding

(Fisher et al., 2005; Pate et al., 2004, 2008; Reilly et al., 2004; Copeland et al., 2011, 2012; Tucker et al., 2011)

Keys to Quality Interventions

for Physical Activity & Play

- Developmentally appropriate
- Interactions with environments
- Integrated movement
- Planned movement experiences enhance play experiences
- Teachers as guides or facilitators
- Includes moderate to vigorous physical activity (MVPA)
- Promote ongoing physical activity
- MAKE IT FUN!

Current Intervention

for Physical Activity & Play

- **Be Active Kids®**

- Curriculum

- Current: Physical Activity, Nutrition & Food Safety
- Future: Physical Activity (fundamental motor skills & movement concepts)

- Training

- Current: Curriculum + 2 hrs physical activity and play
- Future: Varied best practices criteria

- Technical Assistance

- Communication with Hub Specialist, TA and Center Staff
- Resources and consultations
- Making connections



Current Findings

for Physical Activity & Play

- **Difficult Physical Activity and Play Best Practices**
 - Structured/teacher-led physical activity to all children (2+/day)
 - Incorporating gross motor into daily non-outdoor activities
 - Not withholding physical activity
 - Teaching importance of PA and play
 - Indoor portable play equipment, variety and use
 - Children exposed to outside resource people (2+/yr)
 - Training/professional development (2x/yr)
 - Parents are offered education (2x/yr)
 - Providers educate and communicate value of outdoor play w/ parents
 - Written, available, followed and shared physical activity policy

Current Findings

for Physical Activity & Play

- **Difficult Screen Time Best Practices**
 - Parents offered screen time reduction information and/or media literacy education (2+/yr)
 - Training and/or professional development opportunities (2+/yr)
 - Written, available, followed and shared screen time policy