

Participant's Guide

Tipping the Scales:

Obesity Prevention

Session 2

3 hours

Session 2 Overview

Tipping the Scales: Promoting Nutrition and Physical Activity in Early Childhood Programs, Session 2

Session 2

Date / Time:

Location:

Core Competencies

This session addresses the following Core Competencies:

IIB – 1a. Actively participates in children’s activities.

IIB – 1b. Interacts appropriately with children during physical activities.

IIB - 2a. Acknowledges and supports children’s need to move and be active.

IIB – 2c. Uses a variety of equipment, activities, and opportunities to promote the physical development of children.

Parent Aware Area

Physical Health and Well Being

Learning Objectives

Participants will be able to:

- Explain the impact childhood obesity has on children’s health.
- List the recommended activity guidelines for the age group they work with (birth to 5 years).
- Identify daily opportunities to incorporate both structured and unstructured physical activity.

Session Outline

Section	Overview
Introduction	<ul style="list-style-type: none">• Welcome and Introductions• Review obesity rates in children• Review MyPlate Assignment• Activity – Physical Activity Self-Assessment
Factors That Affect Weight	<ul style="list-style-type: none">• Activity and discussion – Factors influencing children’s weight• Break

<p>National Association for Sports And Physical Education Activity Guidelines for Children Ages Birth to 5 Years</p>	<ul style="list-style-type: none"> • Activity - Get Moving, Part 1 • Presentation and Discussion- What are the Activity Guidelines? • Presentation and Discussion – Structured vs unstructured physical activity • Activity – Get Moving, Part 2
<p>Prevention</p>	<ul style="list-style-type: none"> • Activity – Promoting a healthy lifestyle • Activity – Indoor motor activities • Discuss – Including families
<p>Closing</p>	<ul style="list-style-type: none"> • Discuss – Session Summary • Activity – Review Physical Activity Self Assessment • Activity – Reflection • Evaluation – PLAT

Physical Activity Self-Assessment

Complete the self-assessment by choosing the answer that best describes you and your program.

	Yes	No
1. I plan a minimum of 60 minutes of active free play each day.		
2. I join the children in active free play each day.		
3. I plan 30 - 60 minutes of structured (provider-led) play each day.		
4. Children (in full day programs) go outdoors to play at least 2 times each day.		
5. When weather does not allow children to go outside, indoor play space is available.		
6. I provide portable play equipment (i.e. wheeled toys, balls, tumbling mats) for gross motor skill development.		
7. I actively teach gross motor skills such as throwing and catching balls, jumping rope, etc.		
8. I teach children about the benefits of physical activity.		
9. I share resources with parents on physical activity.		
10. I do not withhold large motor play time for children who demonstrate challenging behaviors.		
11. I attend training and/or look for resources on physical activity.		

Adapted from: Ammerman, A.S., Benjamin, S.E., Sommers, J.S., Ward, D.S. (2004) The Nutrition and Physical Activity Self-assessment for Child Care environmental self-assessment instrument. Division of Public Health, NC DHHS, Raleigh, NC, and the Center for Health Promotion and Disease Prevention, UNC-Chapel Hill, Chapel Hill NC.

Factors That Affect Weight

- Food Choice
- Serving Sizes
- Where We Eat
- Genetics
- Family Influence
- Media
- Inactivity

Active Start: Physical Activity Guidelines for Children Birth to Age 5

Guidelines for Infants:

- Guideline 1. Infants should interact with caregivers in daily physical activities that are Dedicated to exploring movement and the environment.
- Guideline 2. Caregivers should place infants in settings that encourage and stimulate movement experiences and active play for short periods of time several times a day.
- Guideline 3. Infants' physical activity should promote skill development in movement.
- Guideline 4. Infants should be placed in an environment that meets or exceeds recommended safety standards for performing large-muscle activities.
- Guideline 5. Those in charge of infants' well-being are responsible for understanding the importance of physical activity and should promote movement skills by providing opportunities for structured and unstructured physical activity.

Guidelines for Toddlers:

- Guideline 1. Toddlers should engage in a total of at least 30 minutes of structured physical activity each day.
- Guideline 2. Toddlers should engage in at least 60 minutes -- and up to several hours -- per day of unstructured physical activity and should not be sedentary for more than 60 minutes at a time, except when sleeping.
- Guideline 3. Toddlers should be given ample opportunities to develop movement skills That will serve as the building blocks for future motor skillfulness and physical activity.
- Guideline 4. Toddlers should have access to indoor and outdoor areas that meet or exceed recommended safety standards for performing large-muscle activities.
- Guideline 5. Those in charge of toddlers' well-being are responsible for understanding the importance of physical activity and promoting movement skills by providing opportunities for structured and unstructured physical activity and movement experiences.

Active Start: Physical Activity Guidelines for Children Birth to Age 5

Guidelines for Preschoolers:

- Guideline 1.** Preschoolers should accumulate at least 60 minutes of structured physical activity each day.
- Guideline 2.** Preschoolers should engage in at least 60 minutes -- and up to several hours -- of unstructured physical activity each day, and should not be sedentary for more than 60 minutes at a time, except when sleeping.
- Guideline 3.** Preschoolers should be encouraged to develop competence in fundamental motor skills that will serve as the building blocks for future motor skillfulness and physical activity.
- Guideline 4.** Preschoolers should have access to indoor and outdoor areas that meet or exceed recommended safety standards for performing large-muscle activities.
- Guideline 5.** Caregivers and parents in charge of preschoolers' health and well-being are responsible for understanding the importance of physical activity and for promoting movement skills by providing opportunities for structured and unstructured physical activity.

For more information, go the National Association for Sports and Physical Education website at:

<http://www.aahperd.org/naspe/standards/nationalGuidelines/ActiveStart.cfm>

Reflection

Take a few minutes to reflect on what you have learned in this session of this class. Use the spaces below to capture your ideas and plans for action.

In this session I learned...

Based on what I learned, some things I plan to do ...

This session started me thinking about...

Additional Resources

Active Learning Manual.

<http://www.cehd.umn.edu/ceed/projects/movement/default.htm/>

Development and Validation of Functional Movement Skills for Young Children with Disabilities (Movement Individual Growth and Development Indicators)

USDA TEAM Nutrition

www.fns.usda.gov/tn

Team Nutrition is an initiative of the USDA designed to support its Child Nutrition Programs. The project includes a variety of educational and promotional materials to help teach children the importance of healthy eating and physical activity.

Kids in Action

www.aahperd.org/naspe/template.cfm?template=kids_brochure.html

A downloadable booklet presenting parents and caregivers with simple ideas for physical activities that they can do with children from birth to age five to adopt an active lifestyle early and positively impact their physical, intellectual and emotional development.

Let's Move! Child Care

<http://www.letsmove.gov/blog/2011/06/08/introducing-let%E2%80%99s-move-child-care-tools-child-and-day-care-centers-and-family-care-h>

This resource provides recommendations for childhood obesity prevention in early child care that helps inform parents and childcare providers to foster environments that support healthy choices.

Nutrition And Physical Activity Self Assessment for Child Care

<http://www.center-trt.org/index.cfm?fa=opinterventions.intervention&intervention=napsacc&page=materials> This resource includes handouts for parents and providers, workshop ideas, and sample nutritional policies as well as a self assessment for nutrition and activity.

National Association for Sport and Physical Education

Active Start: A Statement of Physical Activity Guidelines for Children Birth to Age 5

<http://www.aahperd.org/naspe/standards/nationalGuidelines/ActiveStart.cfm>

Guidelines and information for teachers, parents, caregivers, and health-care professionals who are interested in promoting physical activity for infants, toddlers, and preschoolers

PE Central

<http://www.pecentral.org/>

Includes links to articles as well as lesson plan ideas for preschool thru grade 12.

Zero to Three

On the Move: The Power of Movement in Your Child's First 3 Years

<http://www.zerotothree.org/site/DocServer/OntheMoveEnglish.pdf?docID=802&AddInterest=1153>

Movement, dance, and active play can support infants and toddlers growing physical awareness and excitement about the world. Physical activity of all kinds stimulates young children's development in many ways. Learn more by downloading this free resource.