Let Physical Activity Ignite a Spark in ALL Superheroes

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Housekeeping Reminders

• **Physical Activity** – Let’s start by moving!

• **Index Cards** – For questions or comments during the session

• **Raffle Ticket** – For participation; Drawing at end of day

• **Evaluations** – Please complete before you leave
Learning Objectives

- Identify the importance and benefits of physical activity in young children
- Review Empower Standard #1
- Define and discuss inclusion for physical activity in child care settings
- Explore and practice strategies and activities that promote physical activity for ALL children in the child care setting
Importance of Physical Activity in Children

- Physical inactivity is a leading cause of death, disease and disability in the U.S.
- Physical activity habits are developed early in life, and can have short- and long-term impacts on health and wellbeing
Importance of Physical Activity in Children

- **Childhood Obesity**
  - 1 in 3 children are overweight or obese
  - 1 in 5 children are overweight or obese before their 6th birthday
  - Obesity rate for children with disabilities is 38% higher
  - Childhood obesity has tripled over past 30 years
Importance of Physical Activity in Children

Regular physical activity helps to:

• Reduce the likelihood of developing obesity and risk factors for disease
• Build strong bones and muscles
• Promote flexibility, coordination and motor skills
• Improve sleep
• Reduce anxiety and depression
• Improve academic performance
• Increase concentration and attention
• Improve discipline and behavior
BRAIN AFTER SITTING QUIETLY

BRAIN AFTER 20 MINUTE WALK

Research/scan compliments of Dr. Chuck Hillman University of Illinois
Amount of screen time is connected to impacts later in childhood:

– Decreased physical activity levels
– Increased obesity
– Irregular sleep patterns
– Delayed language development
– Shorter attention spans
– Increased aggression
Importance of Physical Activity in Children

Why are physical activity practices and policies important in Childcare settings?

- Most children **DO NOT** meet physical activity recommendations necessary for health
- Most children view **TOO MUCH** screen time
- Most children (0-12 years) are in childcare and/or afterschool programs
- Provides opportunities for children to establish healthy habits
Key Terms

• Physical Activity

• Sedentary Time

• Screen Time
Key Terms

• Moderate vs. Vigorous physical activity

• Structured physical activity or “Teacher-led”

• Unstructured physical activity or “Free play”

• Tummy time
Overview of Standard 1

- Provide 60 minutes of daily physical activity
- Limit screen time to 3 hours or less/week
- Do not allow more than 60 minutes of sedentary activity at a time.
Overview of Standard 1

✓ Daily physical activity in curriculum with the following guidelines:

**Time:** At least 60 minutes per day for children one year and older

**Type:** Must include both free-play and teacher-led physical activities
- Every child should have the opportunity to participate in outdoor physical activity.
- Physical activity should NEVER be used or withheld from children as punishment.

**Intensity:** Include both moderate and vigorous PA
- Different children may find different activities more vigorous; re-direct children or modify activity as needed
Overview of Standard 1

- Limiting sedentary time to less than 60 minutes at a time, except when sleeping (see Table 2)

- Limiting screen time to three hours or less per week
  - No screen time during meal or snack time
  - Children under age two should have no screen time
  - Exceptions to limitations

- Information on screen time will be made available to families at least once per year (pg. 87)
What can child care providers do?

- Create an environment that promotes physical activity
- Provide planned opportunities
- Model healthy behaviors
- Engage families
Strategies to Meet Standard #1

- Create an environment that promotes physical activity
  - Portable play equipment
  - Outdoor play
  - Safe spaces to play
  - Appropriately dressed
  - Reduce/eliminate screens
Strategies to Meet Standard #1

- Schedule and plan physical activity opportunities
  - Create a schedule
  - Incorporate PA throughout the day
  - Short intervals okay!
  - Plan for challenging times
  - Use music
  - Make it Fun!
  - Low- and no-cost activities

See Empower Guidebook – Teacher Activities (pg. 51)
Strategies to Meet Standard #1

- Model Healthy Behaviors

- Engage Families
  (Family Handouts, pg. 82)
What is Inclusion?

Inclusion is the concept of integrating persons with and without disabilities into programs and services.
Activity for ALL

• Inclusion refers to a philosophy that goes well beyond non-discrimination and takes a proactive approach to including all people in all programs and services.

• Inclusive programming benefits everyone!

• Inclusion helps raise awareness and sensitivity

• Identify “abilities”

• Inclusion leads to attitudes of acceptance that carry through all aspects of life.
• The act of including individuals with disabilities into programming is to include the person and recognize their abilities within an activity.

• Clear expectations, program outline, intentional inclusion, and ongoing communication are keys to a successful program or activity.
Person First Language

Recognize the person before the disability

- Recognize the individual
- What are their abilities?
- Demonstrate respect
- Use their name not their disability
Person First Language

Recognizing the person for who they are and their abilities first, demonstrates respect for the individual.

Examples:
- **Incorrect**: That wheelchair student
- **Correct**: Jamie, the student that utilizes a wheelchair

- **Incorrect**: Disabled Student Population
- **Correct**: Students with disabilities
Getting Started

Assessments and Planning:
• Everyone must take an ACTIVE role in order to create successful opportunities
• Communication
• Knowledge is KEY!
• What is considered “reasonable”?
• Community and Family Resources
• Professional Development and Training
• Person First Language
Implementing

- Open Communication
- Take an active role
- Participate in the Process
- Set up an Environment for Success
- Person First Language
- Share techniques. What works? What can be improved?
- Accommodate
Evaluating Services

- Are participants enjoying the program?
- Communication
- Leadership
- Redefining Goals and Objectives
- Ongoing modification
- Share stories of Success
Additional Resources

• Arizona Department of Health Services Empower Program
  www.empowerpack.org

• Let’s Move! Child Care
  http://www.healthykidshealthyfuture.org/content/hkhf/home/activities.html

• Nemours Best Practices for Physical Activity

• Sesame Street Healthy Habits for Life – We have the moves!
  http://www.sesamestreet.org/cms_services/services?action=download&uid=46841df
e-a76c-4df7-8e40-d165417d9be5

• Common Sense Media
  https://www.commonsensemedia.org/

• LET’S MOVE Child Care! Screen Time Resources
  http://www.healthykidshealthyfuture.org/content/hkhf/home/resources.html
Thank You

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