

# Active Out-of-School Time

A Wisconsin Guide for Improving Childhood Physical Activity for School-Age Children





# Active Out-of-School Time (OST)

A Wisconsin Guide for Improving Childhood Physical Activity For School-Age Children



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# foreword

In Wisconsin, **14.3%** of children ages 5-17 are reported as being overweight or obese. A poor diet and lack of physical activity are contributing factors to an epidemic of overweight and obese children.

We want school-age children to develop healthy habits and we know that these habits begin at home and in the out-of-school time setting. Wisconsin has the capacity to serve more than 170,000 children in regulated child care facilities and out-of-school-time (OST) programs. These children are relying on out-of-school time professionals to provide a portion of their daily physical activity. OST providers need resources to help them provide nutritious meals and snacks and incorporate age-appropriate physical activity that will help children develop lifelong healthy habits.

Recognizing the importance of OST settings in helping children get a healthy start, our Wisconsin partners have created the following guide **Active Out-Of-School Time: A Wisconsin Guide for Improving Childhood Physical Activity and Healthy Bites**. This guide and **Healthy Bites** are designed to help OST professionals address childhood obesity by improving physical activity and nutrition.

## We believe that OST professionals can improve child health and wellness by establishing OST program policies within their business practices.

By developing and implementing program policies that will improve the nutritional quality of food, encourage physical activity, and educate OST professionals, families, and caregivers, children can develop a sound foundation for optimal growth and development.

The guides are based on current scientific evidence and provide a self-assessment to allow out-of-school-time programs to freely assess their own environment, program policies, and practices as they relate to nutrition and physical activity. The guides also will suggest key areas for improvement and information on how to implement strategies for developing program policies in out-of-school-time settings.

By working together with OST professionals, caregivers, and families, the children of Wisconsin will have the opportunity to adopt healthy habits that will last a lifetime.

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# introduction



“Children learn healthy habits from the adults and caregivers in their lives. We have the opportunity to supply a generation with nutritious foods and healthy habits in an environment that is fun and safe and they trust us.”

– Jan Pelot  
Wood County Head Start  
Wisconsin Rapids

## what are Active Out-of-school Time & Healthy Bites?

*Active Out-Of-School Time and Healthy Bites* are companion guides designed to help OST professionals address childhood obesity by improving physical activity and nutrition in the program. Active Out-Of-School Time focuses on physical activity while Healthy Bites focuses on healthy eating, nutrition environments and on strengthening the Child and Adult Care Food Program (CACFP meal pattern). The guides are based on current science, public health research, and national recommendations.

## who should use Active Out-of-School Time & Healthy Bites?

The guides can be used by OST professionals in a variety of settings, including:

- Group and family child care centers, OST programs and other CACFP facilities
- Sponsoring agencies, community coalitions, local OST organizations, early childhood organizations, government agencies, and other groups interested in improving local nutrition and physical activity practices in OST settings.

**Child care and OST programs** will find resources to learn what program policies to create, what strategies to try, how to help staff improve physical activity and nutrition and how Active OST and Healthy Bites fit with other Wisconsin OST initiatives and licensing.

**OST staff** will find specific recommendations for improving physical activity and nutrition in their programs and groups.

**Training and technical assistance providers** and **community organizations** interested in improving local nutrition and physical activity in OST settings will also find useful information for working with OST providers.

## common definitions

**OST programs** refers to all group and family child care centers, after-school programs and emergency shelters serving children during non-school hours.

**Parent(s), family(ies) and caregiver(s)** are used in the broadest sense to mean those adults with primary responsibility for children.

**Physical Activity** describes bodily movement of any type, including

recreation, fitness and participation in sports, as well as movement in routine activities. Physical activity varies in level of intensity:

- **Sedentary**, marked by little to no activity, such as napping, sitting quietly, watching TV, or using a computer.
- **Light activity**, such as coloring, pushing toys on the floor, or walking at a slow pace.

- **Moderate activity**, such as walking at a fast pace, lifting or building with blocks.
- **Vigorous activity**, such as running or jumping.
- **Structured Physical Activity** is adult-led and should occur both indoors and outdoors.
- **Unstructured Physical Activity** is initiated by a child, like free play, and should occur both indoors and outdoors.

**Ages are generally 5 years and older.**

In Wisconsin, 4 year olds enrolled in an OST program that is operated in a school building are considered school-age.



# how do Active OST and Healthy Bites fit into Wisconsin's existing OST initiatives?

Physical activity and nutrition have a place in nearly every aspect in the current context of the OST field in Wisconsin and are considered an essential program element.

## Licensing & Certification

Physical activity and nutrition clearly fit within licensing and certification rules. For example, "children must have outdoor play daily, weather permitting, and all regulated child care centers must follow the current CACFP meal pattern guidelines".

## YoungStar

Your program's physical activity and nutrition practices may help you earn the points needed to move to the next star-level. Programs can earn one point by offering at least 90 minutes of daily physical activity for children 4 – 12 years old (prorated based on hours of operation), providing unrestricted free play, and by not exceeding age-appropriate limits on screen time. Your program may also earn a point through the use of a nutrition or physical activity self-assessment and continuous quality improvement cycle. For more details on YoungStar points (D.1.1, D.1.2), go to [www.dcf.wisconsin.gov/youngstar/providers/point-detail](http://www.dcf.wisconsin.gov/youngstar/providers/point-detail).

## School-Age Curricular Framework

Physical activity and healthy nutrition are essential components of the School Age Curricular Framework. (SACF is a 15-hour Registry approved training for OST providers.)

## Wisconsin Academic Standards

After-school programs that include physical activity help students meet Wisconsin State Physical Education Academic Standards.

**Standard 3:** Participates regularly in physical activity

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness;

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

## Comprehensive and Aligned System for Early Childhood Screening and Assessment: Wisconsin Blueprint

Preventing childhood obesity is possible but complex. Periodic obesity screening for children, starting at birth, is one way to identify risk levels for obesity in children and ensure that they have the support needed to maintain a healthy weight. For more details on Wisconsin's childhood obesity screening recommendations, go to: [www.collaboratingpartners.com/index.php](http://www.collaboratingpartners.com/index.php).

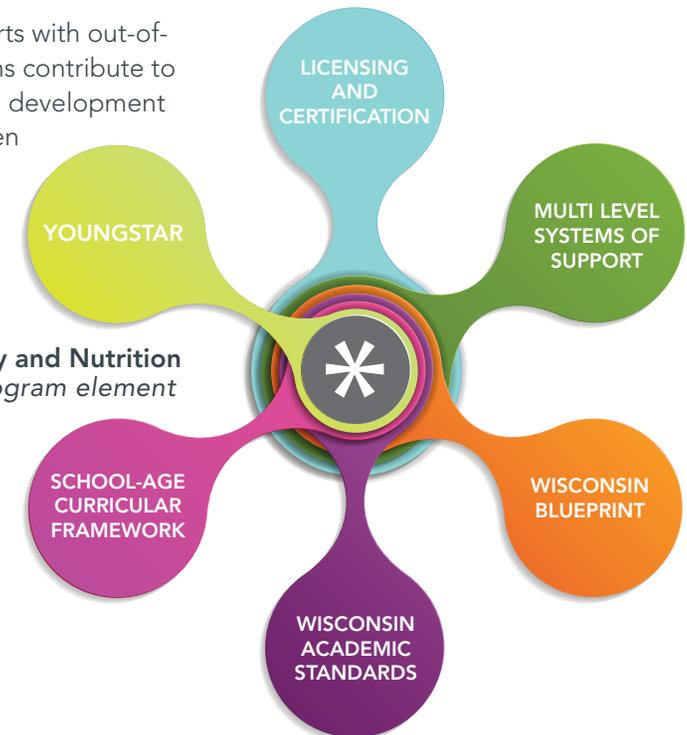
## Equitable Multi-Level Systems of Support and Social and Emotional Learning Competencies

Establishing high-quality supportive environments and engaging in new experiences, such as physical activities contribute to social and emotional development.

For example, children establish self-awareness as they learn about their bodies and how to move them.

Coordination of efforts with out-of-school-time programs contribute to social and emotional development of school-age children

★ **Physical Activity and Nutrition**  
*an essential program element*



# Why Active Out-of-school Time & Healthy Bites?

Across the nation, school-age children's obesity and overweight rates are on the rise. In Wisconsin, 14.7 percent of low-income 2 – to 4 –year olds and 32 percent of adults are considered overweight or obese. Nationwide, 18.9 percent youth 6 - to-11-year olds have obesity.<sup>1-2</sup> Poor nutrition and lack of physical activity are central causes of obesity. Action is needed now to decrease rates of obesity and improve the health of Wisconsin residents.

Researches have warned that if childhood obesity rates continue to rise, children today are likely to live shorter lives than their parents.<sup>3</sup> Childhood obesity dramatically increases a child's chances of becoming an obese adult and increases risk for many chronic diseases, including cardiovascular disease and diabetes.<sup>4</sup>

Physical activity and eating habits develop early, making OST settings important in preventing obesity. Wisconsin has the capacity to serve more than 170,000 children in regulated child care facilities and OST programs.

Studies show that OST settings have the ability to combat childhood obesity by promoting the following habits:

- Be more physically active
- Watch less television and spend less time using computers and electronic games
- Eat more fruits and vegetables
- Eat fewer high-energy dense foods, such as candy, chips, and cookies
- Drink fewer sugar-sweetened beverages such as regular soda, fruit juice cocktails and energy drinks

**Note:** The contents of the guides are subject to change, based on new science, public health research, and national health recommendations. The online version of the guides will be updated as needed. The most current version is available on the following website <https://dcf.wisconsin.gov/youngstar/pdf/activeost.pdf>

## Citations

1. Centers for Disease Control and Prevention (CDC). *Behavioral Risk Factor Surveillance System Survey Data*. In: U.S. Department of Health and Human Services, centers for Disease Control and Prevention, ed. Atlanta, GA 2017.
2. Centers for Disease Control National Center for Health Statistics (NCHS) Data Brief, No. 288, October 2017. *Prevalence of Obesity Among Adults and Youth: United States, 2015-2016*.
3. Olshansky SJ, Passaro DJ, Hershow RC, et al. A Potential Decline in Life Expectancy in the United States in the 21st Century. *New England Journal of Medicine*. 2005;352(11): 1138-1145.
4. Serdula MK, Ivery D, Coates RJ, Freedman DS, Williamson DF, Byers T. Do Obese Children Become Obese Adults - A Review of the Literature. *Preventive Medicine*. Mar 1993;22(2):167-177.

**Obesity** is a condition in which there is a very large amount of extra body fat stored in the body.

**Overweight** is a condition in which there is more body fat stored in the body than what is normal for a person's age, height and build, but not to the extent of obesity.

**Prevention** is the act of stopping something before it happens.

## What causes obesity in children?

- Behavioral Factors, such as diet and physical activity levels
- Environmental factors, such as social setting and physical environment
- Biological Factors, such as genetics
- Other contributors:
  - Eating patterns
  - Low birth weight
  - Overweight/obese parents
  - Parenting styles and habits
  - Food insecurity/poverty

# how do I use Active OST and Healthy Bites?

First, assess your program using the most appropriate OSNAP (Out-of-School Nutrition and Physical Activity self-assessment found in the appendices. Use these results to prioritize any areas where you want to make changes and identify physical activity goals. Keep in mind not all areas need to be addressed immediately or at the same time.

Second, use the **Quality Improvement Plan (QIP)** (Step 2) found on page 52 and in Appendix C to outline how you will make your improvements. Use the Take Action section, which includes recommendations for best practice, and environment and program policy changes to develop the QIP. These will become your desired outcomes. It is especially important to include written program policies to support and sustain the improvements you want to make.

Next, **implement changes** (Step 3) using ideas and tools from the **Take Action** section. How you implement changes will be determined by the tasks outline in your QIP, potential barriers, responsible parties, and available resources.

Lastly, **repeat the assessment** (Step 4) process on a regular basis. Ongoing assessments can direct your program toward additional opportunities for improvement. You can continue to measure your progress toward your goals and gauge your success using the QIP. Please note that you should also evaluate your program for nutrition improvements by completing the self-assessment in **Healthy Bites**.

## Steps 1 & 4: Program Assessment

Use the Out of School Nutrition and Physical Activity (OSNAP) self-assessment to get a picture of your current program and to prioritize areas that need improvement. **Repeat assessment** to understand whether your policy and program changes were effective.

## Steps 3: Implement Changes

Implement changes using ideas and tools from the **Take Action** section to help make positive changes to your OST programs.

## Step 2: Quality Improvement Plan & Policy Development

Based on your assessment results, use the **Take Action** section to create a **quality improvement plan** and **write program policies**.

### Active OST Take Action includes:

- Development
- Child Assessment
- Daily Routines
- Environment
- Resources
- Business Practices

### In each section you will find:

- An overview of the topic
- Quick tips
- Activity Ideas
- Inclusion
- Cultural Competency
- Tools included in the appendix
- Engaging Families
- Engaging Communities

# PROGRAM ASSESSMENT

## understanding where you are and where to start

Assessment is often an overlooked step. However, taking the time to assess your program increases the chances that you will make the right changes with the most impact for children, staff, and families. The strategies outlined below can be used for *Active OST* and *Healthy Bites* and will help determine what is currently being done and what more can be done in the future to improve nutrition and physical activity in your program.

### Start with the OSNAP self-assessment.

This self-assessment allows you to freely assess your environment policies, and practices, and will suggest key areas for improvement. See Appendix A for a copy of the OSNAP. *Healthy Bites* includes a nutrition self-assessment.

This tool can supplement the self assessment required for YoungStar and will help you look specifically at your program's physical activity environment.

“The self-assessment helped us to understand the changes we had to make to be better. The QIP helped us understand what obstacles were keeping us from being successful and what we needed in order to improve physically.”

– Toni Nader, Library Square School, Kenosha

### Ongoing Assessment for Evaluation and Quality Improvement

Document changes you are making to show if progress has been made in the quality improvement areas. Repeat the self-assessment process on a regular basis to ensure you QIP is still aligned with the type of improvements you want to make. This will help you see the results of the changes made and celebrate your successes.

### Other Ideas for Assessment

It is important to engage families and center staff in the assessment process as well. Use a simple questionnaire or interview.

**Parent Survey:** Use a questionnaire to ask families for their opinions on nutrition and physical activity in the program. The questionnaire could be distributed at pick-up time or sent home with a child. Questions could be used to find out what, if any, concerns families might have. Here are some sample questions:

- Do you feel our program supports your child's nutrition and physical activity habits? What are your suggestions?
- Do you think our program regularly communicates information on nutrition an/or physical activity? Any suggestions?

**Staff Interviews or Survey:** Use a questionnaire to ask staff for their opinions on what could be done to support nutrition and physical activity. This can be used to learn more about staff interactions with children and families and to better understand the program's environment. Asking staff their opinions also may help build buy in for making changes later. Some sample questions:

- What are you currently doing to support nutrition and physical activity?
- How can nutrition and physical activity be improved?

# SAMPLE QUALITY IMPROVEMENT PLAN

## Directions:

Using the results of the self-assessment, prioritize the quality improvement area(s) to be completed within the plan. Not all physical activity areas need to be addressed immediately. Start with one to three goals to work on at a time. Too many goals can be overwhelming and too few will limit the success you experience in your program. Be sure to write your goals in a way that demonstrates how they are inclusive and culturally competent. (See Appendix C on page 52.)

## Example:

### Quality Improvement Plan (QIP)

Three goals from one or more QIP areas are required for B.1.2 (general assessment) and three goals are required for D.1.1. (Healthy Nutrition/Physical Activity assessment) in the QIP area of nutrition or physical activity. (More can be added). This form may be used for both B.1.2 and D.1.1.

Name of Program \_\_\_\_\_ QIP Date \_\_\_\_\_

Person completing the QIP \_\_\_\_\_

Self-Assessment Tool \_\_\_\_\_ SA Date \_\_\_\_\_

D.1.1 Self-Assessment tool (if applicable) \_\_\_\_\_ SA Date \_\_\_\_\_

#### Strengths identified through the Self-Assessment(s)

Providers/Teachers should identify at least three areas that scored lower on the self-assessment. Choose items that you are particularly proud of in your daily practice environment.

1.

2.

3.

#### Areas for improvement identified through the general Self-Assessment

Providers/Teachers should identify at least three areas that scored lower on the self-assessment. Choose areas that you would like to improve and areas where change is possible within the next 12 months/rating period. Develop a plan of action for each area.

1.

2.

3.

#### Areas for improvement identified through the D.1.1 Self-Assessment

Providers/Teachers should identify at least three areas that scored lower on the self-assessment. Choose areas that you would like to improve and areas where change is possible within the next 12 months/rating period. Develop a plan of action for each area.

1.

2.

3.

**Example:**

**Component area: Health and Wellness** (Nutrition, Physical Activity/Free Play/Schedule)

QIP GOAL(S)	BARRIERS	TASKS/STRATEGIES
<p><i>related to results of program assessment</i></p> <p><b>EXPECTED OUTCOME:</b> _____</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Director turnover</li> <li><input type="checkbox"/> Need for funds</li> <li><input type="checkbox"/> Lack of information</li> <li><input type="checkbox"/> Lack of training</li> <li><input type="checkbox"/> Availability of training, credit-based courses</li> <li><input type="checkbox"/> Staff buy-in</li> <li><input type="checkbox"/> Staff turnover</li> <li><input type="checkbox"/> Time</li> <li><input type="checkbox"/> Other: _____</li> </ul> <p><b>How will these be addressed:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coaching</li> <li><input type="checkbox"/> Peer Mentor</li> <li><input type="checkbox"/> Reading/Self-Study</li> <li><input type="checkbox"/> Secure additional materials or staff (add specifics)</li> <li><input type="checkbox"/> T.E.A.C.H.</li> <li><input type="checkbox"/> Attend Training</li> <li><input type="checkbox"/> Complete Professional Development Plan</li> <li><input type="checkbox"/> Other: _____</li> </ul> <p><b>Identify specifics of strategy:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>RESPONSIBLE PARTIES:</b> (specify)</p>		<p><b>TIMELINE:</b> month and year of completion (by task or strategy)</p>
<p>_____</p>		
<p><b>RESOURCES IN HAND/RESOURCES NEEDED</b></p>		
<p>_____</p>		



**Quality Improvement plan definitions**

**Goal:** What you hope to achieve with your plan or your aim.

**Barriers:** Problems, attitudes, and challenges you should think about and address to achieve success.

**Task(s):** Steps/strategies to reach an aim/desired outcome.

**Responsible Party(ies):** The person(s) assigned to the task.

**Timeline:** The time frame that programs assign to a task. Benchmarks are the steps along the way that will let a program know they are on track to achieving their goal.



TAKE ACTION! ➤

# PHYSICAL ACTIVITY RECOMMENDATIONS

## physical activity recommendations for school-age

Physical Activity	Structured or Adult-Led	Outdoor Play	Sedentary Time	Physical Activity Environment	Physical Activity Practices	Screen Time
<p>At least 60 minutes of daily physical activity.</p> <p>Plan and provide time for physical activity:</p> <ul style="list-style-type: none"> <li>• 1 hour program: 10 minutes</li> <li>• 2 hour program: 20 minutes</li> <li>• 3 hour program: 30 minutes</li> <li>• 4 hour program: 40 minutes</li> <li>• 5 hours or more: 60 minutes</li> </ul> <p>At least 50% of the minutes can be unstructured or free play.</p>	<p>Provide moderate to vigorous activity for at least 50% of the physical activity time:</p> <ul style="list-style-type: none"> <li>• 1 hour program: 5 of 10 minutes</li> <li>• 2 hour program: 10 of 20 minutes</li> <li>• 3 hour program: 15 of 30 minutes</li> <li>• 4 hour program: 20 of 40 minutes</li> <li>• 5 hours or more: 30 of 60 minutes</li> </ul>	<p>School-age children should have daily outdoor time.</p>	<p>School-age children should have no more than 20 minutes of sedentary activity at a time</p>	<p>Offer free play with space available or unstructured physical activity or organized physical activities that involve opportunities for all the program's children and youth.</p> <p>It is important to encourage participation in physical activities that are appropriate for their age, that are fun, and that offer variety.</p> <p>Offer activities that are adaptable, accessible, and inclusive of children and youth with all abilities, including physical, sensory, and intellectual disabilities.</p> <p>NOTE: It is not recommended to play elimination games.</p>	<p>Physical activity should include aerobic as well as age-appropriate muscle-and bone-strengthening activities (this can be done in small doses of 10 – 15 minutes throughout the day.)</p> <p>Conduct physical activities that are integrated with enrichment, academic, or recreation content; goal driven, planned, sequentially designed and delivered: and available to all children and youth, directed by trained staff, grouped by age and skill level.</p>	<p>Limit screen time to less than one hour a day.</p> <ul style="list-style-type: none"> <li>• 2 hour programs: 40 minutes</li> <li>• 3 hours or more: 60 minutes</li> </ul> <p>Ensure that digital devices are used for homework, research, or digital learning that is active rather than passive. No television or movies are allowed.</p> <p>In out-of-school time settings, parent permission should be requested for children participating in any screen time. This includes TV/DVD, computer, and video games.</p>

“It is important to be active for children to build small and large muscles and to use the calories they consume.”

– Darlene Tanck,  
Dolly’s Daycare,  
Merrill



## overview

**Physical development** refers to a child’s rate of growth and control over muscles, coordination, and ability to sit, stand, walk and run. Motor development is part of physical development and refers to the growth in the ability of children to use their bodies and gain physical skills.

Motor development can be divided into gross motor skills and fine motor skills.

- **Gross motor skills** refer to a child’s ability to control larger parts of the body, including balance, coordination, purposeful control, locomotion, and stability.

- **Fine motor skills** refer to the level of coordination of and ability to manipulate smaller body parts (such as using thumb and forefinger to pick up a raisin).

A child’s ability to be physically active depends on physical growth and development. There are many aspects of physical and gross motor development, including:

- **Locomotor skills:** rolling, walking, and running
- **Balance and coordination skills:** standing, squatting, tiptoeing and jumping
- **Manipulative skills:** carrying, throwing and catching

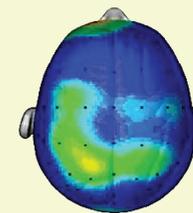
Although all children will not grow and develop at the same rate, it is important to keep in mind the overall patterns of growth in children. This growth pattern explains a lot about a child’s movement and activity. Keep these key points in mind as you are working with the children in your program:

- The torso lengthens throughout early childhood.
  - This lowers the center of gravity
  - With this growth, children are able to balance and are less likely to fall
  - Children do not develop a center of gravity similar to adults until about age 6
- Children grow from their torso out.
  - Children's arms grow before their hands, which grow before their fingers. Their legs grow before their feet
  - For this reason, children develop gross motor skills before they develop fine motor skills

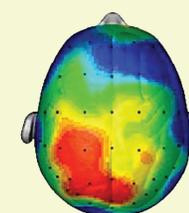
**Brain Development** refers to the growth of the brain and the creation of new connections in the brain. Movement and activity positively impact brain development. Physical activity helps the body make a chemical that acts like Miracle-Gro for the brain.<sup>1</sup> A number of factors influence early brain development:

- Physical activity
- Genetics
- Oxygen
- Responsiveness of caregivers
- Daily experiences
- Love and nurture

**Language Development** refers to the process of learning to speak and communicate. Language development is linked to physical development. Knowing the words that describe the body, types of movement, intensity, direction and spatial relationships help children learn, practice and master skills. Movement and rhythm stimulate the brain (frontal lobes) and enrich language and motor development.



Brain after sitting quietly



Brain after 20 minute walk

Research/scan compliments of  
Dr. Chuck Hillman, University of Illinois

## quick tip

When participating in physical activity with the children in the program, talk about movements using vocabulary that will help children understand their activities.

## movement & the brain

Because the motor center affects other parts of the brain, movement assists in and benefits:

- Brain development
- Integration of senses
- Vision
- Hearing
- Coordination
- The ability to plan out a movement before physically taking action

<sup>1</sup> John Ratey, MD. Harvard Psychiatrist.

## Gross Motor Developmental Milestones: Quick Reference Chart

AGE	Traveling Skills	Balancing Skills	Manipulative Skills
3 to 4 years	<ul style="list-style-type: none"> <li>• Runs</li> <li>• Avoids obstacles and people while moving</li> <li>• Walks up and down stairs alternating feet</li> <li>• Climbs at least two rungs of a jungle gym</li> <li>• Climbs up and down on playground equipment</li> <li>• Rides tricycle using feet to push forward</li> <li>• Rides tricycle using pedals</li> <li>• Gallops, but not smoothly</li> <li>• Jumps over objects or off a step</li> </ul>	<ul style="list-style-type: none"> <li>• Walks forward along sandbox edge, watching feet</li> <li>• Jumps off low step, landing on two feet</li> <li>• Jumps over small objects</li> </ul>	<ul style="list-style-type: none"> <li>• Throws a ball or other object</li> <li>• Traps thrown ball against body (bending arms when catching)</li> <li>• Strikes a balloon with a large paddle</li> <li>• Kicks ball forward by stepping or running up to it</li> </ul>
4 to 12 years	<ul style="list-style-type: none"> <li>• Runs smoothly, quickly changes directions and stops/starts quickly</li> <li>• Jumps and spins</li> <li>• Marches</li> <li>• Moves through obstacle course</li> <li>• Gallops and skips with ease</li> <li>• Plays "Follow the Leader" using a variety of traveling movements</li> <li>• Plays games that require jumping or kicking a ball</li> </ul>	<ul style="list-style-type: none"> <li>• Hops across the playground; hops on one foot then the other</li> <li>• Walks across beam or sandbox edge, forward and backward</li> <li>• Attempts to jump rope</li> <li>• Hops, skips or twirls around and stops without falling</li> </ul>	<ul style="list-style-type: none"> <li>• Steps forward to throw ball and follows through</li> <li>• Catches a thrown ball with both hands</li> <li>• Throws a hand-sized ball</li> <li>• Dribbles a ball</li> <li>• Strikes a stationary ball</li> <li>• Bounces and catches a ball</li> <li>• Kicks moving ball while running</li> <li>• Pounds with, shakes, twists or swings an arm or leg</li> </ul>



From *Active Start: A Statement of Physical Activity Guidelines for Children From Birth to Age 5*, 2nd Ed. (2009), [www.AAHPERD.org](http://www.AAHPERD.org), National Association of Sport and Physical Education

## on the move

Many people believe children are naturally active enough. Children may seem to always be on the move; however, research shows that much of their physical activity is light, including sitting, laying down, standing and walking. On average, today's children are not as active as in previous generations, nor are they as active as they need to be to stay healthy.

### Physical Development

During the early years, children develop more complex gross motor skills that usually involve several stages. For example, skipping requires coordinating steps and hops, and riding a bicycle involves steering, pedaling and balancing. Give children time to practice their gross motor skills every day.

While gross motor skills are developing quickly so are fine motor skills. These skills help children make smaller movements and include holding and using small objects, such as crayons and pencils, with fingers rather than fists. Although we often think about fine motor skills in terms of writing or drawing, we also use these skills in physical activity. We need fine motor skills to be able to hold and manipulate smaller objects, for example a baseball. As gross and fine motor skills continue to develop, children improve their motor control and hand-eye coordination, both of which foster physical activity.

### Brain Development

Throughout the early childhood years, the brain continues to grow and develop and experiences spurts of developing connections.

These connections in the brain are critical for healthy development, enabling children to sharpen, control and coordinate both their gross motor and fine motor skills. Experience stimulates all of this brain activity and children need opportunities to learn, practice and master physical activities.

### Language Development

Children continue to learn new words at an amazing rate. They will use words they are familiar with to expand, increase and explore their vocabulary. Children can learn terms such as swaying, exercise and heart rate when you introduce them alongside words they already know. The more they can see you model the meaning of words, the more they are able to use these words themselves. Additionally, children learn grammar at the same time as vocabulary, so they are better able to understand and follow instructions that include more than one step.

*“To be able to jump over the limbo bar when it is at its highest, they are so proud they can do it.”*

– April Orth,  
April's Child Care,  
Salem

## activity idea

### Air Writing

Children begin by moving in place or around the room:

- Jumping
- Marching
- Hopping
- Twisting

Staff calls out letter, number, word or shape and children stop activity.

Children will draw the letter, number, word or shape in the air using their hand, arm, leg, head, elbow, knee, bottom or any combination of body parts until staff calls out another activity.

Children continue new activity until staff calls out another letter, number, word or shape.

## multi-age groups

Working with children of multiple ages means working with children in different stages of development. It is important to know where each child is in terms of physical, brain and language development so you can adapt activities, routines and environments to address the developmental stages of all children.

Multi-age groups can occur in programs with multiple staff members to help or in a home environment with only one staff. With a variety of developmental levels, activities have to be flexible. Here are some ideas to engage multiple developmental levels in one activity:

### 1. Scaffolding.

This is a great tool when you have two children close in age and ability, with one slightly ahead of the other. Give the children a physical activity that involves the older child helping the younger child, such as dribbling a ball, throwing a ball through a hoop or swinging. This will help both children develop their skills.

### 2. Support child-initiated activity.

Large dice with different gross motor skills on each side or picture flashcards depicting gross motor skills are great tools for promoting self-directed play. Older children can take turns rolling the dice or picking cards and acting out their own physical activities.

### 3. Make the best of technology (but only when you really need it!).

When the day is hectic and you need a quick distraction for the children, use music and movement activities.



## inclusion

Physical activity may be different for children with a developmental disability. If you are working with a child who has an identified developmental disability, think about how physical activity opportunities can be adapted to meet the child's individual needs. Here are a few examples:

- A child with a speech or language delay or hearing loss may need more frequent visual and verbal cues, such as counting to three by voice and on your fingers, and jumping three times.
- A child with a cognitive delay may need instructions broken into small, simple steps. The child may benefit from partnering with a friend who can help demonstrate the step.
- A child with autism may be more or less sensitive to noise, touch or light. You may need to adapt equipment, materials and the environment. Additionally, routines are very important with activities occurring at the same times throughout the day.

- A child with physical challenges can thrive in environments that provide ample space to navigate. Include adaptive equipment and store materials accessibly. You can modify activities to use different body parts or motions.

Be careful not to generalize. Not every child with a certain type of disability or delay will respond to the same adaptations. Get to know the children in your care and customize adjustments to each child.

If you are aware that a child is developing at a different rate or in a different way, be sensitive to the needs of that child and the child's family. Be sure you understand the child's Individualized Education Plan (IEP) and how it relates to physical activity. Physical activity should be flexible and adaptable to all children in your program. Resources are available to help you adapt activities and materials so all children can participate in physical activity.

## cultural competency

One of the most important concepts in cultural competency is to honor the individual. The best way to ensure you are honoring each child's culture is to get to know every family in your care through constant communication about each child's progress and needs and to understand the values of each family.

Ways to learn a family's culture and how physical activity is viewed include:

- Ask questions about physical activity in interviews and conferences
- Have an "All About Me" section in your curriculum. Include pieces that ask how children and families are active. Include photos of physical activity to promote physical activity in your learning environment and at home
- Do a physical activity Show-and-Tell. Children can share a game or activity they do with their families at home. You may learn new games and activities too

## tools included

### Language Development Chart.

Use this chart to refresh your movement vocabulary so you can teach your children how to communicate about movement and physical activity (Appendix D)

"At our parent events, we always incorporate a movement activity. The best so far was dads doing a rhythm stick dance."

– Verna Drake,  
Westby Day Care and Learning Center,  
Westby

## engaging families

Plan family nights that focus on physical development and activity. This will also give you an opportunity to learn how active lifestyles fit into the cultures of the families in your program.

## engaging communities

Collaborate with your local children's museum to promote physical activity. Consider exhibits designed to educate families about physical development and promote physical activity.

"We had a father who is a teacher in the public school come in and do a "Family Activity Night." We had several stations set up for active participation, including a stretching station, obstacle course, family tug-o-war, hula hoops and fill in the bucket activities. We had a great number of families participate."

– Wendy Eagon,  
University Children's Center,  
Menasha

## overview

**Child Assessment** evaluates individual developmental patterns and milestones, including the development of gross motor and fine motor skills. Observing and documenting each child's development helps to:

- Identify delays or any unusual development
- Understand each child's capabilities so that lesson plans address the needs of all children
- Sequence skill development throughout a curriculum
- Know how to adapt physical activity programs and environments
- Observe a child's behavior and understand more about the reasons or context for those behaviors



## assessing the children in your program

The **Gross Motor Developmental Milestones Quick Reference Chart** (on page 14) will help you observe and assess the physical development of individual children in your care. Features include:

- A focus on physical development and skills
- Skill categories within the physical development domain
- Suggestions for sequencing physical skill development
- Separate versions created for different age groups

## how to fit assessment into your program time

Observing the physical and gross motor development of the children in your care does not have to feel like an extra responsibility to fit into the day. You can purposefully plan activities to help you assess skills and strategically place your recording tools for easy access during the day. You can make useful observations while you interact with children, lead activities, support child-initiated play, and reflect back on the day's events.

## Documentation

To make documentation easy, think about how your environment is set up and which methods of documenting will work best for you. This may take the form of an observation record, a quick check recording sheet, a file folder and sticky notes, and a folder with index cards. You may want to carry a pad of paper or a ring of index cards to jot down notes throughout the day, or you may prefer to have a clipboard for each child that you fill in during quieter times or after children have gone home. Don't be discouraged if you have to try a few methods to find out what works best for you and your program. This just means that you have really figured out what works best!

## what comes after assessment?

### Create action steps for child development.

Once you have assessed the children in your care, use the information gained to create schedules and lesson plans/activity plans that provide time to practice skills and foster physical development.

Because your assessment has provided a picture of the physical development of all of your children, you can prepare adaptations for children at different skill levels. Be sure to communicate successes to families and give them ideas of how to continue their child's growth and development at home.

## considerations for all ages

Children grow up fast and it is important to record and document their development.

- **Use a variety of activities** to help assess skills children have mastered, skills they continue to practice and improve, and skills that may need extra attention

## quick tips

- Have the tools used to record observations and assessment easily accessible in your home or classroom. For example, keep an index card for each child on a ring that clips to your belt loop.
- Observation and assessment are an ongoing process. Once you have completed your action steps, start observation and assessment again to evaluate progress and identify new areas for improvement.
- Keep a journal of successful physical activity. You can look back and see progress and remember why you do what you do!

- **Make regular observations** of how children respond to and participate in physical activity, how they initiate their own physical activity, and how they continue to develop physically
- **Communicate observations with families.** Consider adding a physical development section to your daily report or creating a development portfolio that is frequently shared with families
- **Involve families in assessment** by inviting them to share their observations from home or encouraging them to contribute to their child's portfolio

Structure a variety of activities to observe children's gross motor skills and physical development. Think about specific skills you are interested in assessing and how you can engage children in practicing those skills. For example, you might want to use yoga cards to have children practice different balancing skills, such as standing on one foot, squatting, and standing on tiptoes. Additionally, you could create dice to use in practicing different traveling skills. Have different traveling skills, such as walking, running or sliding, on each side of the dice. Then have children roll the die and practice the skill!

## multi-age groups

Multi-age groups of children bring a special quality to the assessment process. Younger children watch older children to see how they move. Regardless of age, providers should always try to understand each child's preferred method of learning. But with a multi-age group you can really see how interactions between children who have mastered a skill and children who are learning a skill can promote physical and gross motor development. Your observations can then inform your lesson-planning processes so that more activities are structured in a way that helps children of varying ages learn.

## inclusion

Do not assume a child has a developmental delay or disability if he or she has yet to reach a developmental milestone. Think about possible explanations, including health problems, the family's culture, and the child's history of experiences. After exploring these options, if you still feel a child may not be developing normally, then take action.

If you have concerns about how a child is developing, discuss your observations and concerns with the child's families. Sensitivity is important. Your goal in discussing this with the families is to support them in providing the best care for their child. This can be done through giving families support and understanding. It is best to objectively tell them your observation and recommend they discuss this with their child's pediatrician.

## quick tip

Often the best way to learn something is to teach it to someone else. Have an older child teach a new physical activity or gross motor skill to a younger child.

## activity idea

### Follow the Leader, Simon Says, or Copy-cat

Choose an activity in which children have to mimic one another, such as Follow the Leader, Simon Says or Copy-cat. Instruct older children to lead different activities so you have an opportunity to observe the skills of younger children. If you have specific skills that you like to assess, make cards or dice that can be rolled to give the older children guidance in selecting activities. Then switch and have the younger children lead the game.

**Equipment:** None necessary, but props such as dice, bean bags or scarves could be used

**Time Frame:** Variable

**Adaptations:** Go indoors and outdoors for variation. Depending on the size of your group, you may want to expand or limit the space available



## cultural competency

Understanding a family's values and culture before starting assessment is helpful, but it is never too late to learn more. As you are assessing the individual development of each child in the group, you will see differences, and it is important to understand why these differences exist.

Culture can be one reason for differences. For example, in one family it may be the norm for a child to wait patiently to be invited to join an activity, while in another family, the child may be encouraged to actively explore their environment at any time.

When assessing development, asking "why?" is critical. It is important to understand why a child has or has not achieved a developmental milestone. Understanding a family's values and culture will help you make reasonable conclusions about a child's development. Be sure to look at the broader picture of a child's life before drawing conclusions about development. When culture and assessment

are brought together, you also have the advantage of using the information to create culturally appropriate lesson plans and classroom environments so they are truly supportive to the children in your group.

## engaging families

Using portfolios to share children's physical and gross motor development progress with families. This may include photos, quotes from the children, and objective, strengths-based observations!

## engaging communities

Encourage your community to assess its own commitment to physical activity. Counties, cities, and neighborhoods routinely conduct community needs assessments. Challenge your community to make physical activity a part of its next needs assessment! Check with the local health system or county health department for more information.



## tips for communicating with families

### Be strengths-based...

- Be kind
- Be warm
- Be real
- Be of service
- Be child-focused
- Be aware of parent reactions

### Be an active listener...

- Present
- Patient (avoid interrupting)
- Accepting
- Nonjudgmental
- Curious

### Be a cooperative partner...

- Share information with families
- Invite families to share information
- Create next steps with families



## overview

To promote health and prevent obesity, physical activity must become a daily habit for children starting at an early age. Adding 120 minutes of physical activity into each day may seem extremely difficult; however, this is not the case. School days provide some of this through recess and structured physical education times with after school activities and home activities providing remainder of time.

## considerations for all ages

### Schedules

Daily schedules can help you ensure that physical activity is intentionally planned every day. Here are a few things to consider when creating your schedule:

- Make time for at least 60 minutes of child-led, free active play each day.
  - Incorporate adult-led activities throughout the day for a total of 60 minutes each day.
  - Make sure adult-led and child-initiated active play occur both indoors and outdoors.
  - Plan for physical activity throughout the day, but stay flexible. Make a backup plan for physical activity for those days that don't go as planned.
  - Make your schedule visible to the children so they can tell when they will have their next opportunity to be active and release energy.
  - Provide adequate rest times for children.
- Encourage parent involvement on a regular basis. Ask families to join in opportunities for physical activity, send home information about physical activity in newsletters, and share each child's successes in daily reports for families.
  - For after school programs consider a pro-rated time based on hours of operation to complement the activities being offered during the school day.

*"I find that the children are able to focus and learn better after implementing 120 minutes of physical activity in our daily schedule."*

– Kimberley Yehle,  
Library Square School,  
Kenosha

*“The most important lesson I’ve learned regarding physical activity is that you can fit it into your day during times that you were previously inactive. The children in my care love to do jumping jacks while waiting for everyone to be ready for lunch. Being active can be simple, spontaneous and fun!”*

– Gail Pitzen, Country Care  
Children’s Center, Cuba City

## Transitions

Transitions provide an excellent opportunity to promote physical activity throughout the day. Whether you are moving from free play to group time or from outdoors to indoors, you can also give children the opportunity to develop skills and release energy. Keep these tips in mind for successful and smooth transitions:

- View transition times as opportunities to utilize and practice gross motor development skills
- Active transitions can help meet the recommendations for adult-led physical activity. For example, as children wait to wash their hands, organize an energizer game of physical activity
- As you lead children in activities, model physical activity for them. This makes expectations for each activity clear
- Plan ahead. Active transitions that are thought out and well-designed maximize success.
- Strive to meet both group and individual needs for physical activity. Provide modifications for children with more advanced skills.
- Always give children clear expectations and simple directions for transitions so they occur smoothly

## Lesson Planning

Lesson plans ensure that physical activity is integrated into every part of the day across all content areas. Physical activity can be integrated into each part of your day. Ideas include:

- Integrate physical activity into ALL curriculum content areas, including literacy and mathematics. For example, children can act out stories and use mathematics as a guide for active indoor or outdoor exploration.
- Use movement as one method of learning. Children will be more successful when they have the opportunity to learn from seeing, hearing, and doing.
- When creating lesson plans, think about ways to introduce new materials that will be available during free choice time.
- Model how to use any new movement materials that you provide for children. When children of all ages know how and when to use materials, there will be fewer mishaps during the week.
- Plan out physical activities for group times throughout the week, including a couple of backup ideas, just in case, especially for inclement weather situations.
- As you create the lesson plans, outline clear expectations, simple directions and goals for activities. This will ensure the success of your active lesson plans.

*“A balance of structure and flexibility means that the basic schedule is set, and everyone can depend on it. Yet the schedule can be changed or modified, depending on the day — the weather, moods and interests of the children...”*

– All About the ECERS-R  
page 359

# opportunities

Best practices say older children need 120 minutes of physical activity each day, including at least 60 minutes of adult-led physical activity. This is inclusive of the school day and after school programs and can complement and be coordinated with activities within their programs to help meet the recommendations. To achieve this standard, look at your current schedule and use your imagination to add physical activity where you can. Ideas include:

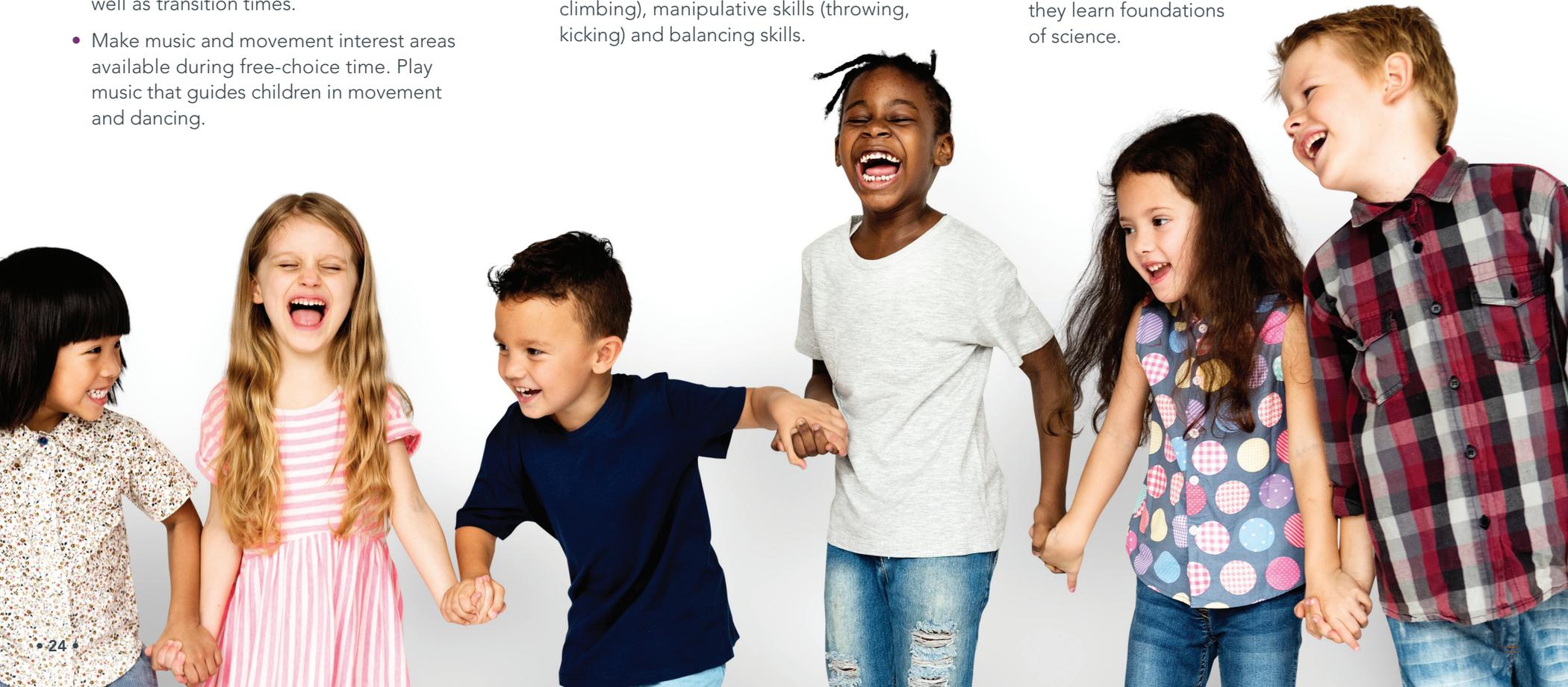
- To create opportunities for adult-led activities, sneak physical activity into group times (both small and large), as well as transition times.
- Make music and movement interest areas available during free-choice time. Play music that guides children in movement and dancing.

## quick tip

Try a few adult-led physical activities at the end or outdoor play as a way to make transitions smoother.

- Children can also engage in child-initiated active play outdoors. Provide a variety of materials outdoors to foster development of traveling skills (running, jumping, climbing), manipulative skills (throwing, kicking) and balancing skills.

- For group times, consider activities such as jumping out the date. If it is the 20th of the month, have children jump 20 times. Mix it up by encouraging the children to jump on one foot or two feet, or to take little jumps or big jumps.
- Try an active story time where children act out a book as you read, or practice their recall skills by recreating the storyline later.
- Activity and math go hand in hand. For example, linking academic learning standards to physical activities.
- Science covers health and the human body. As you teach children how movement helps their heart, muscles and bones, they learn foundations of science.



## multi-age groups

Working with a group of children of various ages and developmental stages requires great flexibility when planning schedules and lessons. You will also see differing physical activity and gross motor development needs. Here are some ideas for incorporating physical activity into your daily routines:

- Focus on one general category of skills and then think about how each child in your group is currently developing that skill. For example, create a relay race focused on traveling skills. Instead of breaking into teams, have all the children participate on the same team. Call out which developmentally appropriate traveling skills each child will use to begin his/her portion of the relay.
- Keep activity cards on a ring, or have a pair of dice with illustrations of physical activity that can quickly be referenced when a new idea is needed. These tools may help with time management because they enable older children to lead activities.
- Throw a dance party! Children of all ages can be active on their own when there is music.

## activity idea

### Group Shapes

Encourage children to work together as a group and to act individually to form different shapes and objects out of their bodies. You can create shapes, such as circles, triangles and rectangles, or letters, such as "C" and "Y," or even objects, such as tables or chairs. Older children can help younger children.

**Equipment:** Ideas of objects to create

**Time Frame:** 5 to 10 minutes or until interest is lost

**Adaptations:** Keep modeling how to make your body look like the different shapes

– From *Healthy Movement & Active Play*

## quick tip

Use movement activities that actively involve all children, rather than activities in which some children just wait and watch. For example, modify games so no child is ever "out."

"Gross and fine motor activities build skills that children continue to expand upon. Movement can easily be incorporated into activities ranging from math to literacy to science and beyond."

– Jill Bodwin,  
CESA 7 Headstart,  
Manitowoc

## inclusion

The best approach to inclusion and daily routines is to honor each child as an individual. If a child has an individualized education plan (IEP), use this as a guide for thinking about scheduling, transitions and lesson plans as they relate to physical activity. These plans provide expertise and valuable guidance from each child's families and can inform your physical activity daily routines.

Be mindful of time as you create schedules or lesson plans. Children with developmental delays or disabilities may need more time to complete tasks or they may need a shorter period of time to ensure they are not stressed or overwhelmed by the activity. Alternatively, children may need more breaks to rest. Think about the pace at which the activity is moving, and do not be afraid to slow things down or speed things up accordingly.

Build in flexibility when planning and implementing your lessons. Modify rules to games, prepare extra cues or prompts for children, and ensure you have adaptive equipment for the activity. For example, a child with a hearing deficit may benefit from being strategically placed across from you in order to see your lips move and watch you model activities, or by being next to you to hear instructions better. Remember that there is variation in developmental delays and disabilities.

Not every child with a hearing deficit or every child with autism will react the same way to an activity. Make sure you know the children in your group and customize activities accordingly.



“I think that no matter what age they are or what kind of disability they may have, there is always some kind of physical activity they can do, so I encourage them to at least try and if they think it's too hard, then they can try something else.”

— Maichao Lor,  
MC Care, Wausau

## cultural competency

Just as your out-of-school time program has daily routines, children have daily routines at home, too. What children do at home carries over into your program and what you do carries over into their home lives. It is important to remember that different values guide families' daily routines. For example, one family might prioritize eating dinner together every night while another prioritizes community involvement in the evening.

As understanding of daily home routines will help you understand how a child reacts to the daily routines in your program. Talk to families about each child's life at home. Be open and respectful, and honor each family's values and priorities, as these are reflections of their culture. Eating, sleeping and physical activity patterns at home influence how active a child will be in your program. And a child's activity in your program will affect eating and sleeping overall. Communicate frequently with families about the amount of physical activity their child is getting in your group and discuss the benefits of physical activity for their child. Ask families "how" and "what" questions to encourage them to talk about their children's physical activity both at home and in program.

## tools included

- 1. Full Day and Part-Day Schedules: Group**  
These sample schedules provides an outline for how to demonstrate that children are physically active throughout the day or for a part-day program (Appendix E)
- 2. Books to Move to: Physical Activity and Literacy**  
Develop a list of books from your reading materials that can get kids moving as they are learning to read.

## engaging families

Plan weekly walks for families in your program. Designate a defined route. On the walk, try some of the games used for transitions during the day so families can experience and enjoy them. Consider bringing pets for the walk, too. Make sure you bring plenty of water!

## engaging communities

Encourage your community to provide safe routes, such as sidewalks and bike trails, near out-of-school-time programs so families and staff can walk or bike safely to your program!

"This month we encouraged family scavenger hunts: Start by making a list of common things found in your neighborhood, like the blue house or the tall oak tree. Then walk around your neighborhood with your child and search for the items on your list which can lead you to a fun destination, like the park!"

– Jill Bodwin,  
CESA 7 HeadStart,  
Manitowoc

## quick tip

Think about culture and gender roles. There are overall societal norms that in many ways encourage physical activity in boys but not girls. However, we know girls need just as much physical activity as boys to be healthy.



## oVerView

Your classroom or home environment sets the stage for physical activity. You can encourage children to be more active by making times for physical activity visible on the schedule in a way that children know when to expect their next break. You can set out new and exciting active materials each week to keep children engaged and encourage them to select active options during their free-choice time. Additionally, you can create an active culture in the environment by using everyday materials that promote physical activity, such as posters of active kids and books about physical activity in your reading area.

Children learn by exploring and children of all ages need time to be physically active both indoors and outdoors. Creating supportive indoor and outdoor environments will promote physical activity and greatly influence gross motor outcomes for children. Think about your classrooms, play spaces and outdoor areas, and where you can encourage more physical activity. Structure activities and environments so children of all ages can actively explore, learn, and practice gross motor skills.

### Child-Provider Interactions and Your Role as a Staff

- Familiarize yourself with developmentally appropriate practices and the sequence of physical and motor development. Also, know which resources are available to you and seek out new resources.
- Model and participate in physical activity, and dress to be active.
- Observe and record children's development so you can help them expand their skill sets.
- Set the pace for activity so all children in your program are included.
- Understand that movement and physical activity overlap with social-emotional development. Your interactions with children regarding their physical and gross motor development will have an impact on other areas of their development.

*“Anything we introduce with enthusiasm and fun always excites the children. There is the occasional child who says they do not want to participate, but they always join in eventually.”*

– Maggie Smith, R.E.A.L. K.I.D.S, Menominee

## considerations for all ages

Here are some tips for setting up active indoor and outdoor spaces:

- Your space should be safe, clean, neat and clutter free
- Arrange your space so that it is easy for you to supervise all children. This way you will know if children are being active and if you need to encourage more movement
- Create a space that purposefully promotes physical activity. Set aside plenty of space to practice large muscle skills
- Provide free access to physical activity and movement materials. This will encourage children to initiate their own physical activity
- Set clear expectations for behavior. Model appropriate behaviors so children understand how to act and know how to use available materials and equipment.
- Some materials and equipment will be more popular with children than others, so have more than one available. Store these items where children can gain access to them

### quick tip

**Go outside in the winter** or even in light rain! Fresh air—even in winter—benefits children. Licensing rules in Wisconsin define “inclement weather” as stormy or severe weather, including any of the following elements:

- (a) Heavy rain
- (b) Temperatures above 90 degrees Fahrenheit
- (c) Wind chills of 0 degrees Fahrenheit or below for children age 2 and above

### Indoor Space

- Provide clear traffic patterns. Set up furniture in certain ways, or place footprints on the floor to demonstrate where to walk
- Choose developmentally appropriate materials to set out in your area. If children seem uninterested in a material, it may be too challenging or not challenging enough. Don't be afraid to try something else
- Hang up posters of diverse, active families, and keep books in your reading area that show children dancing, moving, and playing games
- Make sure lighting is sufficient for children to see and that materials absorb sound to limit noise levels

### Outdoor Space

- Make sure there is lots of variation in the materials and equipment available outside. For example, make sure there are different types of surfaces, such as a paved bike path, a cushioned surface beneath climbing areas, and grassy spaces for running.
- Provide both portable and fixed materials. For example, stationary and movable tunnels. This will encourage children to practice a variety of gross motor skills
- Ensure access to plenty of natural materials. For example, have rocks to climb on, hills to roll down, and a garden to tend
- Ensure access to drinking water
- Provide a shaded or covered area to protect children from the sun, rain, or snow



“Children who did not have the confidence to participate in physical outdoor play enjoy the active indoor centers. The limited number of children and open-ended activities build their confidence, their strength, their activity levels. Teachers have noticed that children are more focused during group time and less classroom management seems to be needed. Indoor active centers allow children to release some of their energy in a positive manner.”

– Linda Groom, Hudson Community Children’s Center, Hudson

## quick tip

**How active you can make your dramatic play area?** Provide materials for children to be active in their imaginative play. For example, they could pretend to be an aerobics or yoga teacher or act out a story such as the *Three Little Pigs*.

## intentional planning

Children need time indoors and outdoors for gross motor play. The environment of each of the spaces will influence gross motor outcomes. Take time to plan your environments so they incorporate physical activity and gross motor skills in every way possible.

- Consider art projects that encourage children to draw while kneeling on the ground. It will help them develop their low-level balancing skills on hands and knees
- Add books about physical activity to your reading library. Read books together and give children the opportunity to act out the story
- Bring physical activity to life in the dramatic play area
- Give children options to pretend they are athletes, yoga teachers, or fictional characters
- Create a music and movement interest area. Locate the area close to and electrical outlet so music can be played. Provide instruments that make more music with more movement, such as tambourines and maracas
- Place pictures and names of materials on shelves to show children where materials belong
- Provide a variety of equipment outdoors to promote traveling skills, balancing skills and manipulative skills. Incorporate both natural and structural elements to give children a variety of experiences in learning gross motor skills.

- Engage children in adult-led activities indoors and outdoors, and plan challenging games and activities
- Join in activity as much as possible to model skills, such as shooting a basketball or running backward

## activity idea

### Balance Low, Balance High

As a group, explore balancing at both high and low levels. Challenge each other to balance as steadily as possible for as long as possible. High-level positions include standing on tiptoe, on one flat foot; on tiptoes with both feet and knees bent; on tiptoes with eyes closed; and on one foot on tiptoes. Low-level positions include balancing on two hands and one knee, one hand and two knees, one hand and one knee, bottom only, knees only and one knee only.

**Equipment:** Ideas for balancing!

**Time Frame:** 5 to 10 minutes

**Adaptations:** Offer the different variations to challenge children but also make the activity fun for everyone

– From *Healthy Movement & Active Play*

## multi-age groups

Supportive indoor and outdoor environments for multi-age groups should accommodate children of different physical abilities. Promote positive interactions between children of all ages so they continue to learn from one another. Join children in physical activity whenever possible.

## inclusion

To ensure that learning experiences are rich and beneficial to all children, including those with developmental disabilities, you may need to adapt the environment to suit individual needs. If a child has an individualized education plan (IEP), use it as a helpful tool in making meaningful adaptations.

Carefully assess your environment through the eyes of each child in your group, including those with developmental disabilities. Position yourself at the child's height and carefully examine

every feature of your environment.

This will help you understand how to adapt your environment.



For example, make sure materials and equipment are within reach of all children. Place heavier objects lower to the ground and place lighter physical activity materials, such as scarves or bean bags, on higher shelves.

Think about how space is defined. Is there enough room for all the children? If a child uses a walker or wheelchair, can they use the same traffic patterns as the other children? Are the boundaries of the space clearly defined? If not, use tape or fixed features in the room to create a well-defined space for movement and physical activity. Remove both large and small obstacles.

Ensure that equipment and materials can be used by all children in your group. If you notice that a child is having trouble using a ball, think of ways to make it easier. Try textured balls. Try balls of different sizes or weight. Let children master rolling, throwing and catching with equipment that is easier to use and can help the child be successful.

Child-provider interactions are just as important for children with special needs. Take the time to make sure activities are understood and are accessible. This may mean positioning yourself so that a child can see your lips moving while you speak or that you are close enough to help support their movement. This will create positive association with physical activity.

## cultural competency

Creating accessible environments for the children in your care means considering their culture when selecting materials and equipment. Include games and activities that children play at home with their

families. Make sure materials such as books and posters represent all children in your program.

How can you show honor and respect for your children's cultural backgrounds? Invite families to lead physical activities and encourage children to share physical activity materials and books from their homes. This will also help children develop an awareness of diverse cultures while learning new and exciting activities.

## engaging families

Take time to communicate how the home or classroom has been structured to promote physical activity. Relate these changes to ways families could change their home environments to promote physical activity. It can be done in a newsletter, at a parent conference or even during daily drop-offs and pick-ups.

### quick tip

Try pulling the plug on your home television and computer! Over time, observe the changes you see in children's behaviors!

## engaging communities

Encourage your community to build neighborhood playgrounds to increase access for families. Look at the tools and resources provided by Kaboom!, and organization with a mission to create great play spaces within walking distance of every child in America through the participation and leadership of communities.

### ADAPTING EQUIPMENT

- Provide a variety of balls, including different sizes, weights and textures
- Have scoops or EZ catches available
- Use Velcro to adapt materials so they are easier to handle
- Use larger equipment, such as bigger bean bags, or a wider balance beam or board

## overview

Resources are essential in promoting physical activity. There are never too many ideas for engaging children in active learning. These resources may range from physical activity curricula to books and CDs to hands-on physical activity equipment and materials. As you research and review the different resources available, you will find a wide range in quality and quantity. Here are a few things to keep in mind as you select resources.

### Physical Activity Curriculum

A movement education and physical activity curriculum will emphasize meaningful content, which include:

- Instruction in a variety of motor skills designed to enhance child development
  - Fitness education and assessment that promotes an understanding of physical well-being
- Development of cognitive concepts related to motor skills and physical activity

- Opportunities to improve social and cooperative skills
- Opportunities to increase the value placed on physical activity for health, enjoyment, self-expression, and confidence
- Sequencing to ensure that motor skills, physical activity, and assessments are appropriate for age and developmental stage, with basic skills leading to more advanced skills; and that appropriately monitors, reinforces, and plans for children's learning.

Physical activity curriculum should cover the essential elements of physical development and activity.

Will the curriculum:

- Match the philosophy, mission, and policy statements you have in place
- Support the inclusion of all children, including ages, skill sets, developmental stages, and cultural backgrounds
- Align with the School-Age Curricular Framework or Wisconsin Model Early Learning Standards
- Involve families
- Provide specific instructions on how to implement the curriculum



## equipment and materials

When searching for physical activity equipment and materials, you will want to test each item against a few standards. Use the following chart to help you think about what to get out of your equipment and materials.

Equipment	Materials	Suppliers
<ul style="list-style-type: none"> <li>• What kind of space is required?               <ul style="list-style-type: none"> <li>o size of play area</li> <li>o indoor needs</li> <li>o outdoor needs</li> </ul> </li> <li>• Is the equipment portable or fixed?</li> <li>• Is the equipment manmade or does it occur in the natural environment?</li> <li>• How many children does the equipment support?</li> <li>• What age range is recommended?</li> <li>• Does the equipment support the skill sets that children are developing?</li> <li>• Is the equipment safe?</li> <li>• Does equipment follow licensing regulations?</li> <li>• Does equipment follow quality improvement recommendations?</li> <li>• Is the equipment inclusive?</li> <li>• Is the equipment culturally competent?</li> </ul>	<ul style="list-style-type: none"> <li>• Do the materials fit with your program philosophy?</li> <li>• Are the materials developmentally appropriate?</li> <li>• Do the materials support the skill sets that children are developing?</li> <li>• Are materials manmade or do they occur in the natural environment?</li> <li>• Are the materials evidence based?</li> <li>• Does the child or the staff make the materials?</li> <li>• Are materials safe?</li> <li>• Do materials support individual child outcomes?</li> <li>• Are the materials sustainable?</li> <li>• Are the materials culturally competent?</li> <li>• Are the materials inclusive?</li> </ul>	<div data-bbox="1299 272 1864 342"> <p><b>Where can you find Physical Activity Equipment and Materials?</b></p> </div> <ul style="list-style-type: none"> <li>• Community Playthings</li> <li>• Constructive Playthings</li> <li>• Discount School Supply</li> <li>• Education Station</li> <li>• Environments, Inc.</li> <li>• Kaplan</li> <li>• Lakeshore Learning</li> <li>• Play with a Purpose</li> <li>• School Specialty</li> </ul> <div data-bbox="1299 984 1864 1070"> <p><b>Publishers</b></p> </div> <ul style="list-style-type: none"> <li>• Brookes Publishing</li> <li>• Extended Notes</li> <li>• Gryphon House</li> <li>• Highscope Press</li> <li>• Human Kinetics</li> <li>• PE Central</li> <li>• Redleaf Press</li> </ul>

## inclusion

Here are a few questions to ask when determining whether a resource is inclusive:

1. Are inclusive and child-focused language evident and are specific examples regarding individual outcomes included in the resource?
2. Does the resource include visuals and examples that include children with varying abilities?
3. Does the resource have suggestions for modifications and adaptations for varying levels of ability?
4. Does the resource include tips for leading activities in ways that embrace various learning styles?
5. If the resource suggests or requires equipment, does it provide examples of adaptive equipment or ideas to modify equipment?

## cultural competency

Here are a few questions to ask when determining whether a resource is culturally competent:

1. Does the resource include visuals and examples that include children of diverse backgrounds?
2. Is the resource linguistically appropriate, for example, is it available in various languages and does it address the linguistic needs of children and families?
3. Does the resource provide music and movement activity ideas that are inclusive of various cultures? This would include songs, instruments, and dances that are culturally diverse?

4. Do examples of imaginative games and activities allow children to define their own roles according to their culture, rather than using stereotypical roles?
5. Does the resource provide suggestions for culturally appropriate props and materials? For example, if using a hot potato is not culturally appropriate because there is a norm that food should never be used in play, does the resource give an alternative?

## tools included

1. **Homemade Physical Activity Materials.**  
This tool provides instructions for creating homemade materials that promote physical activity in your program (Appendix G)
2. **Physical Activity Materials and Equipment Ideas.**  
This list of materials and equipment will help you provide children with opportunities to develop a variety of gross motor skills. (Appendix G)

## engaging families

Create take-home physical activity kits for families. Kits can include fact sheets and activity ideas for families, as well as resources to be active at home!

## engaging communities

Ask your local library to be supportive of active lifestyles for children through active story times for the younger children in your program or by devoting sections of the library to physical development and activity for children.



## Physical Activity Resources for Out-Of-School Time

### CURRICULUM AND MATERIALS

Active Academics	<a href="http://activeacademics.org/default.asp?pid=1">http://activeacademics.org/default.asp?pid=1</a>
BSDbrainboost	<a href="https://www.youtube.com/results?search_query=BSDBRAINBOOST&amp;sp=EgJYA0ICCAFIF0oDAA%253D%253D">https://www.youtube.com/results?search_query=BSDBRAINBOOST&amp;sp=EgJYA0ICCAFIF0oDAA%253D%253D</a>
Canadian Active Afterschool Partnership	<a href="http://activeafterschool.ca/activities">http://activeafterschool.ca/activities</a>
Coordinated Approach to Child Health (CATCH)	<a href="https://catchinfo.org/resources/resource-library/">https://catchinfo.org/resources/resource-library/</a>
Early Elementary Children Moving and Learning: A Physical Education Curriculum	<a href="https://www.redleafpress.org/Early-Elementary-Children-Moving-Learning-A-Physical-Education-Curriculum-P1067.aspx">https://www.redleafpress.org/Early-Elementary-Children-Moving-Learning-A-Physical-Education-Curriculum-P1067.aspx</a>
Eat Smart Move More	<a href="https://www.eatsmartmovemorenc.com/Energizers/Texts/Energizers_K-5_2015.pdf">https://www.eatsmartmovemorenc.com/Energizers/Texts/Energizers_K-5_2015.pdf</a>
Energizers: Classroom-Based Physical Activities	<a href="https://www.eatsmartmovemorenc.com/Energizers/Texts/After_School_Energizers.pdf">https://www.eatsmartmovemorenc.com/Energizers/Texts/After_School_Energizers.pdf</a>
Energizers for School: Complete set of Energizers for Elementary School	<a href="https://www.eatsmartmovemorenc.com/Energizers/Texts/Energizers_K-5_2015.pdf">https://www.eatsmartmovemorenc.com/Energizers/Texts/Energizers_K-5_2015.pdf</a>
Food and Fun	<a href="https://www.hsph.harvard.edu/prc/resources/out-of-school-time/#foodfun">https://www.hsph.harvard.edu/prc/resources/out-of-school-time/#foodfun</a>
Get Fit: Get Active and Stay Fit	<a href="http://www.newroads-consulting.com/store.html">www.newroads-consulting.com/store.html</a>
Operation FitKids	<a href="http://www.acefitness.org/education-and-resources/lifestyle/blog/6611/operation-fitkids">www.acefitness.org/education-and-resources/lifestyle/blog/6611/operation-fitkids</a>
PLAYWORKS Game Library	<a href="https://www.playworks.org/resources/">https://www.playworks.org/resources/</a>
PLAYWORKS for every kid: Games for Social and Emotional Learning	<a href="https://www.playworks.org/resources/get-the-sel-game-guide/">https://www.playworks.org/resources/get-the-sel-game-guide/</a>
Take 10!	<a href="http://take10.net">http://take10.net</a>
PE Central – Adapted PE Information/Resources	<a href="https://www.pecentral.org/adapted/adaptedmenu.html">https://www.pecentral.org/adapted/adaptedmenu.html</a>
PE Central	<a href="https://www.pecentral.org/lessonideas/pelessonplans.html">https://www.pecentral.org/lessonideas/pelessonplans.html</a>

### quick tip

To minimize costs, think about the different ways to access resources, such as Wisconsin's Child Care Information Center (CCIC), your local libraries and on-line websites. Libraries often have inter-library loan arrangements that can help you find and check out materials your local library may not have on hand.

## Physical Activity Resources for Out-Of-School Time

### BOOKS AND WEBSITES

Creating Portfolios With Kids in Out-of-School Programs*	<a href="http://www.newroads-consulting.com/store.html">http://www.newroads-consulting.com/store.html</a>
Developmental Milestones of Young Children, Revised Edition (Redleaf Quick Guide)	<a href="https://www.redleafpress.org/Developmental-Milestones-of-Young-Children-Revised-Edition-P1411.aspx">https://www.redleafpress.org/Developmental-Milestones-of-Young-Children-Revised-Edition-P1411.aspx</a>
— Observational Record	<a href="https://www.redleafpress.org/assets/clientdocs/webcomponents/ObRecComplete.pdf">https://www.redleafpress.org/assets/clientdocs/webcomponents/ObRecComplete.pdf</a>
Focused Observations*	<a href="https://www.redleafpress.org">https://www.redleafpress.org</a>
Focused Portfolios*	<a href="https://www.redleafpress.org">https://www.redleafpress.org</a>
School Age Environment Rating Scale* – Updated (SACERS-U)	<a href="https://www.redleafpress.org">https://www.redleafpress.org</a>
Bam! Body and Mind	<a href="http://www.bam.gov">http://www.bam.gov</a>
Kimbo Educational - The Children's Music Company	<a href="http://kimboed.com/">http://kimboed.com/</a>
Best Practices for Physical Activity: A Guide to Help Children Grow Up Healthy	<a href="https://www.nemours.org/content/dam/nemours/www/filebox/service/preventive/nhps/paguidelines.pdf">https://www.nemours.org/content/dam/nemours/www/filebox/service/preventive/nhps/paguidelines.pdf</a>
OPEN 60+ After School Program (Online Physical Education Network)	<a href="https://openphysed.org/curriculum_resources/60afterschool">https://openphysed.org/curriculum_resources/60afterschool</a>
Tips for Raising Heart Healthy, Active Children	<a href="http://rivertones.sharpschool.net/UserFiles/Servers/Server_3335340/File/Ireland/Tips%20for%20Raising%20Heart%20Healthy%20Kids.pdf">http://rivertones.sharpschool.net/UserFiles/Servers/Server_3335340/File/Ireland/Tips%20for%20Raising%20Heart%20Healthy%20Kids.pdf</a>
Wisconsin Department of Health Services Worksite Wellness Resource Kit	<a href="https://www.dhs.wisconsin.gov/physical-activity/worksite/kit.htm">https://www.dhs.wisconsin.gov/physical-activity/worksite/kit.htm</a>

\* Available for checkout at the Child Care Information Center (lending library)

Physical Activity Resources for Out-Of-School Time	
OUTDOOR SPACE	
Fast Line	<a href="http://fastline.net/">http://fastline.net/</a>
Peaceful Playgrounds	<a href="https://peacefulplaygrounds.com">https://peacefulplaygrounds.com</a>
Preschool Outdoor Environment Measurement Scale (POEMS)	Child Care Information Center (lending library)
NATIONAL RESOURCES	
National Afterschool Association Healthy Eating and Physical Activity Standards (HEPA)	<a href="http://www.naaweb.org/default/asp?contentID=672">http://www.naaweb.org/default/asp?contentID=672</a>
Alliance for a Healthier Generation Student Wellness Toolkit	<a href="https://www.healthiergeneration.org/take-action/out-of-school-time">https://www.healthiergeneration.org/take-action/out-of-school-time</a>
Child Care Information Center – Newsletter #65	Child Care Information Center (lending library)
Coordinated Approach to Child Health (CATCH)	<a href="http://www.catchinformation.com/catch-after-school-info">www.catchinformation.com/catch-after-school-info</a>
Fuel Up to Play 60	<a href="http://www.fueluptoplay60.com">www.fueluptoplay60.com</a>
Physical Activity for Everyone!	<a href="https://health.gov/paguidelines/second-edition/pdf/Physical_Activity_Guidelines_2nd_edition.pdf#page=46">https://health.gov/paguidelines/second-edition/pdf/Physical_Activity_Guidelines_2nd_edition.pdf#page=46</a>
The President’s Challenge	<a href="http://www.presidentschallenge.org">http://www.presidentschallenge.org</a>
OTHER	
Alternatives to Dodgeball. Physical Education Update.	<a href="https://physedreview.weebly.com/dodgeball-alternatives.html">https://physedreview.weebly.com/dodgeball-alternatives.html</a>

Check with your local public library or the Child Care Information Center (CCIC) to find resources for loan.



## overview

Business practices are essential for success in promoting physical activity in out-of-school-time settings. Program policies and worksite wellness express a program's commitment to physical activity and its overarching values and culture. If managed well, physical activity practices can result in a healthier environment for children in the program and may improve children's physical activity behaviors.

## what is a policy?

A policy is a rule to guide and determine decisions. Every out-of-school-time program should prepare its own set of physical activity policies with input from families and staff.

### Policies can help to:

- Create consistent messages for staff members and families.
- Provide a basis for evaluation of your program and identify areas that may need improvement.
  - Educate new staff and families on current nutrition and physical activity practices.
  - Guide decisions and choices your program make every day.
  - Communicate the program's benefits to potential families.
- Prevent problems and provide solutions.

### Policies may be included in:

- Parent handbook
- Personnel handbook or standard operating procedures
- Fliers or newsletters
- Displayed around the center

**Talk to staff and families when developing policies.** This important step assures that those involved understand their role and are prepared to put the policies into action. Make sure families are aware of your physical activity policies when enrolling their children in your facility. Continually review your policies to provide ongoing quality care.

## policy development

1. Look at your program's current policies and identify areas in need of improvement
2. Refer to the physical activity recommendations and sample policies in this guide
3. Consult with those affected by the policy (staff members, families) by conducting surveys, questionnaires, or by hosting meetings or discussions
4. Write the policies and have another staff member or parent review them
5. Set dates for when the policies will be implemented
6. Determine how staff members and families will be made aware of the new policies (letter to staff/families, revised handbook pages, newsletter article, meetings, etc.)

7. Train staff and/or families on new policies
8. Assess effectiveness of policy
  - a. Decide how you will know if the policy is effective
  - b. Periodically review and re-evaluate

### What to include in a physical activity policy

- A statement describing what is covered in the policy
- Goals or purpose of the policy
- Reasons for the policy

The policies in this guide are intended to be examples of what may be used in your program. They may be used as they are written or you may make changes to meet the needs of your program.

## Types of policies

A program that chooses to make physical activity a priority should include evidence-based policies and personnel practices. You will find general concepts related to physical activity in program and personnel policies below. For more specific examples, see the specific age groups and the Sample Policies Tool.

### Program Policies for your Parent Handbook:

#### A. Education

- Set a daily amount of time for active play
- Set a required number of times children play outdoors each day
- Limit the amount of screen time
- Add policies that demonstrate how the out-of-school time environment supports physical activity
- Add policies that demonstrate how staff support physical activity

#### B. Child guidance

- Add physical activity to child guidance so that just as in meals, snacks, and rests, physical activity is not withheld or forced for misbehavior
- Family involvement
- Consider offering physical activity education or event to involve families on a yearly basis, or more frequently
- Include gross motor development and physical activity as a standard part of daily communications with families

### Personnel Policies for your Employee Handbook:

#### A. Dress code

- Ensure staff members wear clothing and footwear that allow them to be active with children

#### B. Continuing education

- Include physical development and physical activity as a required part of staff continuing education hours
- Include policies that ensure the program will provide staff with physical activity and development training

#### C. Job responsibilities or duties

- Ensure staff members understand that their job entails being physically active with children and modeling gross motor skills, as well as using developmentally appropriate language to talk about physical development and physical activity

“Parents are pleased with the comments from their children about exercising and ‘happy’ hearts. One mother said that even though they try to be active and eat healthy, Active Early has had an influence that they could not have done alone. Her son is generalizing healthy habits by asking about healthy foods and checking his heart rate. Another mother said we are helping to support the ground work for a healthy adult lifestyle.”

– Linda Groom,  
Hudson Community  
Children’s Center,  
Hudson

## quick tip

Policies set the stage for best practices. But remember that a policy is only as good as its implementation!

## policy options

- Children of all ages and fitness levels are able to participate in physical activity and feel successful.
- Provide at least 120 minutes of daily active playtime for all children. At least 30 minutes of physical activity time will be provided for the afterschool program.
- When children are present for a full-day of OST, provide adult-led physical activity to all children at least twice a day.
- When children are present for a full-day of OST, provide outdoor active playtime for all children at least twice a day.
- Do not withhold active playtime as a punishment for misbehavior.
- Do not keep children seated for more than 30 minutes at a time, excluding mealtimes.
- Limit screen time to 30 minutes per week for children. Any screen time should be educational or promote physical activity. (Screen time could be eliminated for this age group, too!)

- Encourage children to be active during active free playtime and join children in active play.
- Support physical activity in classrooms / groups by displaying posters, picture, and books.



- Offer physical activity education through a standardized curriculum at least once weekly.
- Make indoor space available for active play for all children
- Offer families active play education that is age-appropriate for children.
- Give families frequent updates on their child's gross motor skills and physical activity.

### Options for Personnel Policies and Job Description Elements for out-of-school time staff

- Offer training opportunities on promoting physical activity and movement at least twice a year.
- Job responsibilities or duties include:
  - Engaging children in staff-lead activities, modeling gross motor skills and structuring opportunities for free active play.
  - Using and teaching positive language regarding physical activity and movement.

## staff & worksite wellness

### What is Worksite Wellness?

Worksite wellness refers to education and activities that a worksite uses to promote healthy lifestyles to employees and their families. Examples of wellness programming include health education, subsidized fitness club memberships, internal policies geared toward health promotion, and any other activities or policy and environment changes that benefit health. For the purposes of these Action Tools, we will focus on how to promote physical activity as a primary part of worksite wellness.

### Why is it important?

Worksite wellness emphasizes the health of employees. There are many benefits:

- Controlled costs
- Increased productivity
- Reduced absenteeism
- Improved morale
- Enhanced image for the organization

**Here are the 5 basic steps in getting your worksite wellness program started** ▶

### Worksite Wellness Resource Kit

Download the resources you'll need at:  
[www.dhs.wisconsin.gov/physical-activity/worksite/kit.htm](http://www.dhs.wisconsin.gov/physical-activity/worksite/kit.htm)

- Worksite Wellness Checklist
- Worksite Assessment Checklist

### 1. Assess your worksite

Use the [Worksite Assessment Checklist](#) and [Worksite Wellness Survey](#) to see where your program stands and what changes staff would like to see.

### 2. Consider your options

Use the [Worksite Assessment Checklist](#) to look at all options for changes at the individual level, the environmental or organizational level and the policy level.

### 3. Develop your program

Use your assessments to choose realistic options that will be valued by staff. As you choose options to promote wellness, think strategically about what's possible within your center and which options will provide the most benefit to staff and motivate all participants.

When analyzing an option, be sure to ask yourself:

- How important is it?
- How much will it cost to implement?
- How much time and effort will be needed to implement?
- How many staff will be affected?
- How well does it match the staff's interests and opinions?

When creating your plan, be specific and include:

- Overall measurable goals and objectives of the wellness program
- Specific strategies to implement
- Chosen activities related to the strategies
- Staff, resources, and materials needed
- Time frame
- Evaluation Plan

### 4. Sustain the program

Maintain staff interest and motivation by keeping the program new and fresh, setting goals, using teams or buddy systems to accomplish goals, and communicating effectively. Remember that the following factors may help or hinder staff participation:

- Time
- Knowledge
- Access
- Cost

### 5. Evaluate

Make sure you track the effects of the program. If certain initiatives don't work, tweak them. If things are working, keep doing them!

## inclusion

Write your policies to reflect inclusive practices. Physical activity can be adapted for anyone and everyone, so make sure your policies show that. Use the phrases “all children” or “regardless of ability.” Include personnel policies that ensure staff members receive training in inclusive practices as they relate to physical development and physical activity. Ensure that job descriptions require staff to practice inclusion in their classrooms.

## cultural competency

Be sure your business practices are respectful and competent of culture. Your policies should not only guard against discrimination in any form but also embrace the culture of the children and families in your program.

Shape your policies relating to physical activity and gross motor development in a way that demonstrates your program’s commitment to understanding the culture of every family. Acknowledgement of each family should be visible in the program’s environment, daily routines, and resources. Strive to invite families to share their culture and find ways to integrate the understanding you gain.

To ensure that you have adequately addressed cultural competency in your policies, it is helpful to have an overarching philosophy and statement regarding cultural competence. Use specific language when outlining each of the policies, including those pertaining to physical activity.

Make this commitment to providing culturally competent educational programming explicit in your program’s policies.

## tools included

### **National Afterschool Association Healthy Eating and Physical Activity Standards.**

These standards outline best practices and cover topics such as time, environment, training, and education as each related to physical activity and healthy eating. (Appendix B)

## engaging families

Share your policies with current and prospective families in your program. Emphasize that physical activity has been integrated into every part of a child’s day to encourage learning.

## engaging communities

Contact your local YMCA or other community recreational centers to ask about membership discounts to out-of-school-time providers in your area.





# APPENDICES >

## OSNAP nutrition & physical activity daily self-assessment tool

This observation tool can be a valuable resource for assessing afterschool environments. When completing the tool, it is important to honestly assess what you see during the afterschool day so that the results can be used to help you set and meet goals for improving nutrition and physical activity practices. You should make sure to observe children at snack time and when they are physically active. It should take 5-10 minutes to fill out the form at the end of the day.

### Getting started

Before you begin, take some time to plan how you can best observe the physical activity and eating practices and behaviors of the children in your program. You may not be able to see everything that's going on in the program, but this planning will ensure you prioritize when to be where. It is important that the person who completes this assessment can observe all or most of the snack and physical activity time during your program. Review the questions and the glossary to make sure you know what information you'll need to report on.

Also, make sure to consider the following questions as you plan your self-assessment:

- When is physical activity offered? Is it offered at different times or all at once?
- Do kids break out into different groups for physical activity? If so, where in the building do these groups meet?
- When is snack served? Do all the kids eat together or at different times?

If you have a schedule of the program day you may want to use it to plan out your observations. But, do not use your schedule to fill in this tool. What you record should be a measure of what actually happened during the afterschool day.

### Instructions

Complete this self-assessment tool each day, Monday through Friday, to get the best assessment of our program offerings. Make sure to answer all questions on the form by the end of each day. It is important that you answer the questions to the best of your ability. If the children in your program split into groups, work with group leaders to make sure to accurately report the activities and participation of all children at your site. Feel free to use the notes section on page 5 to keep track of what you see during the day.



**SCHOOL OF PUBLIC HEALTH**  
Prevention Research Center  
on Nutrition and Physical Activity

[www.hsph.harvard.edu/prc](http://www.hsph.harvard.edu/prc)



[www.osnap.org](http://www.osnap.org)

## Glossary of Terms

**Physical activity** is any activity more than sitting or standing (includes activities such as walking, stretching, running, throwing, etc.).

**Vigorous physical activity** is any activity more than a walk (includes activities such as playground free play, jogging, swimming, etc.).

**Groups of children** are those that are formally designated by the program, such sites that break children into groups by age, grade, gender etc. for activities. Questions that refer to groups of children do NOT mean smaller, more informal friend groups etc.

**Screen Time** includes time watching television and DVDs, using computers, and playing video games.

**Commercial Broadcast TV/Movies** is any screen time shown primarily for entertainment purposes; this includes shows or movies without commercials but shown for entertainment purposes.

**Recreational Computer Use** is time on the computer primarily for entertainment purposes. Any time on the internet is considered recreational computer use. In contrast, educational computer use is use of computers that emphasizes academics & formal instruction, such as games that promote acquisition of math skills or use of word processing application to write a paper or story.

**Sugary drinks** include soda, sweetened ice teas, fruit punches, fruit drinks, sports drinks, sweetened water (e.g. Vitamin water), and any juice greater than 4 ounces (a half a cup) in size.

**Whole grains** are foods that contain a whole grain as the first ingredient on the label. Examples of whole grains are whole wheat, whole corn, barley, oats, and rye.

**Water served** refers to water that is distributed as part of the program snack, either via pitchers, a cooler/Cambro in the snack area, or in bottles. This does NOT include water children drink from a water fountains or from coolers outside of the snack room/period.

**Outside drinks and food** are those items that are brought in from home, outside restaurants or convenience stores, purchased from vending machines on site, or distributed by program partners during activity outside of the snack period. This would include any food or drink that is not part of the afterschool snack program.

Physical Activity & Screen Time						
1. How many minutes do you think the <i>typical child</i> at your program was physically active today?	<input type="checkbox"/> 0 minutes	<input type="checkbox"/> 1-14 minutes	<input type="checkbox"/> 15-29 minutes	<input type="checkbox"/> 30-44 minutes	<input type="checkbox"/> 45-59 minutes	<input type="checkbox"/> 60 minutes or more
2. Did your program offer any physical activity time today (for example, free play outside or sports/dance programming)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No				
3. What is the most amount of physical activity time that was offered to any group of children today?	<input type="checkbox"/> No PA offered	<input type="checkbox"/> 1-14 minutes	<input type="checkbox"/> 15-29 minutes	<input type="checkbox"/> 30-44 minutes	<input type="checkbox"/> 45-59 minutes	<input type="checkbox"/> 60 minutes or more
4. What is the least amount of physical activity time that was offered to any group of children today?	<input type="checkbox"/> No PA offered	<input type="checkbox"/> 1-14 minutes	<input type="checkbox"/> 15-29 minutes	<input type="checkbox"/> 30-44 minutes	<input type="checkbox"/> 45-59 minutes	<input type="checkbox"/> 60 minutes or more
5. How many children do you think were active when they attended physical activity time?	<input type="checkbox"/> No PA offered	<input type="checkbox"/> None to 1/4 of kids	<input type="checkbox"/> More than 1/4 to half of kids	<input type="checkbox"/> More than half to 3/4 of kids	<input type="checkbox"/> More than 3/4 to all kids	
6. How many minutes do you think the <i>typical child</i> at your program was engaged in vigorous physical activity (i.e. activity more than a walk) today?	<input type="checkbox"/> 0 minutes	<input type="checkbox"/> 1-9 minutes	<input type="checkbox"/> 10-19 minutes	<input type="checkbox"/> 20-29 minutes	<input type="checkbox"/> 30-59 minutes	<input type="checkbox"/> 60 minutes or more
7. Did your program offer any <i>vigorous</i> physical activity time today?	<input type="checkbox"/> Yes	<input type="checkbox"/> No				
8. What is the <i>most</i> amount of vigorous physical activity time that was offered to any group of children today?	<input type="checkbox"/> No vigorous PA offered	<input type="checkbox"/> 1-9 minutes	<input type="checkbox"/> 10-19 minutes	<input type="checkbox"/> 20-29 minutes	<input type="checkbox"/> 30-59 minutes	<input type="checkbox"/> 60 minutes or more

Physical Activity & Screen Time (continued)						
9. What is the least amount of vigorous physical activity time that was offered to any group of children today?	<input type="checkbox"/> No vigorous PA offered	<input type="checkbox"/> 1-9 minutes	<input type="checkbox"/> 10-19 minutes	<input type="checkbox"/> 20-29 minutes	<input type="checkbox"/> 30-59 minutes	<input type="checkbox"/> 60 minutes or more
10. Did your program show any broadcast or cable TV or movies today?	<input type="checkbox"/> Yes	<input type="checkbox"/> No				
11. Did you see any children using electronic hand held devices (for uses other than homework/ instruction)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No				
12. Did your program offer any recreational (i.e. on the internet, entertainment) computer time today?	<input type="checkbox"/> Yes	<input type="checkbox"/> No				
13. How much recreational computer time was allowed for each child?	<input type="checkbox"/> No computer time	<input type="checkbox"/> 1-14 minutes	<input type="checkbox"/> 15-29 minutes	<input type="checkbox"/> 30-44 minutes	<input type="checkbox"/> 45-59 minutes	<input type="checkbox"/> 60 minutes or more
Nutrition						
14. Was a fruit or vegetable served at snack?	<input type="checkbox"/> Yes	<input type="checkbox"/> No				
15. Were any grains served at snack?	<input type="checkbox"/> Yes	<input type="checkbox"/> No				
16. If grains were served at snack, were they snacks that contain a whole grain as the first ingredient?	<input type="checkbox"/> NA (no grains served)	<input type="checkbox"/> Yes (whole grains served)	<input type="checkbox"/> No (grain served but not a whole grain)			
17. Were drinks with sugar added like soda, sweetened teas, fruit punches, or sports drinks served at snack?	<input type="checkbox"/> Yes	<input type="checkbox"/> No				

Nutrition (continued)				
18. Was 100% juice served at snack?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
19. If 100% juice was served at snack, was it served in a container greater than 4oz?	<input type="checkbox"/> NA (no juice served)	<input type="checkbox"/> Yes (> 4oz of juice was served)	<input type="checkbox"/> No (juice was served in a small container)	
20. Was water served (with a pitcher or from a cooler) at snack? If no, skip to question 22.	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
21. For the children who were served water, how much do you think they drank?	<input type="checkbox"/> None	<input type="checkbox"/> Some	<input type="checkbox"/> Most	<input type="checkbox"/> All
22. How many kids consumed sugary drinks from outside the snack program (e.g. vending, home, etc.) during the afterschool day?	<input type="checkbox"/> None	<input type="checkbox"/> Few (1-5 kids)	<input type="checkbox"/> Some (6-10 kids)	<input type="checkbox"/> Many (>10 kids)
23. How many kids consumed food from outside the snack program during the afterschool day?	<input type="checkbox"/> None	<input type="checkbox"/> Few (1-5 kids)	<input type="checkbox"/> Some (6-10 kids)	<input type="checkbox"/> Many (>10 kids)

## OSNAP Nutrition and Physical Activity Daily Self-Assessment Tool (continued)

This notes page is a place for you to keep track of any important nutrition or physical activity related observations you make during the afterschool day. You may find it useful to jot down things like the start and end times of physical activity, tallies of kids you see eating or drinking outside food etc. This can be a good reference for accurately filling out the self-assessment at the end of the day.

Things to remember about physical activity...

Things to remember about computer, TV or movies...

Things to remember about food and drinks at snack...

Things to remember about outside foods and drinks...

## NAA healthy eating & physical activity standards

### Policies for Content and Quality (CQ)

The program's physical activity offerings support the United States Department of Health and Human Services (HHS) 2018 guidelines recommending that youth obtain at least 60 minutes of physical activity per day that includes a mixture of moderate and vigorous intensity activity as well as bone- and muscle-strengthening activities.

- o We offer developmentally appropriate, inclusive physical activities, games, and sports that provide youth with the knowledge and skills necessary to enjoy being physically active throughout their lives and reflect the CQ best practices. (CQ10)
  - a. Developed and/or delivered by qualified personnel.  
Examples: program staff trained in the curricula or activities
  - b. Connected to or integrated into existing programming, such as tutoring, homework, STEM, creative arts, and other enrichment activities
- o We plan and provide time for physical activity: CQ11)
  - a. 1-hr program – 10 minutes
  - b. 2-hr program – 20 minutes
  - c. 3-hr program—30 minutes
  - d. 4-hr program—40 minutes
  - e. 5 hrs or more—60 minutes
- o We provide moderate to vigorous activity for at least 50% of the physical activity time: (CQ12)
  - a. 1-hr program—5 of 10 minutes
  - b. 2-hr program—10 of 20 minutes
  - c. 3-hr program—15 of 30 minutes
  - d. 4-hr program—20 of 40 minutes
  - e. 5 hrs or more—30 of 60 minutes
- o We offer daily outdoor physical activity. (CQ13)
- o We ensure that daily physical activities include a variety of physical activity options aimed at engaging children and youth in fun aerobic and cardio-respiratory and age-appropriate bone-and muscle-strengthening activities. (CQ14)
- o We offer free play with space available for unstructured physical activity or organized physical activities that involve opportunities for all the program's children and youth. (CQ15)

- o We offer non-competitive physical activities. (CQ16)
- o We offer activities that are adaptable, accessible, and inclusive of children and youth with all abilities, including physical, sensory, and intellectual disabilities. (CQ 17)
- o We conduct physical activities that are integrated with enrichment, academic, or recreation content; goal driven, planned, sequentially designed and delivered: and available to all children and youth, directed by trained staff, grouped by age and skill level. (CQ18)
- o We ensure that digital devices are used for homework, research, or digital learning that is active rather than passive. No television or movies are allowed. Daily total screen time is limited to: 1 – 2 hr programs—40 minutes, 3 hrs or more—60 minutes.

### Staff Training (ST)

All staff members participate in ongoing evidence-informed training and professional development in essential topics on healthy eating and physical activity.

- o All staff members participate in training or professional development on healthy eating, nutrition, and physical activity at least once per year. Training and professional development are comprehensive to support staff knowledge of and competency in practices that support the HEPA Standards and accompanying best practices. (ST1)
- o Staff members are quickly oriented to and regularly coached on the role that healthy eating, physical activity, and social supports play in supporting healthy youth behaviors. (ST2)
- o Training and professional development are developed and/or delivered by qualified personnel. (ST3)
- o Staff members are trained on positive guidance techniques that include approaches that teach positive behaviors and apply logical consequences. Staff members do not withhold food or physical activity opportunities as a punishment. (ST4)
- o Training and professional development do not support a specific industry or agenda. (ST5)

## Social Supports (SS)

*includes physical activity sections only*

The program creates a culture that supports and promotes healthy eating, physical activity, and positive relationships among staff, children and youth, families, and the community.

- We have children and youth select, organize and lead physical activities. (SS1)
- We do not withhold physical activity as punishment. (SS2)
- We employ staff members who promote the importance of physical activity by participating in physical activities with children and youth. All staff members model physical activity and positive self-talk during the program (SS3)
- We ensure staff members discuss the benefits of healthy eating and physical activity expectations contained within the Standards with children and youth and their families. (SS4)
- We provide families with information and examples of physical activity opportunities based on best practices outlined in the CQ Standards. (SS6)
- We share information about physical activity through communication channels, including at family and community meetings. (SS7)
- We include family engagement components as part of enrichment and physical activities. (SS8)
- We develop opportunities for families and community members to advise and support physical activity in the program in the community, and at home. (SS9)
- We promote physical activity standards, practices, and programs to children and youth, families, and people in the community who are current or potential participants. (SS10)

## Environmental Supports (ES)

The program's physical space supports and promotes healthy eating and physical activity.

- We have adequate types and amounts of equipment for games, activities, and sports that support best practices in the CQ Standards. (ES2)
- The program has posters, pictures, and books that promote positive messages about good nutrition, healthy eating, and safe and developmentally appropriate physical activity. (ES3)
- The program has adequate indoor and outdoor space for physical activity with CQ. (ES4)

## additional policy selections

### Program Supports (PS)

Organizational infrastructure, including leadership, management, and budgeting practices, support and promote healthy eating and physical activity.

- The program budgets to provide physical activity experiences consistent with best practices outlines in the CQ Standards. (PS1)
- The programs participates in ongoing self-assessment, action planning, and program improvement strategies that support healthy eating and physical activity. (PS2)
- We ensure our leadership supports physical activity quality improvement through observations, staff coaching, and progress monitoring. (PS3)
- We promote and encourage healthy eating and physical activity among staff. (PS4)
- We ensure access to indoor and outdoor physical activity space through formal or informal shared facility use agreements. (PS5)
- The program has liability and risk management policies that enable staff members to participate in physical activity with children and youth. (PS8) \*\*

## Active OST quality improvement plan

**Directions:** Using the results of the self-assessment, prioritize the quality improvement area(s) to be completed within the plan. Not all physical activity areas need to be addressed immediately. Start with one to three aims/outcomes to work on at a time. More aims/outcomes can be overwhelming and too few will limit the success you experience in your program. Be sure to write your goals in a way that demonstrates how they are inclusive and culturally competent.

**Component area: Health and Wellness** (Nutrition, Physical Activity/Free Play/Schedule)

QIP GOAL(S)	BARRIERS	TASKS/STRATEGIES
<p><i>related to results of program assessment</i></p> <p><b>EXPECTED OUTCOME:</b> _____</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Director turnover</li> <li><input type="checkbox"/> Need for funds</li> <li><input type="checkbox"/> Lack of information</li> <li><input type="checkbox"/> Lack of training</li> <li><input type="checkbox"/> Availability of training, credit-based courses</li> <li><input type="checkbox"/> Staff buy-in</li> <li><input type="checkbox"/> Staff turnover</li> <li><input type="checkbox"/> Time</li> <li><input type="checkbox"/> Other: _____</li> </ul> <p><b>How will these be addressed:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coaching</li> <li><input type="checkbox"/> Peer Mentor</li> <li><input type="checkbox"/> Reading/Self-Study</li> <li><input type="checkbox"/> Secure additional materials or staff (add specifics)</li> <li><input type="checkbox"/> T.E.A.C.H.</li> <li><input type="checkbox"/> Attend Training</li> <li><input type="checkbox"/> Complete Professional Development Plan</li> <li><input type="checkbox"/> Other: _____</li> </ul> <p><b>Identify specifics of strategy:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<b>RESPONSIBLE PARTIES:</b> (specify)		<b>TIMELINE:</b> month and year of completion (by task or strategy)
<b>RESOURCES IN HAND/RESOURCES NEEDED</b>		

## Quality Improvement Plan (QIP)

Three goals from one or more QIP areas are required for B.1.2 (general assessment) and three goals are required for D.1.1. (Healthy Nutrition/Physical Activity assessment) in the QIP area of nutrition or physical activity. (More can be added). This form may be used for both B.1.2 and D.1.1.

Name of Program \_\_\_\_\_ QIP Date \_\_\_\_\_

Person completing the QIP \_\_\_\_\_

Self-Assessment Tool \_\_\_\_\_ SA Date \_\_\_\_\_

D.1.1 Self-Assessment tool (if applicable) \_\_\_\_\_ SA Date \_\_\_\_\_

Strengths identified through the Self-Assessment(s)	
Providers/Teachers should identify at least three areas that scored lower on the self-assessment. Choose items that you are particularly proud of in your daily practice environment.	
1.	
2.	
3.	

Areas for improvement identified through the general Self-Assessment	
Providers/Teachers should identify at least three areas that scored lower on the self-assessment. Choose areas that you would like to improve and areas where change is possible within the next 12 months/rating period. Develop a plan of action for each area.	
1.	
2.	
3.	

Areas for improvement identified through the D.1.1 Self-Assessment	
Providers/Teachers should identify at least three areas that scored lower on the self-assessment. Choose areas that you would like to improve and areas where change is possible within the next 12 months/rating period. Develop a plan of action for each area.	
1.	
2.	
3.	

## Language development word lists

### Movement Awareness: What the Body Does

	TERM	MEANING
STABILITY MOVEMENTS	Swaying	Moving the top of your body from side to side without moving your feet
	Swinging	Moving back and forth with the lower part of your body
	Hanging	Holding on to or fastening to something above and leaving the bottom of your body free to move
	Turning	Changing the direction of your body
	Twisting	Turning one part of your body in one direction while leaving the other part of your body in the same position
	Balancing	Keeping your body steady, so you do not fall over
	Curling	Moving your body parts in wards, such as bringing your knees to your chest
	Standing	Being on your feet with your body upright, but without moving your feet
	Sitting	Resting on your bottom
	Squatting	Bending your knees and lowering your body
	Kneeling	Bending your legs and putting your knees on the ground
	Pulling	Moving something forward or toward you
	Pushing	Pressing on or against something
	Stretching	Spreading out your arms, legs or body and reaching as far as you can with each
	Bending	Moving at your joints, such as your waist, elbow or knee
	Shaking	Moving quickly back and forth or side to side
	Dodging	Avoiding something by moving quickly out of the way
	Landing	Coming down from the air
Transferring Body Weight	Moving from one part of your body to another; balancing on one foot and then the other or moving from your hands to your feet	

	TERM	MEANING
TRAINING MOVEMENTS	Walking	Moving along by placing one foot on the ground before lifting the other
	Climbing	Using hands and feet to move upwards on an object
	Crawling	Moving forward on your hands and knees
	Marching	Moving like you are walking, but lifting your knees higher
	Gliding	Moving smoothly and easily, as in a skating motion
	Running	Moving along by quickly placing one foot in front of the other
	Jumping	Pushing off with two feet and landing on two feet
	Hopping	Pushing off on one foot and landing on the same foot
	Leaping	Jumping from one foot and landing on the other foot
	Galloping	Moving forward quickly with both feet leaving the ground at the same time
	Sliding	Moving sideways, taking a step with one foot and then bringing the other foot from behind up next to it
	Skipping	Moving forward with a step and a hop on one foot and then a step and a hop on the other foot
MANIPULATING OBJECTS WITH MOVEMENTS	Throwing	Sending something through the air by pulling your hand back, bringing your arm forward and releasing the object as you pull your arm to the front
	Underhand throwing	Sending something through the air by pulling your hand back under your shoulder, bringing your arm forward under your shoulder and releasing the object as you pull your arm to the front
	Overhand throwing	Sending something through the air by pulling your hand back over your shoulder, bringing your arm forward over your shoulder and releasing the object as you pull your arm to the front
	Rolling	Moving something across the ground by pulling it back, pushing it forward and releasing it
	Catching	Grabbing hold of something moving through the air
	Kicking	Moving something forward by hitting it with your foot
	Punting	Dropping an object, such as a ball, from your hands and kicking it before it hits the ground
	Trapping	Stopping an object, such as a ball, with your foot
	Striking	To hit an object, such as a ball, away from the body with a hand or an object such as a bat or racket
	Volleying	To hit an object before it hits the ground
	Dribbling	To hit an object, such as a ball, downwards, so it hits the ground and bounces back up to your hand

## Space Awareness: Where the Body Moves

### Direction

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Up	Left	Sideways
Down	Forward	Clockwise
Right	Backward	Counterclockwise

### Levels

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Low	High	Middle
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### Pathways

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Straight	Curved	Zigzag
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### Extensions

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Large	Small	Far	Near
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## Effort Awareness: How the Body Moves

### Time & Speed

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Slow	Speeding up	Quick
Medium	Slowing down	Sustained
Fast	Sudden	

### Rhythm

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Beats (Regular Rhythm)	Patterns (Repeated Order)	Cadence (Rhythmic Pattern)
---------------------------	------------------------------	-------------------------------

### Sound

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Loud	Quiet	Soft
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### Force & Muscle Tension

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#### Degree of:

Light	Strong	Heavy
Medium	Weak	

#### Creating:

Starting	Sustained	Explosive
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#### Absorbing:

Stopping	Receiving
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### Controlling Effort

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#### Weight Transfer:

Rocking	Rolling	Flight	Stepping
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#### Dimensions:

Single Movement	Combination of Movements	Transitions
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## Relational Awareness: Awareness of Self, Others and Objects

### Body Parts

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Head	Foot	Shoulder
Hand	Arms	Neck
Ears	Fingers	Stomach
Eyes	Wrist	Back
Nose	Elbow	Bottom
Leg	Ankles	Hips
Knee	Toes	Chest

### Shapes

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Big	Narrow	Circle
Small	Thin	Rectangle
Curved	Twisted	Symmetrical
Straight	Triangle	Nonsymmetrical
Wide	Square	

### Roles

---

Leading	Taking Turns	Between Groups
Following	Partner	Unison
Mirroring	Solo	Contrast
Matching	Groups	

### Association

---

Letters	Colors	Pretense
Numbers	Hand Signs	

### Locations

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Near to	In front	Apart
Far from	Behind	Surrounding
Around	Meeting	Alongside
Through	Parting	Over
Facing	In	Under
Side by Side	Out	Top
On	Together	Bottom
Off		

## Full day sample schedule

Full Day Sample Schedule: Group Child Care		
<b>Arrival, preparation &amp; choice activities</b>	30 minutes (before and while children arrive)	Music & Movement interest area available
<b>Group meeting</b>	20 minutes	Teacher-Led Physical Activity Integrated into Content
<b>Choice time</b>	60 minutes	Music & Movement Interest area available
<b>Cleanup, handwashing and snack</b>	20 minutes	Activity related to transition
<b>Small groups</b>	20 minutes	Integration of Physical Activity into studies (i.e. math, literacy)
<b>Outdoor choice time</b>	40 minutes	Teacher-Led Physical Activity Included
<b>Read-aloud</b>	15 minutes	Acting out Story
<b>Lunch &amp; Meaningful Conversation</b>	40 minutes	
<b>Rest and quiet activities</b>	45 minutes	
<b>Outdoor choice time</b>	30 minutes	Teacher-Led Physical Activity Included
<b>Read-aloud</b>	15 minutes	Acting out Story
<b>Limited choices and small groups</b>	30 minutes	Movement Interest Area available and/or Integration of Physical Activity into studies (i.e. math, literacy)
<b>Group meeting and departures</b>	20 minutes	Teacher-Led Physical Activity Integrated into Content
<b>Teacher planning time</b>		Intentionally include physical activity in tomorrow's plan

## Part day sample schedules

Sample After School Schedule	
3:00 – 3:30 PM	<b>Arrival.</b> Children put away their belongings and play outside, eat a self-service snack, use the bathroom, or participate in quiet activities.
3:30 – 3:40 PM	<b>Small group or large group meeting time.</b> Make announcements, describe plans for the day, discussing directions/rules, share exciting news, invite ideas for new projects, activities and make up a group song or game
3:40 – 3:50 PM	<b>Transition.</b> Children move to activities or interest areas
3:50 – 5:30 PM	<b>Free choice.</b> <ul style="list-style-type: none"> <li>• Indoor interest areas,</li> <li>• Planned activities (craft project, science experiment, service learning)</li> <li>• Club meeting (indoors or outdoors)</li> <li>• Community activities (scouts or other organizations)</li> <li>• Outdoor games and/or interest areas</li> <li>• Games and activities in the gym</li> <li>• Homework</li> </ul> Duration or activities depends on children's interest and attention spans. Children can choose when to join and leave on-going activities as long as they don't cause disruptions.
5:30 – 5:45 PM	Transition/clean up. Departure by children.

Sample Before School Schedule	
6:00 – 7:00 AM	<b>Arrival.</b> Children participate in quiet activities (card games, puzzles, reading, listening to music (headphones), coloring, reviewing homework, or resting if still waking up and prepare for breakfast.
7:00 – 7:30 AM	<b>Breakfast.</b> Children who eat before coming to program continue quiet activities. As other finish breakfast, children move back to activities.
7:30 – 8:10 PM	<b>Interest areas and staff-led activities.</b> Usually short-term, quiet activities that do not require significant setup or cleanup or projects that can be saved if not completed.
8:10 – 8:20 PM	Children help clean up the interest area and gather belongings for school.
8:20 – 8:30 PM	Children released to go to school.

## Homemade physical activity materials

Item	Instructions
<b>Balance Beam</b>	Use a 4x4 beam of about 8 feet in length. Secure two stabilizing pieces of lumber to the bottom of the beam with screws. Smooth the edges with a router or apply carpeting or matting over the length of the beam. (Contact a local hardware store for assistance).
<b>Balance Boards</b>	Use a ½" or ¾" piece of plywood for top of the balance board. Use a piece of piping or any other strong material that is shaped in a cylinder for bottom. Wrap the piping in tape if its surface needs to be smoother. Try making different shapes (circle, rectangle, square) for the top of the balance board.
<b>Beanbags</b>	Cut a heavy, sturdy cloth material into a 4" x 8" rectangle or a 6" x 6" rectangle. Fold the piece of cloth over to make a square (make sure you are folding the sides you want on the outside of the beanbag inwards). Triple stitch two of the sides. Turn the cloth inside out to expose a smooth outside surface. Fill with dried beans or other seeds. Sew the last side. If you want to get really creative, try making bean bags in different shapes!
<b>Bowling Pins</b>	Use either empty ½ gallon plastic bleach bottles or potato chip canisters. Fill each with 2 to 3 inches of sand to weigh them down.
<b>Climbing Rope</b>	Select a rope with a diameter of 1½ inches. Put a few knots in the bottom half of the rope so children can be successful at climbing. Space knots about 9 inches apart. By leaving the top half without knots, it can serve as a challenge to more experienced climbers.
<b>Jump Ropes</b>	Use 3/8" to ½" sash cord or plow line (this can be purchased at a hardware store). Cut into 5 to 8 foot lengths for individual short ropes. To prevent unraveling, wrap rope ends with duct tape and cut through tape with a sharp knife. If you would like longer ropes, cut pieces into 10 to 16 foot lengths.
<b>Ladder</b>	Rails of the ladder can be made from 2" x 2" or 2" x 4" pieces of lumber. The rails should be between 7' and 12' long. Rungs should be between 12" and 16" inches long with a piece of wood either 1½" in diameter or a 2" x 2". Use screws and/or nails to fasten rungs securely with spacing of 12" to 14" apart. Sand and paint or varnish the ladder for safety. Also, consider using varied spacing between the rungs for a more challenging experience.
<b>Cones</b>	Ask government traffic and highway agencies if you can have discarded traffic cones. Otherwise, half gallon bleach bottles or milk containers that have been emptied and cleaned can be used for cones by filling them with 2 or 3 cups of sand to keep them from tipping.
<b>Movement Mats</b>	Purchase clear plastic carpet runners. Cut footprints, handprints and seatprints from contact paper. Apply them to the carpet runner. This can help guide children in their movements.
<b>Parachute</b>	Instead of purchasing a parachute, use a sheet from a queen size or king size set. Military supply depots also may have old, inexpensive parachutes.
<b>Scoop</b>	Cut the bottom from a cleaned ½ gallon plastic bottle with a handle. Tape along the cut edge for safety!
<b>Tires</b>	Ask a tire store if you can have discarded automobile rubber tires. Look for tires of different sizes for children to have different handling and lifting experiences. You can paint the tires various colors and with designs using lacquer or water-based paints.
<b>Vaulting Box</b>	Stack old newspapers and magazines in a cardboard box. Tape and tie the box securely. Now you have a vaulting box!
<b>Wands</b>	Saw off discarded broomsticks or dowels in lengths of 30 inches or less. Sand and paint each colorfully!

## Physical activity materials & equipment ideas

The Materials and Equipment Ideas are broken down by the physical development or gross motor skill they promote the most. However, many materials can be used to develop multiple gross motor skills!

### Travelling Skills

- Movement CDs
- Movement Cards
- Cone Markers
- Hurdles
- Foam Dice
- Streamers
- Hopscotch Carpet
- Relay Batons
- Movement Mats
- Jump Ropes
- Dancing Wrist Bands
- Tricycles
- Tunnels
- Spot Markers
- Tumbling Mat
- Movement Dice
- Sleds
- Wagon

### Manipulating Skills

- Parachute
- Playground Balls
- Whiffle Balls
- Sports Balls
- Foam Balls
- Sensory Balls
- Fleece Balls
- Beach Balls
- EZ Catch
- Bean Bags
- Scarves
- Soft Flying Discs
- Plastic Bat
- Batting Tee
- Paddles
- Targets
- Scoops
- Basketball Hoop
- Soccer Goal
- Bowling Pins

### Balancing Skills

- Yoga for Kids
- Hula Hoops
- Stilts
- Activity Rings
- Teeter Totter
- Balance Beam
- Ladder
- Stepping Stones
- Stepping Logs

### Storage & Upkeep

- Storage Cart
- Storage Shelves
- Storage Tubs
- Hooks
- Inflator
- Mesh Bag
- Foot Pump

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