Ready, Set, Go!

Child & Adult Care Food Program
2011
While physical activity is important for our children, sometimes professionals struggle in implementing physical activity into a daily routine. What you will learn today is:

The first thing that we are going to look at is the current trends in childhood obesity.
It is easy to see that as the years have gone by preschoolers are becoming more overweight.

The main way to combat this increase is increasing education and awareness about the risks of obesity.

### The Growing Numbers

<table>
<thead>
<tr>
<th>Year</th>
<th>Preschoolers</th>
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<tbody>
<tr>
<td>1971</td>
<td>5.8%</td>
</tr>
<tr>
<td>2002</td>
<td>10.3%</td>
</tr>
<tr>
<td>2004</td>
<td>13.9%</td>
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This map shows how Kansas stands as a state. Please note the difference between the definition of overweight and obese. *Discuss Kansas versus the rest of the country.*
Fill in the blanks in the Participant Booklet.

Strictly looking at the prevalence of overweight individuals, there is a simple formula, when more calories are taken in than are expended then a person will gain weight.

The major problem today with children is that they are taking in more calories and they are expending less calories. This is why there is an increase in overweight and obese children.

The ultimate goal is to have healthy children that have the skills to remain healthy adults. While the results of our efforts to increase the activity levels of children is that they will be a healthy weight, there are also so many more results of being active at a young age.
Activity 1: Ready, Set, Go!

Supplies:
1. "Ready, Set, Go!" activity sheet in the Participant Booklet

Procedure:
1. Answer questions 1-5 on the activity sheet. (Question 6 will be answered at the end of the class.)
Whether it is called play, active play, physical activity, or exercise, there is a need to get children moving more!

Research in the field is showing increasing numbers of overweight children and the many health benefits to being active. It’s more and more clear how important it is to encourage our children to play more.
Some of the benefits that adults get from being physically active, children will also get (improved aerobic endurance, improved muscle growth, increased muscular strength, increased motor coordination, growth and stimulation of the heart, lungs, and vital organs). In addition, physical activity helps promote strong bones.
In addition, physical activity helps promote strong bones. Physical activity also lowers blood pressure reduces the incidence of future overweight and reduces the risk of developing diabetes.
Physical activity and play have a link in how children develop socially, emotionally, and cognitively.

As children are physically active, they are learning about their feelings and the world around them. They are deciding how they feel about themselves and the way they move. When children have lots of practice in fundamental movements, they are likely to be more confident about being able to perform in future physical activities, and they will be more likely to choose physical activity as they grow older.

When children are physically active, they are also learning to follow instructions and simple rules of games. They are learning how to get along with others, including taking turns and sharing.

Research is also now showing that most of the brain is activated during physical activity, more so than when doing seat work. During movement, children use several senses together, creating new connecting pathways in the brain.
Fill in the blanks in the Participant Booklet.

Generally, the more skilled children are in the fundamental movement skills, the more successful they will be in sport and active recreation.

Children who have these skills will display some of the benefits we discussed earlier, like increased self esteem and confidence.

In addition to learning the fundamental movements, physical activity can also help children become physically fit.

Let's talk about the ways in which children will learn these skills.

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**Learning Fundamental Movement Skills**

**Locomotor (gross motor) skills** - movements we use to move from place to place. Some examples are running, jumping, hopping, and skipping.

**Object control skills** - movements we use to swing a bat, using objects in a controlled manner. Some examples are catching, throwing, kicking, and dribbling.

**Stability (non-locomotor) movements** - skills that help us keep our balance while changing body position. Some examples are twisting, bending, stretching, swinging, and lifting.
The process through which the body learns to move is called motor development. Research has found that children without the ability to execute basic motor skills are three times more sedentary than skilled children.

As a child care provider, you do play an important role, not just by providing nutritious meals, but also shaping the children’s future health habits.
Active play is exercise by children when they are simply playing without rules or organization. Active play is important because it gives children the chance to learn and practice developing motor skills. Active play can occur outdoors, on the playground, or active play can occur inside, even in the classroom. It is a time that engages children to participate in moderate to vigorous physical activity.

There are two major types of active play: unstructured play and structured play.

Unstructured play is when the adult watches and encourages active play, but does not lead the children’s play. During this time a caregiver can even encourage developmental skills by having things that children can play with on their own – crawling tunnels, balls, etc.
At this point we are going to have an example of a structured play activity. We are going to harvest some fruits and vegetables! We all know that fruits and vegetables grow in many different ways (under ground, on bushes, on trees, above ground, etc.). So, we are going to take turns naming different fruits and vegetables and then we are going to act out the motion of harvesting them.

**Activity 2: Harvest Time**

**Supplies:**
1. None

**Procedure:**
1. Have the group stand up.
2. Have one participant in the group shout out a fruit or vegetable that is harvested, such as apples.
3. Have the participant act out how to harvest the fruit or vegetable, such as climbing a ladder and picking an apple of a tree.
4. Have the group act out how to harvest the fruit or vegetable.
5. Have more people give examples and actions.

This activity can be used in conjunction with lessons about how fruits and vegetable grow, etc.
The second kind of physical activity is structured play.

Structured play can be described as “play with a purpose”. It is activity that is planned and led by an adult. We are going to spend quite a lot of time today talking about structured play and how to incorporate this into our daily routine.
When planning an activity there are a few guidelines to follow. Make sure the activity is age appropriate. This may be difficult in situations where you have different age groups blended together. The activity should be non-competitive and that each child can participate and feel like they can succeed. And most of all the activities need to be safe and fun. If activity can be seen as fun it is more likely to be repeated.

![Planning an Activity](image)

Activities should be:

- Age appropriate
- Non-competitive
- Each child can participate
- Safe
- Fun

Many activities can be adapted for all ages, making them easier or harder.
There should be a logical progression of motor skills in order to successfully progress from one level of skill development to the next.

We’re going to spend some time looking at this progression and the different phases of development.
During the first few months, infants will perform many movement such as kicking and waving their arms. These are the initial, involuntary actions that are preparing the body for future movement.

As the infant becomes more mobile, start encouraging that movement by interacting with the baby. “Tummy time” gives the infant practice at lifting their head and eventually will lead to baby being able to roll over.

While the baby is on their back hold a toy above their head and encourage them to reach for it, moving it to one side. This will encourage baby to roll over.

Once the baby has rolled over, encourage the baby to move forward by putting toys in front of them so they have to reach and eventually crawl to the toy.

Do activities that make the baby reach from one side of her body to the other.

Pull out the “Movement Milestones” handout in the Participant Booklet. Read the Milestones for Toddlers.
Stop and Go to music can be done around some sort of barrier (basket, hula hoop, etc.).

Another great activity is to play follow the leader using simple movements. Simple movements can including, reaching high as a giraffe, bending low, stomping around like an elephant, and twisting to your friends, etc.

If we look at our motor milestone chart, we can see some of the movements that these games will grow.
View the Toddler Activities - Bubble Wrap Video on the class webpage.

This is a very simple activity that any facility can do with bubble wrap. The bigger size bubbles work best, but any size can do. The bubble wrap is taped to the floor, have the children line up at one end and encourage them to hop across, popping as many bubbles as they can. Playing music in the background might help to get them moving.

As you can see the children love this! They are actually working really hard and using many different movement skills such as jumping and balancing.
View the Toddler Activities - Striking Video on the class webpage.

Another activity using inexpensive equipment can be made to allow children to practice coordination of striking an object. This activity uses foam pool noodles or foam pipe insulation. The pipe insulation works very well for smaller hands. A large punching balloon was blown up and put into the end of a pair of pantyhose. The pantyhose can be hung from a ceiling, or other place where it can swing.

With this age, toddlers, you can see that there is more of a chopping motion as opposed to a swinging motion. This is the initial movement that will lead into being able to swing.
Review the “Motor Milestone” handout and look at the skills that 3-5 year olds will be learning. You can base some of the activities on these milestones.

Many of the activities done with the toddlers can also be done with preschool age children. Setting up an obstacle course can help children better understand concepts such as under, over, through, and around.

### Preschool Activities

Still keeping it simple...

- Throwing at targets
- Easy Striking
- Parachute games
- Alligator Pit
- Lug-A-Jug
- Obstacle Course
- Hoops/Circle games
View the PreK Throwing Video on the class webpage.

Many of the activities done with the toddlers can also be done with preschool age children. For example, the easy throwing activity can be done with older children by making the line further back.

This activity helps children practice the motion of throwing. Using rolled up socks, make balls that can be easily thrown into a laundry basket or other large target. The hula hoop was taped to the laundry basket and aluminum plates were hung to be used as “targets” for the older children to aim at.

This activity can be done with younger children as well, or made harder for more skilled children by making the line further back and having them throw farther.
View the Pre-K Striking Video on the class webpage.

This activity is the same one used with the toddler striking. It is probably a good idea to give older children more room and even possibly have only one child at a ball.

You can see that some children are still using the chopping motion, but when prompted by the teacher some started swinging, more like a baseball swing.
Activity 3: Movement with Scarves

Supplies:
1. “Movement with Scarves” handout in the Participant Booklet
2. 25 Scarves or 1 per participant (alternate: If you don’t have scarves you can have the participants use Kleenexes)

Procedure:
1. Have the children do both activities on the “Movement with Scarves” handout in the Participant Booklet
If you have school age programs in your child care setting, it is important to include them in your active play time.

Again, many of the structured activities that we can do with the preschool children, we can also do with school age children. We can just add more difficulty to the skills performed.

If you are working with a parachute, you can increase the cooperation that is necessary, you can also start having the children trade place by running under the parachute.

With the scarf activities, you can increase the number of movements the children perform while the scarf is in the air.

**School Age Activities**

- Use same activities and equipment.
- Gradually increase difficulty of activities.
- Encourage more cooperation with peers.
- Encourage school age children to create their own activities with oversight by adults.
View the School Age Activity Video on the class webpage.

This activity shows preschool age children, but can easily be made more difficult for school age children. This activity is really controlled by the creativity of the teacher leading. The adult will have all children line up at a “starting point”. A type of movement will be called out and the children will make their way to the “finish line” as fast as they can while doing the motion. Make sure this activity is done outside or inside where there is plenty of space for the children to spread out.

The adult leading the activity was good to encourage the children to try the movement as far as they can and then if they can’t make it all the way, they can run or walk.

Movements can include: crab walk, hopping, hopping on one foot, etc.
You can also incorporate physical activities into your transition times as well as during other “lessons” during the day.

One example is to tape different shapes of different colors on the floor and use them in many different ways. You can play games where the children have to run to a certain color, or shape. Another way to use different colors/shapes is to arrange the shapes so that children can leap or hop from shape to shape to get to another area.

A second example is to “act out” stories, poems, and songs. This incorporates movement into language arts.

A good quote is that: People learn 10% of what they read, 20% of what they hear, 30% of what they see, 50% what they see and hear, 70% of what is discussed, 80% of what is experienced, and 95% of what they do!
Inexpensive Equipment
- Hula hoops
- Scarves (tulle from fabric store)
- Foam noodles (pipe insulation or pool noodles)
- Sock balls
- Yarn ball, sponge balls
- Beach balls
- Balloons/punch balls
- Music

Doing physical activities doesn’t need to be expensive. There are many things that you can use that you may already have in your facility. Others can be purchased rather cheaply at most discount stores.
These guidelines may seem hard to accomplish at first. But one of the keys is to start simple, plan one activity at a time and gradually add activities into your day. Also physical activity time does not need to happen all at once. You can do short, 10-15 minute, activities throughout the day.

Unstructured play is when the adult watches and encourages active play, but does not lead the children’s play. Structured play is activity that is planned and led by an adult.

Think about how much, if any, screen time your children currently have each day. Could this be changed, or even eliminated?

The National Association of Sport and Physical Education (NASPE, 2002) recommends:

- 60 minutes of unstructured physical activity daily
- 60 minutes of structured physical activity daily
- Children should not be sedentary for more than 60 minutes at a time, except when sleeping
In your Participant Booklet there are some handouts in the Get Everyone Involved! Section. These handouts focus on activity at different age levels. The handouts give information on good play objects, movements, and activities to do with different age levels.

Answer question 6 on the "Ready, Set, Go!" handout in the Participant Booklet.
To summarize, let's watch one last video.

*View the Piano Stairs Video on the Class webpage.*

Isn't it interesting that if “fun” is incorporated into physical activity how many people will participate.

*The handouts in the Participant Booklet that will be useful resources for planning physical activity.*
Contact Information

If you have any questions about this class or the Child and Adult Care Food Program contact:

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