

EMPOWER



**REACH SUPER-SONIC
SPEED WITH YOUR
MOVEMENT MACHINE**





Good habits formed at youth
make all the difference.

Aristotle



Objectives

- Standard 1: The Big-Kahuna
- Key Definitions
- Physical Activity
- Sedentary and Screen Time
- The Backbone of Standard 1
- Step 1: Creating a Policy
- Step 2: Implementing the Policy
- Inclusiveness
- Questions



Standard 1: The Big Ka-Huna

One standard...three parts

1. Physical Activity

2. Sedentary Time

3. Screen Time



Special category
of Sedentary
Time

PAGE 9-Definitions

- Gross motor skills-**kick**
- Teacher Led physical activity- **“3-2-1 Jump!”**
- Free-Play physical Activity-**wiggle**
- Moderate physical activity-**march in place**
- Vigorous physical activity-**run in place**
- Sedentary activity-**squat**
- Screen time-**squat with “goggles”**
- Tummy Time- **rub your tummy**



Physical Activity

- Physical Activity
 - Time recommendations: 60 minutes
 - Type of activity
 - Teacher led vs. free-play
 - Outdoor physical activity: 30-90 degrees; peak of heat around 4-5
 - Punishment
 - Intensity: Moderate & Vigorous



Step 1: Creating a Policy

- Provide clear and consistent messaging
- Provide guidance
 - How do I reach this goal?
 - What exactly do I have to do?
- Sample Policies
 - **Pages 10-12** in your Guidebook

Screen and Sedentary Time

- Sedentary Time: take a break after 60 minutes
- Screen Time
 - While eating
 - Under the age of two
 - Exceptions to Screen Time



PAGE 7- THE BACKBONE OF STANDARD 1

Physical Activity

- ✓ **Physical activity in curriculum with the following guidelines:**
 - ✓ **Time:** At least 60 minutes per day for children one year and older (see Table 1).
 - ✓ **Type:** must include both **free-play** and **teacher-led** physical activities according to the guidelines in Table 1.
 - Every child should have the opportunity to participate in outdoor physical activity.
 - Physical activity should **NEVER** be used nor withheld from children as punishment.
 - ✓ **Intensity:** Physical activity should include both **moderate** and **vigorous** physical activity.
 - Different children may find different activities more vigorous. If children are greatly fatigued by an activity, re-direct them to a less intense activity or modify the activity.

- ❖ **Limiting sedentary time to less than 60 minutes at a time, except when sleeping (see Table 2).**
- ❖ **Limiting screen time to three hours or less per week (see Table 2).**
 - ✓ No screen time during meal or snack time.
 - ✓ Children under age two should have no screen time.
- ❖ **Information on screen time (in English and Spanish) will be made available to parents once per year (see family handouts).**

Screen Time

Sedentary Activities



PAGE 8-Table 1: Physical Activity Guidelines

Age Group	Time spent in physical activity, per 8-hour day	Time spent in physical activity, per 4-hour day
0-11 months	Start with short periods of tummy time (3-5 minutes) and increase up to 30 minutes as the infant shows enjoyment; include up to 30 minutes for activities that safely support infant's developmental milestones (e.g., kicking, crawling, reaching for objects)	Start with short periods of tummy time (3-5 minutes) and increase up to 15 minutes as the infant shows enjoyment; include up to 15 minutes for activities that safely support infant's developmental milestones (e.g., kicking, crawling, reaching for objects)
1-6+ year olds	<p>60 minutes total = 30 minutes of free-play + 30 minutes of teacher-led</p>	<p>30 minutes total = 15 minutes of teacher-led + 15 minutes of free-play</p>



PAGE 8-Table 2: Sedentary Activity and Screen Time Guidelines

	Time Spent in Sedentary Activity, per day	
Child Care Facility Age Group	Screen Time	Other Sedentary Activities
0 – 23 months	No screen time under two years of age	Less than 60 minutes at a time, except when sleeping
2-6+ year olds	Three hours or less per week	Less than 60 minutes at a time, except when sleeping





Step 2: Implementing policy

Active Stories

Resource: [Low to no cost ways to Promote Physical Activity, USDA](#)



A Trip to the Zoo



Hi! Today we are going to the zoo. Put your shoes on and start walking! I'm so excited, I can hardly stand it! Let's jog so we get there faster! Keep your arms close to your body and stand tall. Come on, faster!

We're here! The giraffes are up there. Let's try to reach to touch the giraffe. Maybe if we jump we can get a little bit further up. Ready? On the count of three. One ... Two ... Three ... jump!

Wow! Look at those fish. Let's pretend we are swimming with the dolphins. We can do the front crawl and the back stroke. Now, plug your nose and wiggle under water.

I see the flamingos over there and they are standing on one leg! Let's try that. Can you close your eyes while you do it?

Let's imitate the monkeys. They are bending down to pick up a banana and then they jump up in the air and flail their arms!

Look at all of those birds flying! Lift up your arms and fly like them! Now, put your hands together and slither like a snake.

Just for fun, go ahead and imitate your favorite animal. I'm going to waddle like a penguin. What animal did you choose? Before we leave, let's get on the train for a final trip around the zoo. Pull on the bell to make the choo-choo noise! Now, move your feet quickly to help the train move!

This ends our trip to the zoo!

Props: pictures of each animal
Extend the activity: have the children draw a picture of their favorite animal

Teacher led Activity

Resource: [The Count Counts, Healthy Habits for Life](#)

The Count Counts Moves

Count every hop, skip,
and jump with
The Count. There are so
many ways to move.

* Try This!

Ask one child to roll the movement cube once to see what the first move will be. Then have a second child roll the same cube. See if children can do the first move, then the second, then the first again, switching back and forth until you say, "Freeze!" You can also play this game outdoors.

Children will:

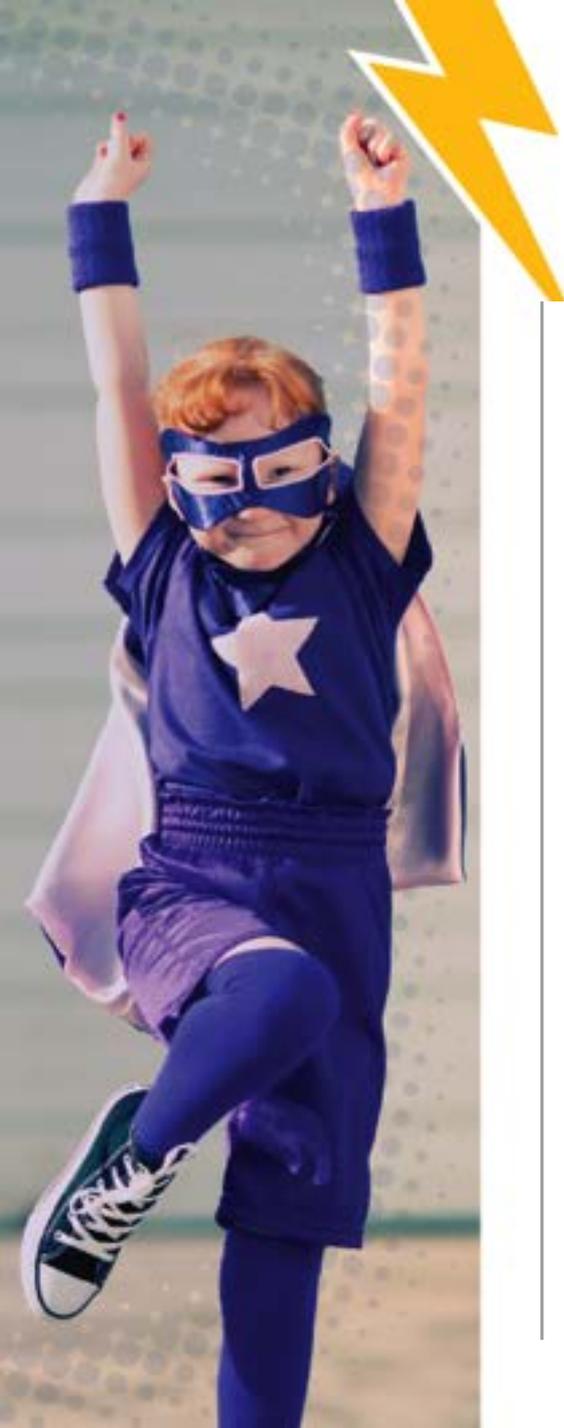
- < Try different movements and label them
- < Practice counting

Materials:

- < Movement cube cutouts (see pages 15 and 16)
- < Scissors
- < Heavy construction paper
- < Glue

Activity:

1. Copy pages 15 and 16, and glue each to a piece of construction paper. Cut out the cube outlines. Fold the cutout on all the black lines and glue or tape the tabs to form a cube.
2. Gather children in an open space. Have one child roll the movement cube. The movement it lands on is the movement everyone will do.
3. Choose someone to be The Count. This child will roll the number cube to figure out how many times everyone will do the movement. The Count should ask everyone to count along!
4. Repeat so that everyone has a turn to roll either the movement cube or the number cube.



Easy Activities

Resource: [Get Moving Today! Activity Calendar](#) by
Head Start Body Start

MAY

Get Moving Today!

ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Take a walk. Each time you see a sign of spring do 10 jumps for joy.</p> 	<p>Motions of the Weather. Use your body to pretend to be different types of weather. Rain, wind, thunder, snow...get creative.</p>	<p>Practice your throwing skills. Find a big target and throw as hard as you can at it. Work on stepping right at the target with your "opposite" foot.</p>	<p>Rainbow Run. Talk about the colors of the rainbow and as you name a color run and touch three things that are that color.</p>	<p>Log Rolls – find a safe space in your house and practice rolling in a straight, strong line. Use those muscles.</p>	<p>Silly Run: Get outside and run. Try running in a straight line, a curvy line, and then a zigzag line.</p> 	<p>Pretend that your elbow or your foot is a great big crayon, and move all around your home coloring the most beautiful picture.</p>
<p>Can you leap? Pretend that your house is full of puddles and your job is to leap over all of them. Don't get wet!</p> 	<p>Find an extra chore that will help you become a better mover (sorting clothes to work on throwing skills; sweeping the floor to work on strength).</p>	<p>Turn on some music and make your parent/caregiver dance with you. Tell them they have to dance for at least two whole songs.</p>	<p>Statues Game: Put your body into a balanced position and hold it while you count to 10. Try a more challenging position.</p>	<p>Say the ABC's by putting your body into the shape of each letter.</p>	<p>Go for a walk – breath in the air as you swing your arms and hold your head high.</p>	<p>Can you skip? Give it a try – step, hop, step, hop.</p>
<p>Cut out a bunch of different shapes, put the shapes in a pile and then try putting your body into these odd shapes.</p> 	<p>Find different kinds of shoes in your house. Pretend to move as if you were wearing each kind of shoe. Stomp in your boots, prance in your slippers, slide in your skates.</p>	<p>Get silly today and make up a new sound or word and then make up a new action to go along with that word or sound.</p>	<p>Get outside and pick up trash. Use different forms of movement to travel to each new piece of garbage.</p> 	<p>What animals do you see in the spring? Act them out.</p>	<p>Go outside and explore speed – try moving really fast. Now move very slowly. Practice changing from fast to slow.</p>	<p>Pick up your room! Each time you pick something up do five jumps before you put it away.</p>



What are 3 strategies you can implement?

Inclusive Physical Activity

When thinking about an inclusive environment, there are two important considerations:

1. Thinking about participation. Can activities be organized so all children can participate?
2. Thinking about differing abilities in a group Within one class, children will differ in many ways.

From The National Center on Health, Physical Activity and Disability

<http://www.ncpad.org/248/1627/Inclusive~Physical~Education>



For the strategies you created earlier, how would you ensure inclusiveness:

- **For a child with a hearing impairment**
- **For a child with a vision impairment**
- **For a child with a physical disability**

Special Olympics Arizona Advocacy Training

For Healthy LEAP opportunities in local communities, individuals may contact Lisa Ball, Athlete Outreach Coordinator at 602-230-1200, at SOAZ for more information.

AZ Dept. of Health Services Director's Blog

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Improving Physical Activity & Nutrition for Folks with Special Needs

October 10th, 2012 by Will Humble [Leave a reply »](#)

[Special Olympics Arizona's](#) (SOAz) has been a core partner for improving the health of folks with disabilities in Arizona for a long time. They'll have an opportunity to take their mission even further as a result of our new partnership between Special Olympics and our [Office for Children with Special Health Care Needs](#) to better integrate kids with special health care needs and developmental disabilities into community based sports and recreational and wellness activities like nutrition, physical activity, injury prevention and health advocacy. The initiative tackles and nicely integrates our [Winnable Battle](#) of promoting nutrition and physical activity, and the [Title V](#) priority of promoting inclusion of children with special health care needs in all aspects of life.

The new grant award will fund [Special Olympics Arizona's](#) (SOAz) about \$440K to execute an evidence-based program called *Healthy LEAP (Lifestyle, Education and Practice)*. It's a nationally recognized Health Promotion curriculum that focuses on nutrition, physical activity, injury prevention and health advocacy. The new contract builds on the existing capacity of Special Olympics to provide quality physical activity and healthy lifestyle activities for children with cognitive impairment and expand their capacity for collecting and reporting data regarding participant outcomes. Nice leverage point... congratulations!



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How else can we help you?

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