



MoveSmart Workbook



- Help fight obesity
- Establish habits early
- Create attentive learners



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"Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity."

MOve Smart Workbook – Introduction

Did you know that physical activity contributes to a child’s brain development? Several well established organizations, including the American Academy of Pediatrics and the Institute of Medicine, indicate that daily physical activity is an effective way to maintain a healthy weight and prevent obesity. Children also tend to be more attentive and learn better after periods of activity and movement. Physical activity habits are established early in life and the preschool years are a key time to instill healthy physical activity habits that will last a lifetime.

The Facts:

- Among Missouri’s children aged 2 years to less than 5 years:
 - 16.2 percent were overweight (85th to <95th percentile BMI-for-Age).
 - 13.6 percent were obese (≥95th percentile BMI-for-Age).
- The prevalence of obesity has increased over the past 30 years among American children.
- Among all U.S. children ages 2 to 5 years old, obesity increased from 5 percent in 1980 to 10.4 percent in 2007.

A workgroup of professionals with expertise in child development and child care created physical activity standards to complement the Missouri Eat Smart Guidelines. These physical activity standards, the Missouri MOve Smart Guidelines, are intended to assist child care providers in guiding children’s optimal physical growth and health. Young children need opportunities to be physically active while attending child care. The Missouri MOve Smart Guidelines will help children obtain adequate amounts and types of physical activity.

Workgroup members included representatives from:

- Center for Local Public Health Services
- Head Start Collaboration Office
- Missouri Council for Activity and Nutrition (MoCAN)
- Missouri Department of Health and Senior Services, Bureau of Community Food and Nutrition Assistance, Bureau of Community Health and Wellness and Section for Child Care Regulation
- University of Missouri Extension

The Missouri MOve Smart Child Care program challenges child care facilities to meet a set of standards that aim to improve the health and wellness of children from ages 2 to 5 years old. There are two levels of the guidelines to choose to achieve: Intermediate and Advanced.

Core Requirement	Intermediate	Advanced
Meets Current Requirements Established by Missouri Child Care Licensing Rules	Meets Core Requirement Plus Four Additional Physical Activity Standards	Meets All 12 Physical Activity Standards

The core physical activity requirements form the foundation of the M^Ove Smart Guidelines. These three standards are similar to the standards required by Missouri Licensing Rules for Child Care and should be in place in all licensed child care facilities. For this reason, recognition will not be given at this level.

The intermediate level requirements include the core requirements and take the standards to a new level by addressing key issues that are barriers to children getting enough physical activity, such as screen time, structured (staff lead) physical activity and staff education and training. To achieve the intermediate level, the child care facility must meet at least four standards in addition to those required at the core level.

To achieve the advanced level, a facility must meet all 12 standards included in the Missouri M^Ove Smart Guidelines. A facility that strives to meet this level of recognition is considered to be offering more than the average licensed child care facility in terms of physical activity and movement for children in their care.

A facility can apply for recognition as a Missouri M^Ove Smart Child Care once the required guidelines are met for either the intermediate or advanced levels.

After the child care facility has been recognized, the M^Ove Smart Guidelines will be monitored using a self-assessment conducted by the facility.

Note: The intermediate and advanced level standards are not required by federal regulation. However, these guidelines mirror many of the physical activity recommendations from the Institute of Medicine that promote healthy environments to prevent obesity in early childhood.

Why should your child care facility adopt the M^Ove Smart Guidelines?

Many barriers exist to prevent daily opportunities for active play, such as concerns about children’s safety, lack of time, curricular constraints and inadequate knowledge or training on how to integrate active play into the curriculum. The M^Ove Smart Guidelines address these barriers and the M^Ove Smart training provides ideas on how to incorporate physical activity safely and seamlessly into other daily activities.

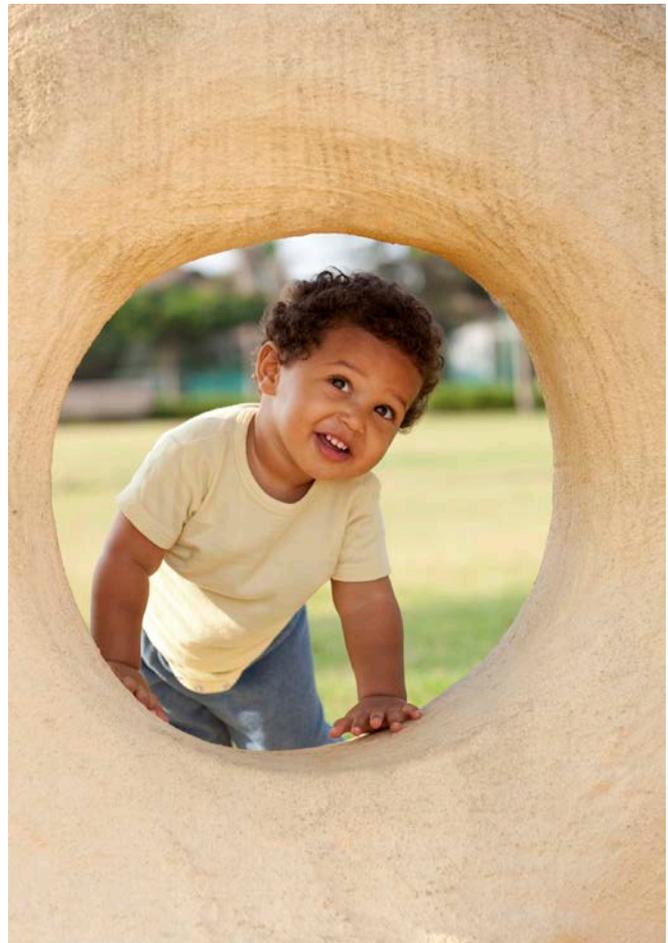
Being recognized as a Missouri M^Ove Smart Child Care facility offers the opportunity to advertise your facility to families who want child care that attends to their children’s overall health and well-being. Parents want child care that nurtures, educates, and attends to their child’s complete well-being. Achieving recognition as a Missouri M^Ove Smart Child Care facility is a marketing strategy that can help your child care facility demonstrate this type of care.

What are the benefits to child care providers who obtain recognition for becoming a Missouri MOve Smart Child Care facility?

- Framed certificate announcing status as a Missouri MOve Smart Child Care facility
- Permission to use the MOve Smart logo
- A sample press release for the local newspaper announcing the facility's achievement
- Parent informational brochure on MOve Smart
- Recognition on the MOve Smart website and in the Healthy Child Care newsletter



Being recognized as a MOve Smart Child Care facility is a marketing strategy that can help your child care facility demonstrate this type of care.



**For Children 2 Through 5
Years of Age**

Requirement		Physical Activity Standard	Guideline
<p>Core Requirements</p> <p>Must Meet Standards 1-3</p> 	1.	Amount of Physical Activity	<p>At least 90 minutes of physical activity each day. Per licensing rules, at least 60 of these minutes should be obtained outdoors unless prohibited by weather or special needs. The physical activity should consist of:</p> <ul style="list-style-type: none"> • Structured Activity - At least 30 minutes of teacher led activity each day. • Unstructured Activity - At least 60 minutes of unstructured activity each day.
	2.	No Physical Activity Withheld	Physical activity is never withheld as punishment.
	3.	Equipment Available	Play equipment includes items from at least 5 of the 6 categories on the MOve Smart Equipment Checklist. There should be enough equipment for all children to participate in active play at the same time.
<p>Recognition Begins at the Intermediate Level</p> <p>Intermediate Requirements</p> <p>Must Meet Core Requirements Plus <u>4</u> Standards from the Intermediate Level</p>	4.	Additional Physical Activity	At least 30 minutes of additional physical activity each day (in addition to the core requirements, for a total of 120 minutes per day).
	5.	Indoor Physical Activity	The facility has a plan to create indoor space for physical activity.
	6.	Learning Integrated	Routinely incorporate physical activity in a learning activity at least one time each day.
	7.	Screen Time	Limit screen time to 30 minutes per week. The 30 minutes of screen time should be used for educational or physical activity purposes only.
	8.	Written Policy for Facility	Facility has written policy that addresses the facility's physical activity practices and the policy is communicated to staff and parents.
	9.	Staff Education and Training	Each staff person receives at least 1 hour of training annually that promotes developmentally appropriate physical activities.
	10.	Sedentary Time Limited	Children should not be kept sedentary for more than 30 minutes at a time, excluding nap time and meal time.
	11.	Visual Promotion of Physical Activity	Pictures, posters, books and other visual materials promote physical activity.
	12.	Staff Participation and Role Modeling	Staff participate in structured and unstructured activity and remain engaged with the children. Teacher enthusiasm and effort promote physical activity.
Advanced Requirements	1-12.	Must Meet All Standards Listed Above	Must Meet All Guidelines Listed Above

MOve Smart Workbook – Standards

Standard #1 Amount of Physical Activity

Requirement		Physical Activity Standard	Guideline
Core Requirement	#1	Amount of Physical Activity	<p>At least 90 minutes of physical activity each day. Per licensing rules, at least 60 of these minutes should be obtained outdoors unless prohibited by weather or special needs. The physical activity should consist of:</p> <ul style="list-style-type: none"> • Structured Activity - At least 30 minutes of teacher led activity each day. • Unstructured Activity - At least 60 minutes of unstructured activity each day.
Why	<p>Physical activity, movement and outdoor play are essential to the development, learning and growth of young children. In addition, physical activity is critical to maintaining a healthy weight and developing social skills. Other benefits include improved fitness, healthy bones and improved sleep and mood. Research also suggests that children learn better during or immediately following physical activity.</p>		
How To Do It	<p>Include opportunities for activity within the daily schedule. The activity can be broken into several segments. In fact, research suggests that a few shorter periods of at least 10 minutes each may result in higher levels of physical activity. All children should participate daily in:</p> <ul style="list-style-type: none"> • Two to three occasions of outdoor active play times, including such activities as running, jumping, climbing, skipping and dancing. • Two or more structured (staff or adult-led) activities or games that promote movement over the course of the day—indoor and/or outdoor. <p>Short, structured activities can include physical activity. Examples include popular children’s games such as <i>Simon Says</i> and <i>Mother May I</i>. See the resource list for training materials and ideas for structured activity.</p> <p>Toddlers and preschoolers should be allowed at least 60 minutes of outdoor play each day, weather permitting. If weather does not permit, indoor activity should be increased, so that the total amount of activity remains the same.</p>		
How To Document	<p>Submit a one week schedule that highlights the types and amount of daily physical activity occurring at the facility for each classroom.</p>		

Tips for Success

Tips for amount of physical activity:

Warm weather:

- Children should drink plenty of water before, during and after periods of physical activity.
- Staff should encourage parents/guardians to have children dress in clothing that is light-colored and lightweight.
- Use sunscreen with a SPF of 30 or higher.

Cold weather:

- Children should wear a layer of loose-fitting, light-weight clothing. Outer garments such as coats should be tightly woven, and be at least water repellent when precipitation such as rain or snow is present.
- Children should wear a hat, coat and gloves/mittens kept snug at the wrist.
- The use of sunscreen is strongly recommended when outdoors, even during the winter.

Progress Notes / To Do List

Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:

Standard met (date) _____



**Standard
#2**

No Physical Activity Withheld

Requirement		Physical Activity Standard	Guideline
Core Requirement	#2	No Physical Activity Withheld	Physical activity is never withheld as punishment.
Why	Children need positive physical activity experiences to become active adults. These positive experiences will motivate them to maintain an active lifestyle. The practice of withholding or taking away physical activity as punishment can result in children having negative feelings about physical activity.		
How To Do It	Include in the facility's policy the practice of not withholding physical activity from children, along with policies about discipline.		
How To Document	Submit the facility's written policy regarding the practice of not withholding physical activity as a form of punishment.		
Tips for Success	Tips for not withholding physical activity: <ul style="list-style-type: none"> • Children with out-of-control behavior may need a few minutes to settle down before returning to play or activities. • Train staff on positive approaches to discipline negative behaviors. • Train staff members on positive behavior management for children and use of age-appropriate physical activity. When children have the chance to be more physically active, they tend to "blow off steam" and their behavior improves. • Make physical activity fun to help children view it as positive. • Talk to families about the importance of daily movement and how it can be harmful to withhold physical activity as punishment. 		
Progress Notes / To Do List	Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here: Standard met (date) _____		

Standard #3 **Equipment Available**

Requirement		Physical Activity Standard	Guideline
Core Requirement	#3	Equipment Available	Play equipment includes items from at least 5 of the 6 categories on the MObility Smart Equipment Checklist. There should be enough equipment for all children to participate in active play at the same time.
Why	Appropriate equipment can help encourage children to be physically active. Research has found that portable equipment such as balls, hoops and wheel toys are associated with greater amounts of physical activity compared to fixed equipment, such as a climbing structure. It is important to provide portable play equipment to be used for indoor and outdoor play.		
How To Do It	<p>The six categories of equipment on the MObility Smart Equipment Checklist include:</p> <ul style="list-style-type: none"> • <u>Balancing Equipment</u>: balance beams or boards, stepping stones or carpet squares, teeter totter, rocking horse, sit-n-spin, a yoga curriculum for children. • <u>Jumping Equipment</u>: jump ropes, jumping balls, hopscotch grid or carpet grid, hurdles. • <u>Throwing, Catching and Striking Equipment</u>: balls, bean bags, pool noodles, rackets, flying discs, plastic bats, paddles, targets, hoops, bowling pins. • <u>Twirling Equipment</u>: scarves, ribbons or streamers, batons, hula hoops, a parachute, wands. • <u>Pushing, Pulling, or Traveling Equipment</u>: wagons, scooters, wheelbarrows, tricycles, other riding toys, trucks, construction toys, slides, a track for riding toys, cone markers, a floor mat with roadways. • <u>Crawling, Tumbling or Climbing Equipment</u>: tumbling mat, tunnels, cardboard boxes, ladders, jungle gym, big blocks. <p>Be sure to follow the licensing rules for child care facilities.</p> <ol style="list-style-type: none"> 1. Play equipment and materials shall be clean, in good condition with all parts intact and accessible to children. 2. Play equipment and materials shall be replaced as needed to maintain the number of items required for the licensed capacity of the facility. 3. Toys or materials that come in sets shall be considered one item. 4. Children 24 months of age and older shall have an ample variety of age-appropriate toys, books, creative materials and activities which provide fun, stimulation, development and opportunities for individual choices. 5. A minimum of 40 approved items shall be required for every 10 children in the licensed capacity of the facility. 		

How To Document	Fill out and submit the equipment checklist provided with the MOve Smart application.
Tips for Success	<p>Tips for equipment available:</p> <ul style="list-style-type: none"> • Create zones for indoor play stations to help avoid competition for equipment and space. • Be sure equipment available meets regulations set by Missouri’s Section for Child Care Regulation.
Progress Notes / To Do List	<p>Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:</p> <p>Standard met (date) _____</p>



Standard #4 Additional Physical Activity

Requirement		Physical Activity Standard	Guideline
<p>Intermediate Requirement Must Meet Core Requirements Plus Four Standards from the Intermediate Level</p>	<p>#4</p>	<p>Additional Physical Activity</p>	<p>At least 30 minutes of additional physical activity each day (in addition to the core requirements, for a total of 120 minutes per day).</p>
<p>Why</p>	<p>A total of 120 minutes of active play is recommended to keep children fit and to develop physically, mentally and emotionally. This is a Nutrition and Physical Activity Self Assessment for Child Care (NAPSACC) Best Practice Recommendation.</p>		
<p>How To Do It</p>	<ul style="list-style-type: none"> • Use active learning in daily lesson plans, allowing children to learn through movement. • Use physical activity lessons that include a number of fun activities, mixing together learning and active playtime. 		
<p>How To Document</p>	<p>Submit a one week schedule that highlights the types and amount of daily physical activity occurring at the facility for each classroom.</p>		
<p>Tips for Success</p>	<p>Tip for additional physical activity:</p> <ul style="list-style-type: none"> • Encourage children to enjoy physical activity in a cooperative manner; do not make activity competitive. 		
<p>Progress Notes / To Do List</p>	<p>Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:</p> <p>Standard met (date) _____</p>		

Standard #5 Indoor Physical Activity

Requirement		Physical Activity Standard	Guideline
Intermediate Requirement Must Meet Core Requirements Plus Four Standards from the Intermediate Level	#5	Indoor Physical Activity	The facility has a plan to create indoor space for physical activity.
Why	Creating an indoor area that supports movement will promote physical activity and large muscle development for children. Having a clearly defined indoor area that encourages and supports movement provides an area for physical activity that can be used when there is bad weather.		
How To Do It	Develop a plan to create and/or use indoor space for physical activity. Provide clear traffic patterns. Place furniture in a way to define spaces where movement is acceptable and identify the space as an area for music and movement. Tip: The space could demonstrate where to walk (may want to place footprints on the floor to help further define the area for children and staff).		
			
How To Document	Submit a photo and description of space that is used for indoor physical activity.		
Tips for Success	Tips for indoor physical activity: <ul style="list-style-type: none"> • Don't be afraid to try something new. If children seem uninterested in an activity, it may be too challenging or not challenging enough. • Think about opportunities for movement. For example, use hallways as bowling alleys, utilize materials/items for an obstacle course, or even participate in childhood games such as <i>Follow the Leader</i> and <i>Simon Says</i>. • Plan space so children can be adequately supervised. • Children with disabilities of diverse variation (such as asthma, autism and ADHD) need to be physically active as well. Be sure your facility has play equipment that meets the current standards for accessible design under the Americans with Disabilities Act. 		

It is important to establish space that can be used for physical activity at the facility. There are two types of space, personal space and general space.

- Personal space is the space immediately within the child's reach.

Activity idea: Introduce the concept of personal space by having children sit on carpet squares and draw an imaginary line around their bodies.

- General space is the space in the learning environment that is not being occupied by another child.

Activity idea: Introduce this idea by having children stand in their personal space and point to all of the areas of the room that are not being occupied by other children.

Progress
Notes / To
Do List

Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:

Standard met (date) _____



Standard #6 Learning Integrated

Requirement		Physical Activity Standard	Guideline
<p>Intermediate Requirement Must Meet Core Requirements Plus Four Standards from the Intermediate Level</p>	#6	Learning Integrated	Routinely incorporate physical activity in a learning activity at least one time each the day.
Why	Utilizing this standard allows child care staff to integrate age-appropriate learning (e.g., colors, counting, letters, sounds) into short amounts of physical activity as a strategy for accumulating 30-minutes of teacher led physical activity every day (for example: three 10-minute activities). Because 3 to 5-year-olds are not efficient movers and tend to tire quickly, activities intended to raise their level of physical activity intensity should be intermittent and allow children to move, rest and move again.		
How To Do It	<p>Child care providers need to identify times during the day that are dedicated to age-appropriate learning activities and find ways for integrating physical activity. For example, most child care programs have circle time, transitional activities and outside play every day. Each one of these scheduled activities provides an opportunity for physical activity and creative movement.</p> <p>For instance, when starting the day, have children talk about the weather forecast and then stand in their personal space (space an arm’s length around them) and use their bodies to represent what is happening outdoors. Staff can use weather-related words to provide cues for children (e.g., light rain, strong winds, calm sky, trees bending in the wind, loud thunder and lightning, etc). To assist older preschoolers with development of narrative understanding (past, present, future), talk about yesterday’s weather, today’s forecast and tomorrow’s forecast and have children move their bodies to represent the different (or same) types of weather.</p> <p>Transitions between activities, such as from circle time to toileting before snack, are more effectively done with children moving in small groups. For example, children with names that start with a particular sound can hop on two feet to the bathroom, etc.</p> <p>During outdoor play, staff can lead simple running games using words that suggest space and position (using elements of math learning). For example, staff can call out, “I’m going to run from where I am standing to the back of the playground and stop at the fence.” Child care providers can also use scarves as props for a similar activity that requires children to stand in their personal space and put the scarf on top of their head, under their feet, behind their neck and between their knees.</p>		

<p>How To Document</p>	<p>Submit a one week schedule that highlights the types of daily physical activity occurring at the facility for each classroom. Indicate on the schedule how learning activities are integrated.</p>
<p>Tips for Success</p>	<p>Tips for learning integrated:</p> <ul style="list-style-type: none"> • Start with one integrated activity per day and slowly accumulate more as staff and children become familiar with the change. • Begin with teaching children about “personal space”; if necessary, have spaces identified throughout the room with materials such as carpet squares and masking tape spots. Be prepared to allow children to utilize the full classroom, especially for activities that involve moving around (e.g., marching, hopping, and skipping). • Determine who among the classroom staff is most enthusiastic about this change and have that person lead, with the other classroom staff modeling the leader’s actions with and/or for the children. • Keep child guidance simple. Show children what you want them to do with their bodies and use words that they will understand; using some new vocabulary to challenge the children when appropriate. • Keep written records of successful efforts to integrate learning with physical activity. <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p><u>Guiding Children in Activity and Movement Settings</u></p> <ol style="list-style-type: none"> 1. Have reasonable expectations; challenge children, don’t scare them! 2. Encourage cooperation, not competition. 3. Emphasize process and technique over outcome (practice, practice, practice). 4. Create an environment that allows all children to participate at the same time (avoid turn-taking). 5. Repetition and refinement (practice!). 6. Create zones for outdoor play areas (similar to indoor learning centers); place equipment in zones 7. Present structured learning opportunities in small doses (two 15-minute activities or three 10-minute activities). 8. Recognize the ‘right things’ (doing your best, feeling good about accomplishments, the joy of participation). <p>Adapted from: Pangrazi, R. (2006, April). Successfully Managing Students in Physical Activity Settings. Presentation at All-HES Annual Meeting, Columbia,</p> </div>
<p>Progress Notes / To Do List</p>	<p>Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:</p> <p>Standard met (date) _____</p>

Standard #7 **Screen Time**

Requirement		Physical Activity Standard	Guideline
<p>Intermediate Requirement Must Meet Core Requirements Plus Four Standards from the Intermediate Level</p>	#7	Screen Time	Limit screen time to 30 minutes per week. The 30 minutes of screen time should be used for educational or physical activity purposes only.
Why	<p>Screen and media use includes, but is not limited to, television, movies, computer, video games, etc. For children less than 2 years of age, avoid all screen exposure. Screen time should be used only for educational or physical activity purposes.</p> <p>Having the TV on can disturb children’s sleep and play, even if it is on in the background. Time spent with different forms of media may take the place of other more active and meaningful activities, such as talking, singing and playing.</p> <p>Some messages on television can poorly influence a child’s thoughts and actions. Young children cannot tell the difference between what they see in media and what is real. Also, young children do not know the difference between programming and commercials.</p>		
How To Do It	Include in the facility’s policy a plan for daily schedules that exclude the use of media for children’s activities. Plan age-appropriate activities that support children’s development and growth, such as creative and active play.		
How To Document	Submit a copy of the policy prohibiting screen media use in the classroom for both children and adults.		
Tips for Success	<p>Tips for screen time:</p> <ul style="list-style-type: none"> • Remove televisions and other media equipment from areas where children spend time. • Be a good role model. Limit media use, such as cell phones and computers by all staff in the presence of children. • Prohibit families from sending media equipment, such as hand held games or DVDs with children to child care. 		
Progress Notes / To Do List	<p>Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:</p> <p>Standard met (date) _____</p>		

**Standard
#8**

Written Policy for Facility

Requirement		Physical Activity Standard	Guideline
<p>Intermediate Requirement Must Meet Core Requirements Plus Four Standards from the Intermediate Level</p>	#8	Written Policy for Facility	Facility has written policy that addresses the facility's physical activity practices and the policy is communicated to staff and parents.
Why	Developing a M ^O ve Smart policy is essential to the success of promoting physical activity in the child care setting. Setting policies can make your practices known, understood and supported by child care staff, families and older children. Including policy statements in handbooks and other written materials makes your preferred practices more likely to be permanent, even with changes in staff. These policy statements can help staff and families understand why daily physical activity is important for children's health.		
How To Do It	<p>Write a physical activity statement, and then have another child care staff and/or parent review for clarity and accuracy. Set a date for when the policy will be implemented.</p> <p>Determine how staff members and parents will be made aware of the new policies (letter to staff/parents, revised handbook pages, newsletter and/or meeting). Train child care employees and inform parents of policy.</p>		
How To Document	Submit a copy of the physical activity policy.		
Tips for Success	<p>Tips for writing a policy for the facility:</p> <ul style="list-style-type: none"> • Policy should include a purpose and goals. • Include plans for how the facility will address bad weather days. • Include how parents can assist the facility to achieve its goals. An example would be for the parents to provide appropriate clothing for their children to wear for activities. • Display your physical activity statement around the center and publish it in the parent handbook, personnel handbook and in fliers or newsletters. 		
Progress Notes / To Do List	<p>Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:</p> <p>Standard met (date) _____</p>		

Standard #9 Staff Education and Training

Requirement		Physical Activity Standard	Guideline
<p>Intermediate Requirement Must Meet Core Requirements Plus Four Standards from the Intermediate Level</p>	#9	<p>Staff Education and Training</p>	<p>Each staff person receives at least one hour of training annually that promotes developmentally appropriate physical activities.</p>
<p>Why</p>	<p>Training can increase staff's comfort level in leading and taking part in physical activity, and in determining what types of physical activities are developmentally appropriate for the children in care. Staff members serve as role models, setting the example for children in healthy and safe behaviors. Training provides knowledge about effective learning activities that promote physical activity in early care and education while keeping children safe. This type of training not only assists staff in becoming more involved by leading and participating, but could also benefit their own personal health as well.</p>		
<p>How To Do It</p>	<p>Look for organizations that provide training on physical activity in child care. Such as:</p> <ul style="list-style-type: none"> • Choosy Kids, LLC • Child Care Health Consultants • Missouri Department of Health and Senior Services, Child and Adult Care Food Program • Missouri Department of Health and Senior Services, Section for Child Care Regulation • University of Missouri Extension <p>Choose training that will help staff develop an understanding of activities that are appropriate for different age groups of children.</p> <p>Find new and creative ways to integrate physical activity training in other in-service training.</p> <p>Explain the importance of education and training to staff members.</p> <p>Encourage all staff to participate in training by arranging staff schedules to enable them to go to training.</p>		
<p>How To Document</p>	<p>Submit training agenda and sign-in sheet or staff certificates from trainings received.</p>		

Tips for Success	<p>Tips for staff education and training:</p> <ul style="list-style-type: none">• The employee handbook should include physical development and physical activity as a mandatory part of staff continuing education hours.• Make it policy to provide staff with physical activity and development training.• When hiring new staff, make it known that as a child care provider, each staff member is to be physically active with the children. Have staff model the gross motor skills to engage children in physical activity.• Develop a contest among staff to encourage them to be active.• Start a worksite wellness program to encourage staff to be more active.
Progress Notes / To Do List	<p>Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:</p> <p>Standard met (date) _____</p>



Standard #10 Sedentary Time Restricted

Requirement		Physical Activity Standard	Guideline
Intermediate Requirement Must Meet Core Requirements Plus Four Standards from the Intermediate Level	#10	Sedentary Time Limited	Children should not be kept sedentary for more than 30 minutes at a time, excluding nap time and meal time.
Why	Children learn by interacting with their environment. The longer children sit, the less focused they become. Activities that call for children to sit for a long time promote an inactive lifestyle. If children are inactive for a long time, they can be at risk for problems associated with overweight, even if active during other parts of the day. In addition, children who are required to sit for long periods of time are more likely to act out and misbehave.		
How To Do It	Set reasonable expectations for children’s behavior during activities. Have training for staff to show them how to use activity in classroom lesson plans. Develop a routine for transitioning between active play and seated or indoor activities. Children respond better to clear and consistent instructions.		
How To Document	Submit a one week schedule that highlights the types of daily physical activity occurring at the facility for each classroom. Circle or highlight periods where children are inactive.		
Tips for Success	Tips for limiting sedentary time: <ul style="list-style-type: none"> • Ask staff about different ways to transition between activities and include more activity in the daily schedule. • Use active learning in daily lesson plans, allowing for children to learn through movement. 		
Progress Notes / To Do List	Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here: Standard met (date) _____		

**Standard
#11**

Visual Promotion of Physical Activity

Requirement		Physical Activity Standard	Guideline
<p>Intermediate Requirement Must Meet Core Requirements Plus Four Standards from the Intermediate Level</p>	#11	Visual Promotion of Physical Activity	Pictures, posters, books and other visual materials promote physical activity.
Why	<p>Pictures are an important learning tool and can be used as reminders for positive behavior. Children like stories that describe or show things that are connected to their everyday lives such as mealtime or being active with friends. Reading books that focus on cooking and eating healthy foods and being physically active can motivate children to adopt these habits, which may last a lifetime.</p>		
How To Do It	<p>Hang pictures and posters showing physically active children and families at children’s eye level.</p> <p>Keep books in the reading area that show children dancing, moving and playing games.</p> <p>Equipment that promotes inactivity such as televisions, videos and electronic games should be kept out of sight when not in use.</p>		
How To Document	<p>Submit photographs of visual materials displayed in classrooms.</p>		
Tips for Success	<p>Tips for visual promotion of physical activity:</p> <ul style="list-style-type: none"> • Use items that will encourage and promote physical activity, such as activity cards or a large pair of dice with pictures of different types of physical activity on each side. • Ask children to act out stories in books. • Pictures should show diverse cultures and children with different physical abilities. • Have children draw pictures of themselves being active. 		
Progress Notes / To Do List	<p>Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:</p> <p>Standard met (date) _____</p>		

**Standard
#12**

Staff Participation and Role Modeling

Requirement		Physical Activity Standard	Specification
<p>Intermediate Requirement Must Meet Core Requirements Plus Four Standards from the Intermediate Level</p>	<p>#12</p>	<p>Staff Participation and Role Modeling</p>	<p>Staff participate in structured and unstructured activity and remain engaged with the children. Teacher enthusiasm and effort promote physical activity.</p>
<p>Why</p>	<p>Child care staff play an important role in modeling and promoting physical activity. When the staff encourages or joins children in physical activity, children increase their levels of moderate-to-vigorous activity. When staff members are inactive, children are inactive, also. Children learn from the modeling of healthy and safe behavior. Staff enthusiasm and efforts to promote physical activity are directly related to children’s activity levels. As an added benefit to staff, greater activity will result in increased energy and personal health, as well as reduced stress.</p>		
<p>How To Do It</p>	<p>Staff should promote children’s active play, and participate in children’s active games. Some ideas include:</p> <ul style="list-style-type: none"> • Lead structured activities to promote children’s activities two or more times per day. • Staff should join children in active play. • Encourage children to be physically active by saying things such as “good throw!” • Do not allow chairs on playgrounds. 		
<p>How To Document</p>	<p>Submit a copy of the policy and procedures addressing staff participation and role modeling.</p>		
<p>Tips for Success</p>	<p>Tips for staff participation and role modeling:</p> <ul style="list-style-type: none"> • Policy should allow staff to wear clothing and footwear that permits easy and safe movement. • Limit chairs for staff in outdoor play areas. 		
<p>Progress Notes / To Do List</p>	<p>Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:</p> <p>Standard met (date) _____</p>		

Requirement		Physical Activity Standard	Guideline
Advanced Requirement	#1-12	All standards have been met.	All guidelines have been met.

Progress Notes / To Do List

When you have met all twelve standards, write the date here:

Standards met (date) _____

Kids **learn,** and **behave** better when they are active.

Get Active, Be Fit Be Healthy!

Missouri Department of Health and Senior Services

MOve Smart Resources

Note: The websites offered as resources are subject to change. If the website listed does not work try searching the title or keywords of the resource provided.

Training, Training Materials and Ideas for Structured Activity	
Resource:	Where To Find It:
Color Me Healthy Preschoolers Moving and Eating	http://www.colormehealthy.com
Choosy Kids and “I am Moving, I am Learning” resource tool	http://www.choosykids.com/CK2
Moving and Learning: The Physical Activity Specialists for Birth through Age 8 by Rae Pica	http://www.movingandlearning.com and various book sellers
Motion Moments	http://nrckids.org/index.cfm/products/videos/motion-moments1
Missouri Child and Adult Care Food Program training	http://www.health.mo.gov/living/wellness/nutrition/foodprograms/cacfp/training.php
Spark – offers curriculum, training and equipment	http://www.sparkpe.org/early-childhood
University of Missouri Extension	http://extension.missouri.edu/main/DisplayCategory.aspx?C=106
Physical Activity Materials and Lessons	
Resource:	Where To Find It:
Color Me Healthy: Preschoolers Moving and Eating Healthy	http://www.colormehealthy.com
Spark – offers curriculum, training and equipment	http://www.sparkpe.org/early-childhood
Healthy Start, Animal Trackers	http://www.healthy-start.com/preschool-teaching-aids/animal-trackers.html
The Learning Station	http://www.learningstationmusic.com
Kimbo Music - Educational Music & Movement for Children	http://kimboed.com
Learning Integrated Materials and Activities	
Resource:	Where To Find It:
McCall, R. M. & Craft, D. H. (2000). Moving with a purpose: Developing programs for preschoolers of all abilities. Cortland, NY: Active Play Books.	Various book sellers
McCall, R. M. & Craft, D. H. (2004). Purposeful play: Early childhood movement activities on a budget. Cortland, NY: Active Play Books.	Various book sellers
Craft, D. H. & Smith, C. L. (2010). Active play!: Fun physical activities for young children. Cortland, NY: Active Play Books. This book includes a matrix that shows the different areas of learning that individual physical activities focus on.	http://activeplaybooks.biz
General Resources	
Resource:	Where to Find It:
United States Department of Agriculture Local Wellness Policy Resources	http://healthymeals.nal.usda.gov/local-wellness-policy-resources/wellness-policy-resources-child-care
Head Start Body Start	http://www.aahperd.org/headstartbodystart

MOve Smart References

- American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education (2010). Preventing childhood obesity in early care and education programs. 2nd Edition. Elk Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association at <http://nrckids.org/SPINOFF/PCO/index.htm>
- American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education (2011). *Caring for our children: National health and safety performance standards: Guidelines for early care and education programs*. 3rd Edition. Elk Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association at <http://nrckids.org>
- American Academy of Pediatrics, Committee on Public Education, Children, Adolescents, and Television Pediatrics, 2001;107;423 at <http://pediatrics.aappublications.org/content/107/2/423.full>
- Bower, J.K., Hales, D.P., Tate, D.F., Rubin, D.A., Benjamin, S.E., & Ward, D.E. (2008). The childcare environment and children's physical activity. *Am J Prev Med. American Journal of Preventative Medicine*, 34(1): 23-29.
- Brown, W. H., Preiffer, K. A., McIver, K. L., Dowda, M., Addy, C. L., & Pate, R. P. (2009). Social and Environmental factors associated with preschoolers' nonsedentary physical activity. *Child Development*, 80(1), 45-58.
- *Center on the Social and Emotional Foundations for Early Learning*, Vanderbilt University at <http://www.vanderbilt.edu/csefel/>
- CFOC - Caring For Our Children – Preventing Childhood Obesity in ECE Programs, 2nd edition at <http://cfoc.nrckids.org/WebFiles/PreventingChildhoodObesity2nd.pdf>
- Childcare Aware of Missouri Workshops at <http://mo.childcareaware.org/ChildCareEarlyEdStaff.aspx>
- Choosy Kids and “I am Moving, I am Learning” resource tool at <http://www.choosykids.com/CK2/>
- “Color Me Healthy Preschoolers Moving and Eating” at <http://www.colormehealthy.com>
- Connecticut Action Guide for Child Care Nutrition & Physical Activity Policies at http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/CCAG_Section7.pdf
- Craft, D. H. & Smith, C. L. (2010). *Active play!: Fun physical activities for young children*. Cortland, NY: Active Play Books.
- Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, NAEYC, 2009 at <http://www.naeyc.org/store/node/162>
- Developing Responsibility and Self Management in Young Children: Goals of Positive Behavior Management at <http://pubs.ext.vt.edu/350/350-052/350-052.html>
- Healthy Habits for Life at http://www.michigan.gov/documents/mde/UpdatedMichiganTeamNutritionBooklist_290287_7.pdf
- Healthy Start, Animal Trackers at <http://www.healthy-start.com/preschool-teaching-aids/animal-trackers.html>
- http://cfoc.nrckids.org/StandardView/SpCcol/Preventing_Childhood_Obesity
- Kimbo Music - Educational Music & Movement for Children at <http://kimboed.com/>
- McCall, R. M. & Craft, D. H. (2000). *Moving with a purpose: Developing programs for preschoolers of all abilities*. Cortland, NY: Active Play Books.
- McCall, R. M. & Craft, D. H. (2004). *Purposeful play: Early childhood movement activities on a budget*. Cortland, NY: Active Play Books.

- McWilliams, C., Ball, S. C., Benjamin, S. E., Hales, D., Vaughn, A., & Ward, D. (2009). Best-practice guidelines for physical activity at child care. *Pediatrics*, 124(6), 1650-1659.
- Missouri Child and Adult Care Food Program at <http://health.mo.gov/living/wellness/nutrition/foodprograms/cacfp/publications.php>
- Missouri Child and Adult Care Food Program training at <http://www.health.mo.gov/living/wellness/nutrition/foodprograms/cacfp/training.php>
- Model policies for creating a healthy nutrition and physical activity environment in child care settings at <http://healthymeals.nal.usda.gov/hsmrs/Missouri/ChildCareModelPolicies.pdf>
- “Motion Moments” at http://nrckids.org/Motion_Moments/
- “Move and Learn” physical activity curriculum from Kansas State University
- Moving and Learning: The Physical Activity Specialists for Birth through Age 8 at <http://www.movingandlearning.com>
- NASPE -*Physical Activity Used as Punishment and/or Behavior Management (NASPE Position Statement)*, National Association for Sport and Physical Education, 2009 at <http://www.aahperd.org/naspe/standards/upload/Physical-Activity-as-Punishment-to-Board-12-10.pdf>
- National Association for Sport and Physical Education (NASPE). *Appropriate practices in movement programs for children ages 3-5*. A position statement from the National Association for Sport and Physical Education (3rd Edition). Author: Reston, VA.
- Nutrition and Physical Activity Self Assessment for Child Care, NAP SACC Program at <http://www.napsacc.org>
- Spark at <http://www.sparkpe.org/early-childhood/>
- The Learning Station at <http://www.learningstationmusic.com/>

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