



Presenter Notes for the *Munch & Move* Staff Development Kit – Key Message: Get active each day

What to bring to the session:

- A printed copy of the *Munch & Move* Record of Completion
- A printed copy of the reflective practice document
- A copy of the *Munch & Move Resource Manual: Birth to 5 years*

Note: If you are undertaking this module – please ensure your service has already completed 'Module 1 – Program Overview of the Staff Development Kit'.

Slide 1:

Welcome to the *Munch & Move Staff Development Kit* **Move** 'key message' module *Get active each day*.

Please note that this module will go slightly longer than 20 minutes – so let's get started with some current research related to this key message.

Slide 2:

On average, young children 1 to 5 years in an ECEC service, spend 53% of their day 'sitting' and 31% 'standing' and only 16% of their day 'moving'.

During *Module 1 Program Overview* we referred to the *Get Up & Grow* 'Physical activity recommendations.' These have also been included in 'orange outlined' boxes throughout this module. We also referred to the *Australian 24-Hour Movement Guidelines* which build on the *Get Up & Grow* 'Physical activity recommendations'. We will now be exploring these recommendations in more detail.

Slide 3:

Let's start by talking about physical activity for babies - birth to 12 months

The recommendations tell us that for healthy development in infants (birth to 1 year), physical activity – particularly supervised floor-based play in safe environments – should be encouraged from birth. The *24-Hour Movement Guidelines* add that this physical activity including crawling opportunities, should occur several times a day in a variety of ways and more is better.

Tummy time should be included in the infants day for a total of 30 minutes spread throughout the day while the infant is awake. When infants are engaging in tummy time you not only supervise but are interactive in the way you foster this play, encouraging the infant to reach, grasp, push and pull themselves.

We also need to consider sedentary behaviour or the times children are not engaged in physical activity. The *Get Up & Grow* recommendation tells us that infants should not be sedentary, restrained or kept inactive for more than one hour at a time – with the exception of sleeping. The *24-Hour Movement Guidelines* add that when infants are sedentary, engaging in pursuits such as reading, singing, puzzles and storytelling with a caregiver is encouraged.

The *24-Hour Movement Guidelines* also add guidance for sleep. For infants under one year of age, the guidelines state that they should have 14 to 17 hours (for those aged 0-3 months) and 12 to 16 hours (for those aged 4-11 months) of good quality sleep, including naps.



To summarise, the recommendations and guidelines are aiming to get children physically active from birth and to build on this throughout the early childhood period with limited time spent being inactive.

Slide 4:

Let's now talk about physical activity for toddlers and preschoolers. Toddlers and preschoolers can spend most of their daylight hours at the service (especially during winter). This means they need to get most of the recommended 3 hours daily physical activity while they are attending the service.

The *24-Hour Movement Guidelines* add that for toddlers, this 3 hours - or 180 minutes - should include energetic play, be spread throughout the day and that more is better. For preschoolers, at least 60 minutes of the total 180 minutes should be energetic play and more physical activity is better. To define what energetic play is, think 'huff and puff'. If children are huffing and puffing, this is energetic play.

As a rule of thumb, children 1–5 years of age should spend at least 30% of their time at the service being physically active - more if possible, keeping the 'Physical activity recommendations' and *24-Hour Movement Guidelines* in mind. This translates to 2 ½ hours of physical activity if a child is at the service for 8 hours and 110 minutes physical activity if they are present for 6 hours.

The *Get Up & Grow* recommendations state 'toddlers and preschoolers should not be sedentary, restrained or kept inactive for more than one hour at a time – with the exception of sleeping.' The *24-Hour Movement Guidelines* build on this with the guideline that toddlers and preschoolers should not be sitting for extended periods and when sedentary, engaging in pursuits such as reading, singing, puzzles and storytelling with a caregiver is encouraged.

To ensure the 'Physical activity recommendations' and *24-Hour Movement Guidelines* are met we need to consider:

- Utilising both the indoor and outdoor environments, no matter the weather
- Being creative with the environment taking into account available space
- Time – provide ample opportunities for children to be physically active and be mindful of the length of time children spend in sedentary experiences.

The *24-Hour Movement Guidelines* also add guidance for sleep. For toddlers 1-2 years of age, they should have 11 to 14 hours of good quality sleep, including naps, with consistent sleep and wake-up times. For preschoolers 3-5 years of age, they should have 10 to 13 hours of good quality sleep, which may include a nap, with consistent sleep and wake-up times.

Slide 5:

Let's explore physical activity for babies (birth to 12 months) further.

Remember, even if there are no babies at the ECEC service, we still need to support service families as there may be baby siblings of the children attending the service.

As already discovered, the 'Physical activity recommendations' and *24-Hour Movement Guidelines* tell us that physical activity and movement is important right from birth. Babies learn movement through touching, looking, listening and moving.

Importantly, movement provides sensory messages to the baby's brain, and the developing brain needs these movement experiences to stimulate brain development.



We know babies spend a lot of time sleeping and involved in care routines for example feeding and nappy change, so understanding how important movement is for babies, we need to optimise the opportunities for play and movement when the baby is awake - including during care routines. This will assist with the baby's gross motor development and enable them to participate fully in physical activity as they grow.

When you 'rock and sway' a baby, the fluid in the baby's inner ear washes over all the tiny hairs and nerve endings and sends messages to the baby's brain about balance/imbalance. This movement experience is stimulating the vestibular system – sense of balance - within the baby's inner ear. Studies have documented that babies receiving regular vestibular stimulation in the first months of life show accelerated motor skills development as they are receiving increased sensory stimulation.

It's important to intentionally plan daily 'rocking and swaying' movement experiences for babies to keep their vestibular system stimulated, to develop their sense of balance and to accelerate their motor skills development.

ACTIVITY:

Please follow the directions in your 'Green Activity Box' and take 2 minutes to brainstorm why 'Tummy Time' is such a major part of supervised floor-based play/physical activity for babies'.

(Take 2 minutes to complete the activity with your colleagues.)

Slide 6:

During the brainstorming we may have considered some of the blue points listed on the slide.

'Tummy time' provides babies with so many opportunities to be physically active and for physical development. Importantly, 'tummy time' provides the building blocks for future movement to be built upon. For example – from tummy time babies will pivot, roll, creep, sit, crawl, stand and walk.

From birth babies should be provided with the opportunity to play on their tummy every day for short periods of supervised time. The time spent in 'tummy time' will increase with age and ability. At first it may only be for 10 seconds and gradually increasing to 10 minutes.

When engaging babies in a 'tummy time' experience, it's important to:

- Choose a suitable time, when babies are not tired or hungry;
- Interact with the babies whilst supervising - talking calmly to reassure them that they're okay, encouraging their movement and also, assisting with language development; and
- Use a variety of appropriate and interesting baby toys that encourage the baby to lift his/her head, look, track, reach for and grasp.

Also, if a baby isn't happy with 'tummy time' on the floor, try other 'tummy time' methods. For example, 'tummy time' could be undertaken lying across your lap or lying on your chest, by holding the baby tummy down along your forearm.

Slide 7:

From 'tummy time' children develop the skills required to push up onto their hands and knees and start to crawl.



As you can see in the green graph on the slide, crawling helps promote many areas of development, but importantly crawling involves 'cross-patterning' – the right arm and left leg go forward, then the left arm and right leg. This 'cross-patterning' action helps the communicative links that pass information between the two hemispheres of the brain grow and develop.

To ensure children have the opportunity to receive the developmental benefits crawling provides we need to remember there is no rush to walk. Most babies will crawl for about 400 hours before they walk. So we need to intentionally plan 'crawling' experiences for our crawlers (approximately 9 to 12 months of age) because of the developmental benefits of crawling as well as promoting physical activity. Remember to share this information with families.

From crawling, babies will pull to stand, stand at furniture to play, cruise along furniture, start to balance in standing and take their first steps. Babies should be encouraged to explore their environment to promote the use of all their muscles by moving, stretching and flexing.

For this reason, babies should not spend lots of time during the day strapped into a seat, swing or highchair - this is reflected in the 'Physical activity recommendation' on the slide – 'Infants, toddlers and preschoolers should not be sedentary, restrained or kept inactive for more than one hour at a time – with the exception of sleeping'.

Slide 8:

There are many aspects we need to consider to ensure babies receive the physical activity they need while attending the ECEC service. Including:

- Intentionally planning physical activity for babies - this will ensure it happens!
- Knowledge - As educators it is important that we have a good understanding of children's gross motor development to be able to appropriately support their physical activity.
- Physical care routines are a perfect opportunity to support physical activity - especially for younger babies. For example, consider the opportunities available during nappy change.
- We need to use a variety of appropriate and interesting baby toys, resources and songs to stimulate movement – as demonstrated in the photos on the slide.
- We need to set up the environment to ensure movement is appropriately supported – e.g., thinking about the placement of stable furniture for our 'cruising' babies to 'cruise' around.
- Closely interacting with babies during physically active experiences is vitally important for scaffolding babies' physical development, as well as other areas of development and getting to know the child.
- Sharing this information with families – so they understand the importance of movement for babies and continue these experiences at home.

Slide 9:

Once babies can cruise around a variety of stable furniture and can stand independently, they have the physical ability to walk independently.

Walking is a new and very exciting time for toddlers - they will spend a lot of time exploring and perfecting this new 'walking' skill. It will certainly help them achieve the 'Physical activity recommendation' on the slide.



Initially toddlers will walk with their arms held up high for extra balance. However, as they practice and their balance improves, their arms will come down.

Toddlers will experiment with moving up from the floor to standing and back down again, moving from sitting on a chair to standing and back again, walking and then squatting to pick up a toy from the ground or remaining in the squat position to play for a short time.

Toddlers will also experiment with walking in different directions, on different surfaces and pushing stable push along toys.

Educators need to intentionally plan experiences to support the development of toddlers' independent walking – strengthening their muscles and developing their balance skills.

Slide 10:

By 2 years of age toddlers have mastered walking skills and are now exploring many gross motor skills. As reflected in the photos on the slide, older toddlers can jump on the spot, attempt to run, go up and down stairs using two feet per step with support and use their feet to propel and control a toddler bike - and they are starting to play with other children. They are also able to climb on low playground equipment and maintain their balance in sitting to come down a slide.

They are beginning to understand how to catch a ball, walk into a ball to kick it and can throw very short distances. Understanding children's development, particularly physical development, allows educators to intentionally plan appropriate movement experiences for this age group – helping meet children's daily 'Physical activity recommendations'.

Slide 11:

During the preschool years children are now refining their gross motor skills.

As they gain greater control over their body, preschool children gain confidence and mobility.

Their strength, agility, flexibility, balance and coordination all improve - this is demonstrated in the photos on the slide.

Educators need to consider how they are challenging the gross motors skills of preschool children – especially the older preschoolers.

How do we do this? Linking to the blue shaded *National Quality Standard* boxes on the slide:

- Element 3.2.2 - Use a variety of equipment and resources creatively to inspire, challenge and refine movement.
- Element 2.2.2 - Involve preschoolers in the planning for and setting up of physically active experiences – scaffolding at its greatest!

Slide 12:

An important part of the *Get active each day* key message is the intentional teaching of fundamental movement skills (referred to as FMS).

Slide 13:

FMS are a specific set of skills that involve different body parts. Importantly, FMS are the 'building blocks' or the 'foundation blocks' for more complex and specialised skills to be built upon - skills that are required to play different games, sports and recreational activities offered in later life at school and in the community.



For example, on the left of the slide we have the FMS of 'overarm throwing' and to the right we have a diagram detailing all the sports that are based on the FMS of 'overarm throwing'. So, being competent and confident in the FMS of 'overarm throwing' allows children to build the skills to participate in the related sports.

The earlier that FMS are introduced through play and exploration, the more likely children will be to engage in physical activity throughout their lives as they will be competent and confident in their FMS.

Importantly, children do not naturally learn how to correctly perform FMS as part of their normal growth and development. They need to be intentionally taught these skills and given lots of opportunities to explore and practice these skills to eventually become skilled.

To develop FMS children must spend time practicing these skills and be guided and scaffolded by an adult, an educator, who understands the key components of these skills - which we will be exploring shortly.

Of course 'mastery' of FMS is not expected in the early years. In the early years FMS are all about exposure, exploration, opportunity, guidance, familiarity and most importantly fun.

Slide 14:

So let's now have a closer look at the FMS, because as educators, we will need to know exactly what the FMS are to be able to scaffold the children's learning of these skills. As we can see on the slide there are three categories of FMS; Stability Skills, Locomotor Skills and Manipulative Skills.

The first category 'Stability skills' are movements where the body remains in place, but moves around its horizontal and vertical axis and includes skills such as stretching, bending, twisting and balancing. Importantly, stability skills help children develop their locomotor and manipulative skills.

The second category 'Locomotor skills' transport the body from one place to another and include jumping, running, hopping, galloping, leaping, side-sliding and skipping.

The third category 'Manipulative skills' are movements that involve giving force to or from objects and include catching, underarm throwing, overarm throwing, kicking, stationary dribbling and striking a stationary ball.

Upon completion of this module, we will access the 'Fun Moves' DVD via the *Munch & Move* 'Resources' page on the *NSW Healthy Kids* website and observe and then practice each FMS. This will ensure we are aware of the components that make up each individual FMS.

Slide 15:

Educators need to know the components of each FMS so we can correctly demonstrate the skill to children and give positive, specific advice that will help correct children's FMS action. We call this the 'Detect and Correct' strategy.

The *Munch & Move* program provides the 'FMS cards and lanyard' resource as shown in the top right corner of the slide. One side of the card provides images of the skill and the other side of the cards lists the components that make up the skill as shown in the bottom left corner of the slide. The idea is for educators to use this portable FMS tool to positively and constructively scaffold the children's FMS development. And this is exactly what the educator in the photos on the slide is doing.



Slide 16:

As with any skill, children gradually build and develop their FMS as they get older. For example the FMS of catching has its foundation in a baby's tummy time as the baby tracks a moving object, as tracking a moving object is a skill you need if you are going to be able to catch an object coming towards you.

This catching FMS is then built upon during the toddler period, with the toddler trying to catch a large, soft ball. As a preschooler, this child is now more proficient at catching and can be challenged by using smaller balls.

Slide 17:

Munch & Move recommends that ECEC services plan daily intentional FMS experiences to ensure all children attending the service have the opportunity to explore, practice and develop these skills.

Intentional FMS experiences can be achieved through educator-guided FMS learning experiences, for example playing 'What's the time Mr. Wolf' and focusing on a locomotor FMS such as running or galloping; or, engaging a baby in a 'tummy time' experience which encourages the baby to track a moving object.

Intentional FMS experiences can also be achieved through FMS opportunities offered during free play for example, providing equipment and resources that you know will encourage certain FMS such as balls, a hopscotch grid, or targets on a wall.

Both of these intentional FMS experiences need to be 'play based' and focus on one or more FMS. Also be aware of spontaneous opportunities to support children's FMS development. The great thing about intentional FMS experiences is we know that FMS are being promoted, but gross motor development and physical activity is also being supported through these experiences.

Slide 18:

For older toddlers and preschoolers, 2 to 5 years old, intentional FMS experiences should also be incorporated into a small group experience consisting of a 'Warm-up', 'FMS Move Game' and 'Cool-down' as per the format on the slide.

Slide 19:

Let's look at this format with examples. This intentional FMS experience has been planned for older toddlers and preschoolers who's favourite game is 'What's the time Mr. Wolf?'. Sometimes the children will play this game on its own, being led by the educator, focusing on one or more FMS. Other times this game will have a 'warm-up' and a 'cool-down' wrapped around it.

When planning this type of 'intentional FMS experience' it is important that all 3 components are included – 'Warm-up', 'FMS Move Game', and 'Cool-down'. This example format is also included in the *Munch & Move Resource Manual: Birth to 5 years*.

Slide 20:

ACTIVITY:

Now that we have shared the *Get active each day* 'key message' module, let's take 5 minutes to begin the 'Reflective Practice' task on the slide using the hardcopy version of this document.

Once we have completed our 'Reflective Practice' task for this 'key message', we can transfer any identified 'areas for improvement' onto our ECEC service's *Quality Improvement Plan* – especially for



National Quality Standard, Standard 2.1 – Health and it's related Element 2.1.3 – Healthy lifestyle. Remember the action plan template can help with this planning.

(Take 5 minutes to complete the reflective practice with your colleagues.)

Slide 21:

Munch & Move supports the implementation of *Get active each day* with resources such as:

- *Munch & Move Resource Manual: Birth to 5 years*
- *Munch & Move Fact sheets*
- Songs on the *Munch & Move CD*
- *Fun Moves DVD*
- FMS cards and lanyard
- FMS app
- *Active Play for Birth to 12 months posters*

These resources and more are available on the *NSW Healthy Kids* website.

Slide 22:

Congratulations you have completed the 'key message' module *Get active each day!*

Please ensure the 'Record of Completion' is finalised for this module and remember to link the 'Reflective Practice' task to the service's *Quality Improvement Plan*.

We will now log onto the *NSW Healthy Kids* website and view the *Fun Moves DVD* to practice our FMS.

Once completed, we will then select the next 'key message' module and schedule a date and time to share it.