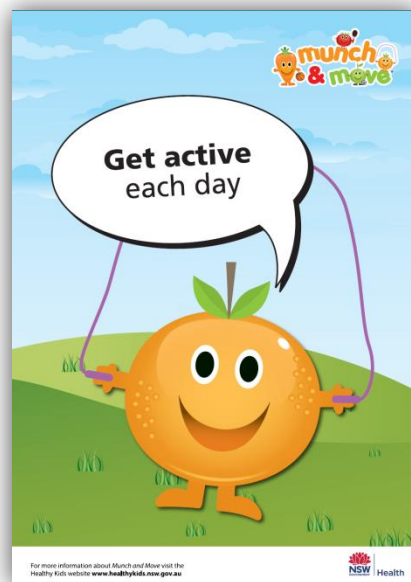




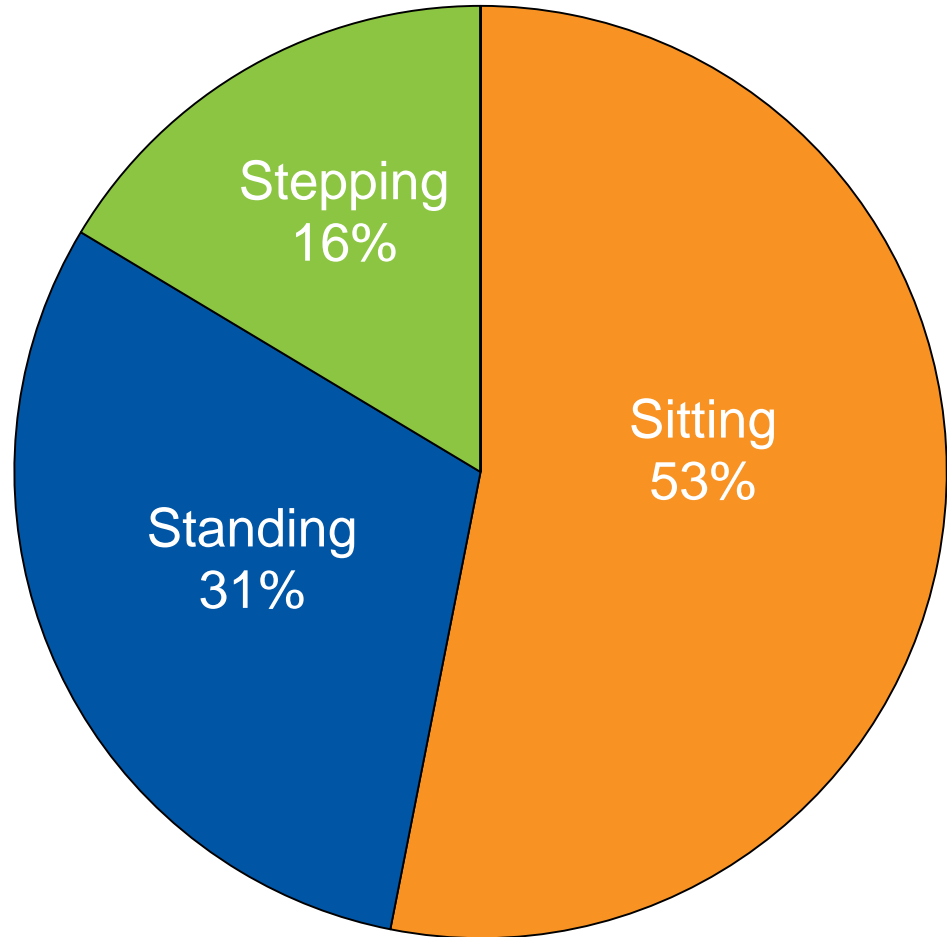
Staff Development Kit: Get active each day



Research . . .



Average time young
children
(1 to 5 years) spend
'moving' during their
day in an ECEC
service . . .





Physical Activity Recommendations and Australian 24-hour Movement Guidelines for Children Birth to 5 years



Engage infants in physical activity while at the ECEC service

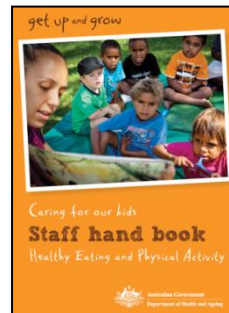


Recommendation:

For healthy development in infants (birth to 1 year), physical activity – particularly supervised floor-based play in safe environments – should be encouraged from birth.

Recommendation:

Infants, toddlers and pre-schoolers should not be sedentary restrained or kept inactive for more than one hour at a time – with the exception of sleeping.



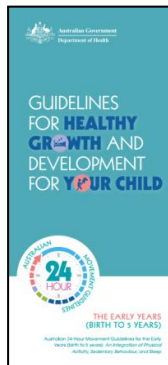
Babies (Infants) under 1 year of age

Physical activity:

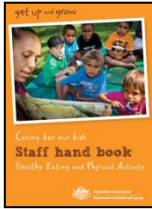
Being physically active several times a day in a variety of ways, particularly through supervised interactive floor based play, including crawling; more is better. For those not yet mobile, this includes at least 30 minutes of tummy time, which includes reaching and grasping, pushing and pulling, spread throughout the day while awake;

Sedentary behaviour:

Not being restrained for more than 1 hour at a time (eg. In a stroller, car seat or high chair). Screen time is not recommended. When sedentary, engaging in pursuits such as reading, singing, puzzles and storytelling with a caregiver is encouraged;



Physical Activity Recommendations and Australian 24-hour Movement Guidelines for Children Birth to 5 years



Recommendation: Toddlers (1 to 3 years) and pre-schoolers (3 to 5 years) should be physically active every day for at least three hours, spread throughout the day.

Recommendation: Infants, toddlers and pre-schoolers should not be sedentary restrained or kept inactive for more than one hour at a time – with the exception of sleeping.



Children 1-5 years of age should spend at least 30% of their time at the ECEC service being physically active!

In 8 hours care = 2.5 hours physical activity

In 6 hours care = 110 mins physical activity



Toddlers (1-2 years)

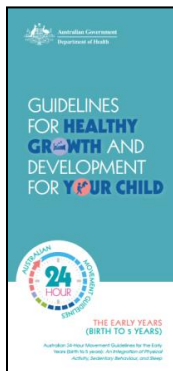
Physical activity: at least 180 minutes spent in a variety of physical activities, including energetic play, spread throughout the day; more is better;

Sedentary behaviour: Not being restrained for more than 1 hour at a time (eg. In a stroller, car seat or high chair) or sitting for extended periods. For those younger than 2 years, sedentary screen time is not recommended. For those aged 2 years, sedentary screen time should be no more than 1 hour; less is better. When sedentary, engaging in pursuits such as reading, singing, puzzles and storytelling with a caregiver is encouraged.

Pre-schoolers (3-5 years)

Physical activity: at least 180 minutes spent in a variety of physical activities, of which at least 60 minutes is energetic play, spread throughout the day; more is better;

Sedentary behaviour: Not being restrained for more than 1 hour at a time (eg. In a stroller or car seat) or sitting for extended periods. Sedentary screen time should be no more than 1 hour; less is better. When sedentary, engaging in pursuits such as reading, singing, puzzles and storytelling with a caregiver is encouraged;



Physical activity for babies



PA Recommendation

For healthy development in infants (birth to 1 year), physical activity – particularly supervised floor-based play in safe environments – should be encouraged from birth.

- Important from birth
- Learn through touch, looking, movement and listening
- Need movement for brain development
- Take advantage of times babies are awake

Rocking & Swaying



- To develop the sense of balance – stimulating the vestibular system within the inner ear.
- Research - babies receiving regular vestibular stimulation in the first months of life show accelerated motor skills development.

Tummy Time



Activity:

Take 2 minutes to brainstorm why 'Tummy Time' is such a major part of supervised floor-based play/physical activity for babies . . .

Did you consider . . .



‘Tummy Time’ provides babies with the opportunity to:

- Engage in active play
- Interact with the educator and other babies
- Lift and extend their head
- Take weight through their arms
- Strengthen their neck, shoulder and back muscles
- Reach for and grasp objects
- Track moving objects with their eyes
- Develop spatial awareness and balance
- Develop the skills required to push up onto their hands and knees and start to crawl
- Develop skills required for future movement

Tummy Time:

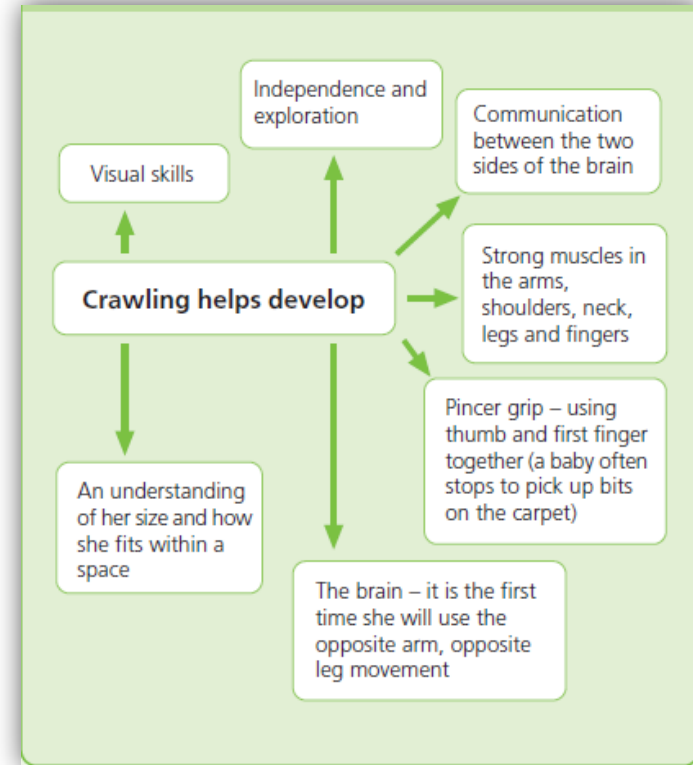
- ✓ From birth
- ✓ Every day
- ✓ Short periods
- ✓ Increases with age and ability
- ✓ Supervised

EYLF - Principles

Secure, respectful and reciprocal relationships. Babies first attachments within their families and within other trusting relationships provide them with a secure base for exploration and learning.

Getting more mobile!

Is crawling important?



PA Recommendation

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.

Programming physical activity for babies



Considerations?



NQS - Assessment guide for meeting Element 2.1.3 – Healthy lifestyle:

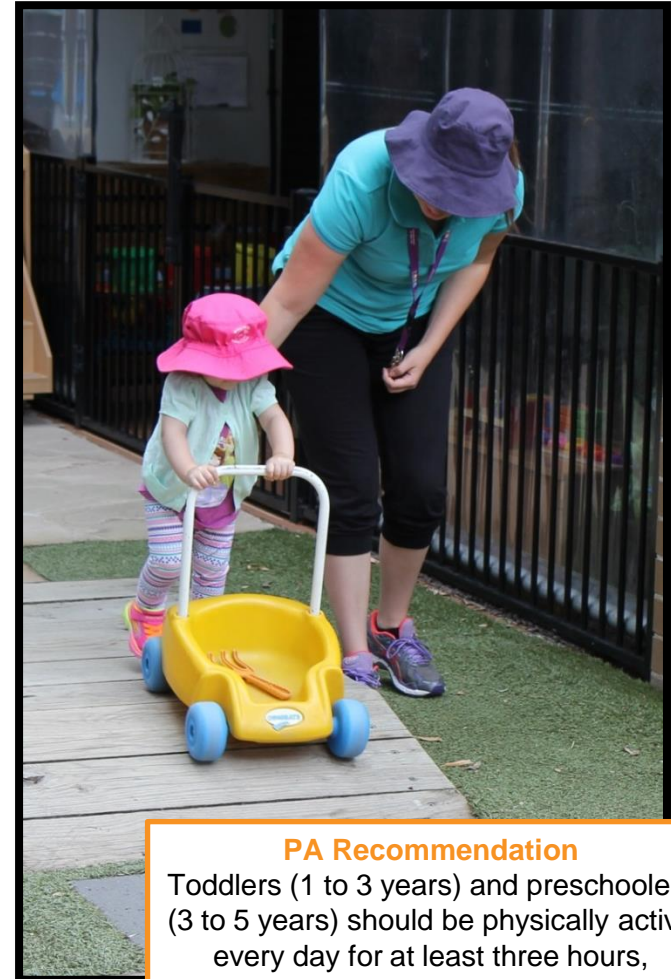
Provision of safe areas and encouragement for babies to practise rolling over, sitting, crawling, standing, walking and climbing.

- ✓ Intentionally plan
- ✓ Knowledge
- ✓ Physical care routines
- ✓ Resources
- ✓ Environment
- ✓ 1:1 Interactions
- ✓ Communication - families

Physical activity for toddlers 12 to 24 months



Children learn to walk independently between 10 and 18 months of age.



PA Recommendation

Toddlers (1 to 3 years) and preschoolers (3 to 5 years) should be physically active every day for at least three hours, spread throughout the day.

Walking, walking, walking!

Providing physical activity for toddlers 24 to 36 months



NQS - Assessment guide for meeting Element 2.1.3 – Healthy lifestyle:

Support for children to develop coordinated movement through planned experiences, such as action songs, dancing and throwing and kicking balls.

NQS - Assessment guide for meeting Element 2.1.3 – Healthy lifestyle:

Educators planning and implementing opportunities for children to engage in dance, creative movement and drama and to respond to traditional and contemporary music and storytelling.



Physical activity for preschoolers

3 to 5 years



- ✓ Strength
- ✓ Agility
- ✓ Flexibility
- ✓ Coordination
- ✓ Mobility
- ✓ Confidence



How?

NQS - Assessment guide for meeting Element 2.1.3 –

Healthy lifestyle:

Children helping to plan and set-up physical play activities and equipment.

NQS - Assessment guide for meeting Element 3.2.2 –
Resources support play-based learning

Children using a range of equipment and resources to engage in physical experiences that assist them to develop movement, coordination, balance, flexibility and strength.

NQS - Assessment guide for meeting Element 2.1.3 –
Healthy lifestyle:

Considers children's voices in planning physical activities including opportunities for physical play that support the abilities, diversity and backgrounds of each child attending the service.

Fundamental Movement Skills (FMS)



EYLF – Learning Outcome 3

Children have a strong sense of wellbeing:

Physical activity and attention to fine and gross motor skills provides children with the foundations for their growing independence and satisfaction in being able to do things for themselves.

EYLF – Learning Outcome 3

Children have a strong sense of wellbeing:
Physical wellbeing contributes to children's ability to concentrate, cooperate and learn.

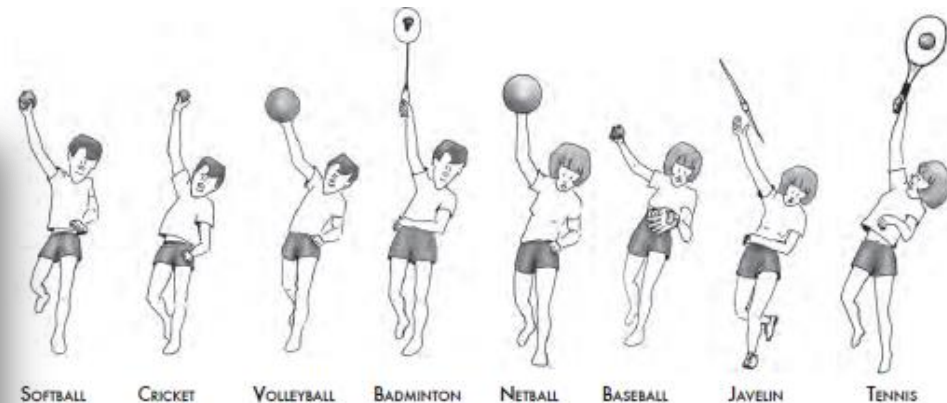
Fundamental Movement Skills (FMS)



A specific set of skills that involve different body parts such as feet, legs, trunk, arms, hands and head.

The 'building blocks' for more complex and specialised skills and for future participation in physical activity and organised sport.

The earlier that FMS are introduced through play and exploration, the more likely children will be to engage in physical activity throughout their lives – developing competence and confidence.



Fundamental Motor Skills: A Manual for Classroom Teachers, Department of Education, Victoria 1996
(Updated as a web-based resource in relation to the Victorian Essential Learning Standards 2009)

FMS

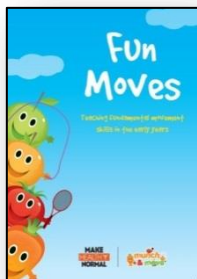


Stability Skills

Movements where the body remains in place, but moves around its horizontal and vertical axis.

Includes skills such as:

- ✓ Stretching
- ✓ Bending
- ✓ Twisting
- ✓ Balancing



Locomotor Skills

Movements that transport the body from one place to another



Stability skills help children develop their locomotor and manipulative skills.

FMS detect and correct

Educators need to know the components of each FMS, demonstrate to children and positively give specific advice that will help correct their action – **Detect and Correct.**



Underarm throwing

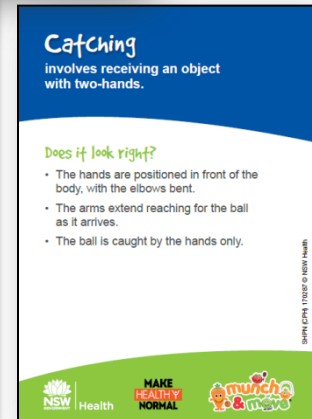
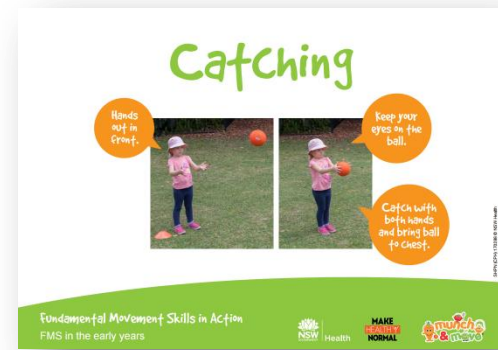
involves applying a pushing force to an object to propel it.

Does it look right?

- The preferred hand swings down and back reaching behind the trunk.
- The child steps forward with the foot opposite the throwing hand.
- The ball is tossed forward hitting the target without a bounce.



FMS progression



Children build their skill development as they get older

Developing FMS for all children



Programming daily Intentional FMS Experiences

Educator-guided FMS Learning Experiences



Be aware of spontaneous opportunities to promote children's FMS!

NQS - Assessment guide for meeting Element 2.1.3 – Healthy lifestyle:

Maintains a balance between spontaneous and planned physical activity, and passive and active experiences, for all children.

FMS opportunities during free play



EYLF – Practice

Intentional teaching. Educators plan opportunities for intentional teaching and knowledge-building. They document and monitor children's learning.

Intentional FMS experiences for older toddlers and preschool age children



Warm-up

- Action Song/s
- +
- Stability Skills -
(eg, stretching,
bending, balancing,
twisting)



FMS Move Game

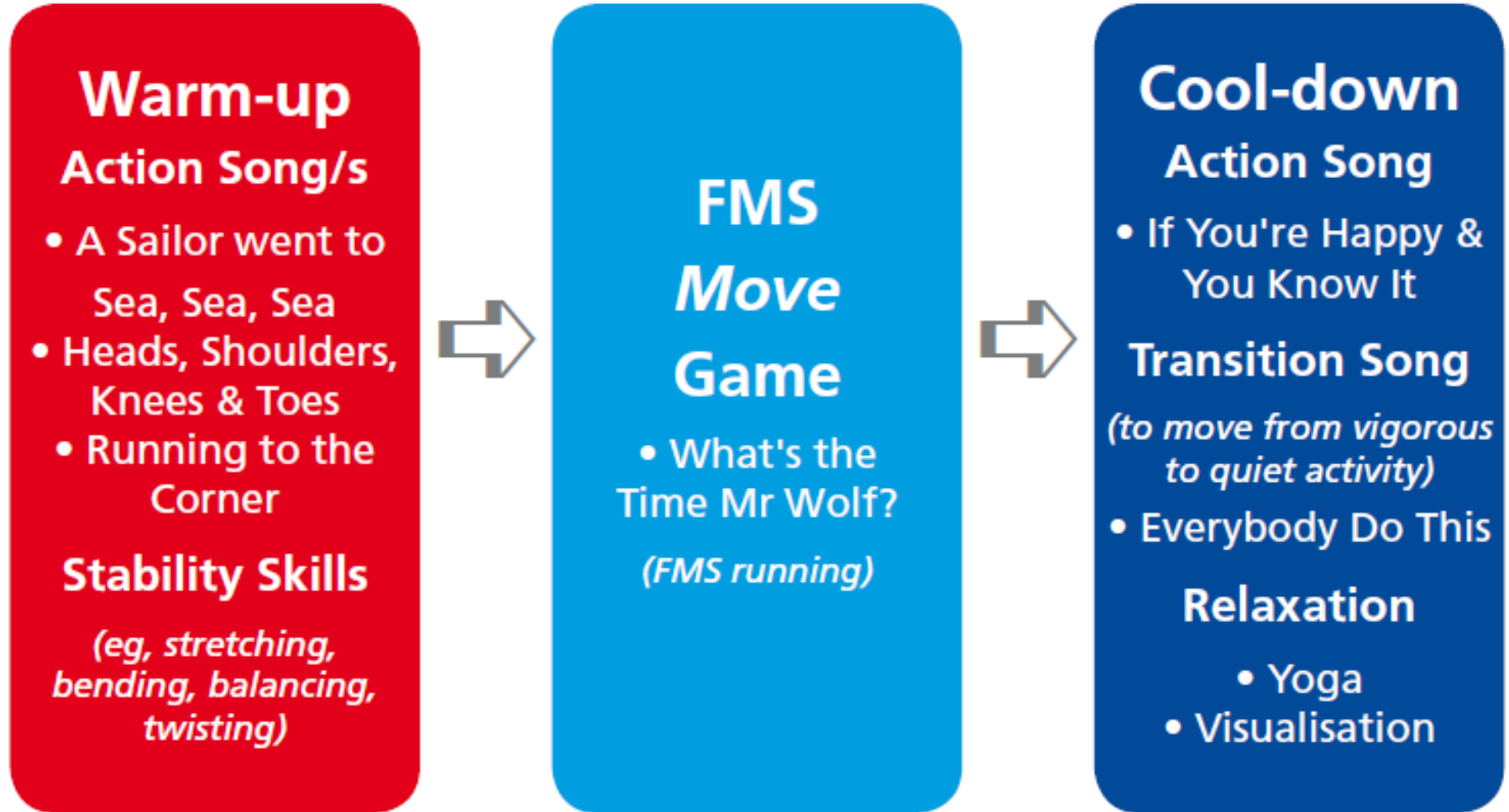


Cool-down

- Action Song
- +
- Transition Song
(to move from vigorous
to quiet activity)
- +
- Relaxation



Intentional FMS experiences for older toddlers and preschool age children



NQS - Assessment guide for meeting Element 2.1.3 – Healthy lifestyle:

Educators encouraging and supporting children to participate in new or unfamiliar physical activities according to each child's abilities and their level of comfort.

EYLF – Practice

Learning environment. Environments that support learning are vibrant and flexible spaces that are responsive to the interests and abilities of each child.

Reflective practice . . .

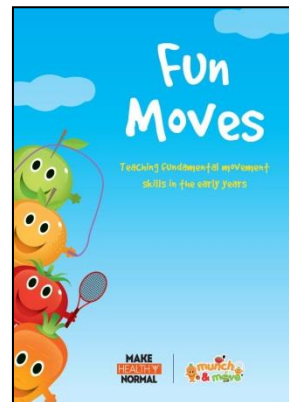
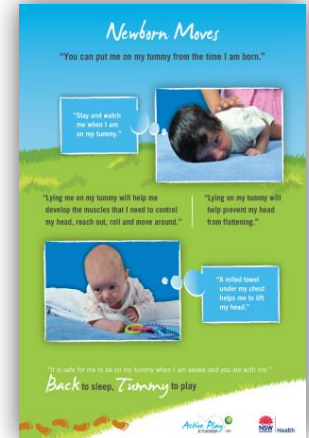
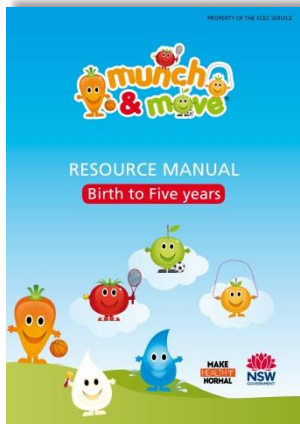


Activity: Take 5 minutes to begin this 'reflective practice' task for *Get active each day* . . .

- How do educators learn about the *Australian Physical Activity Recommendations* and 24-hour Movement Guidelines?
- How are educators upskilled to ensure they are aware of the benefits of physical activity?
- How are educators upskilled to ensure they understand the importance of fundamental movement skills (FMS) and how to correctly form these skills to scaffold children's development?
- How does the physical environment encourage children to engage in active play?
- What physically active learning experiences are intentionally planned in the program for children each day?
- What FMS experiences are intentionally planned in the program for children (birth to 5 years) each day?
- How often are intentional FMS experiences for older toddlers and preschoolers based on the 'Warm-up, FMS Game and Cool down' format included in the program?
- What 'spontaneous' opportunities are used to promote *Get active each day* with the children?
- How do educators engage in physical activity with the children?
- What strategies do educators use to support children's engagement in active play?
- How do we build on each child's knowledge about the importance of being healthy and physically active?
- What opportunities are available in your current routine/s to engage children in physical activity?
- What types of documentation does your service use to reflect *Get active each day*?
- How does the service work collaboratively with families and the local community to ensure *Get active each day* experiences incorporate different cultures?
- How is the importance of physical activity communicated with families?
- How is *Get active each day* reflected in any fundraising your service undertakes?



Resources to promote *Get active each day*



www.healthykids.nsw.gov.au



NQS – Exceeding guidance for Standard 2.1 – Health - Practice is embedded in service operations

Actively promote healthy eating, physical activity, and effective hygiene practices in the delivery of the daily program

NQS – Exceeding guidance for Standard 2.1 – Health – Practice is informed by critical reflection

Seek out and consider alternate ways of supporting each child's health and activity needs, and make changes where opportunities to further enhance children's outcomes are identified

NQS – Exceeding guidance for Standard 2.1 – Health – Practice is shaped by meaningful engagement with families and/or the community

proactively promote children's health and physical activity with families and the community



Staff Development Kit



**Congratulations your ECEC service has completed
*Get active each day!***

What's next?

- Please ensure the *Record of Completion* is finalised for this module
- Link the *Reflective Practice* task to your service's *Quality Improvement Plan*
- Select which 'key message' module you will share next and schedule a date and time
- ***Happy Munching & Moving!***



The NSW Ministry of Health wishes to acknowledge the Early Childhood Training and Resource Centre (ECTARC) for their contribution to the development of the *Munch & Move* Staff Development Kit.