



# Staff Development Kit: Turn off the screen and get active



# Sedentary Behaviour Recommendations for Children Birth to 5 years

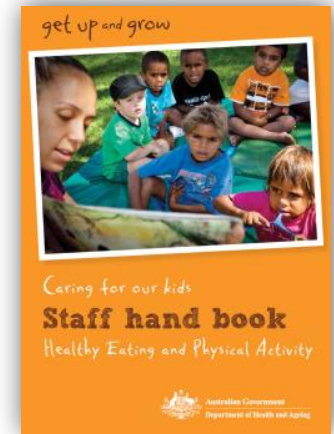
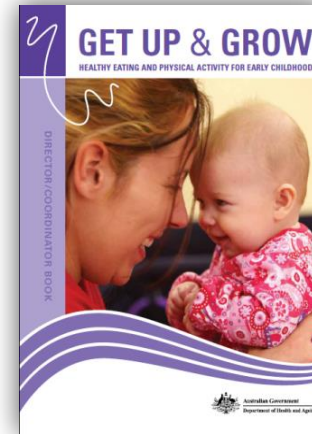


## Physical Activity Recommendations:

Children younger than two years of age should not spend any time watching television or using other electronic media (DVD's computer and other electronic games)

For children two to five years of age, sitting and watching television and the use of other electronic media (DVD's, computer and other electronic games) should be limited to less than one hour per day.

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

### 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.

### Toddlers (1-2 years)

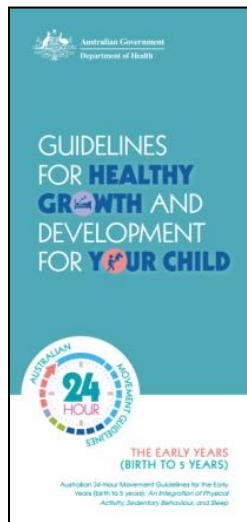
### Sedentary behaviour:

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.

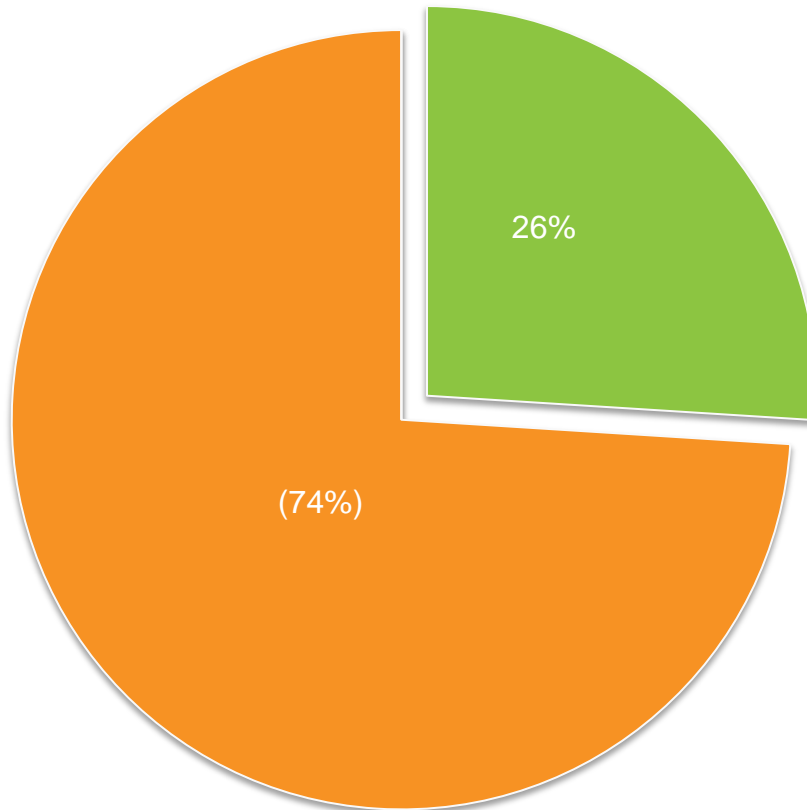
### Pre-schoolers (3-5 years)

### 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.



# Statistic . . .



Only 26% of 2-4 year old Australian children meet the screen time recommendation of no more than 1 hour per day.





# Why limit screen time?

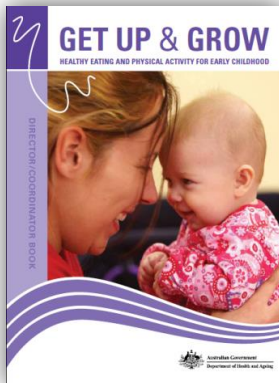
## The facts . . .

- Reduces time for active play
- Reduces time for social contact with others
- Reduces the opportunities for language development
- Reduces the length of time children can stay focussed
- Can impact on the development of the full range of eye movements



### Sedentary Behaviour Recommendation

Children younger than two years of age should not spend any time watching television or using other electronic media (DVDs, computer and other electronic games).



### Did you know . . .

*Screen-based activities for children less than two years of age have not been shown to lead to any health, intellectual or language improvements.*

*There is little research to suggest that infants and toddlers learn from watching videos. If infants are distressed, they need the comfort of a caring adult, not an electronic toy. Fred Rogers Center*



# The facts . . .



## **Sedentary Behaviour Recommendation**

For children two to five years of age, sitting and watching television and the use of other electronic media (DVDs, computer and other electronic games) should be limited to less than one hour per day.

Older toddlers and preschoolers who engage in long periods of screen time each day are more likely to:

- Have unhealthy eating habits
- Be less physically active
- Have sub-optimal muscle and bone growth
- Have poorer social skills
- Have slower development of language skills and short-term memory

# Why screen-based devices?



What is the  
learning  
potential?

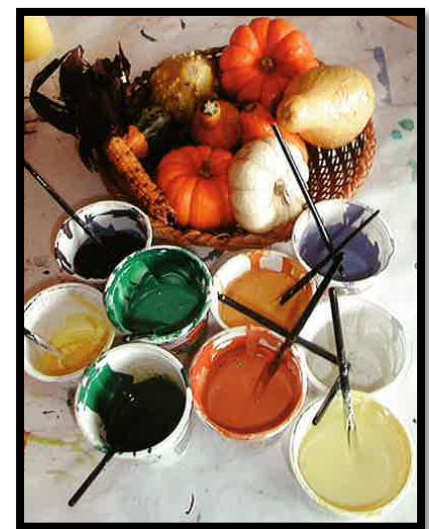


# Why screen-based devices?



## What is the learning potential?

*Ultimately, the key decision regarding the use of technology and interactive media is whether specific goals – both for individual children and the program as a whole - can be more effectively achieved using traditional classroom materials, or whether the use of particular technology and interactive media tools actually extends the opportunities for learning and development.*





# ‘Productive’ or ‘non-productive’?



## Sedentary Behaviour 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.

### Productive sedentary behaviour:

- ✓ Reading, listening to stories and looking at books.
- ✓ Quiet play, such as art and craft activities, drawing and puzzles.
- ✓ Sleeping.

### Non-productive sedentary behaviour:

- Watching television and DVDs for leisure.
- Playing screen games such as hand-held, video or computer games.
- Being restrained in a car seat, high chair or stroller.

#### 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.



#### The Education and Care Services National Regulations –

**Regulation 168: Education and care services must have policies and procedures**

The approved provider of an education and care service must ensure that the service has in place policies and procedures in relation to health and safety including matters relating to sleep and rest for children.



# The challenge!



## Standard 1.1 - Program:

The educational program enhances each child's learning and development.

### EYLF – LO 4

Children become confident and involved learners through connecting with people, place, technologies and natural and processed materials.

### EYLF – LO 5

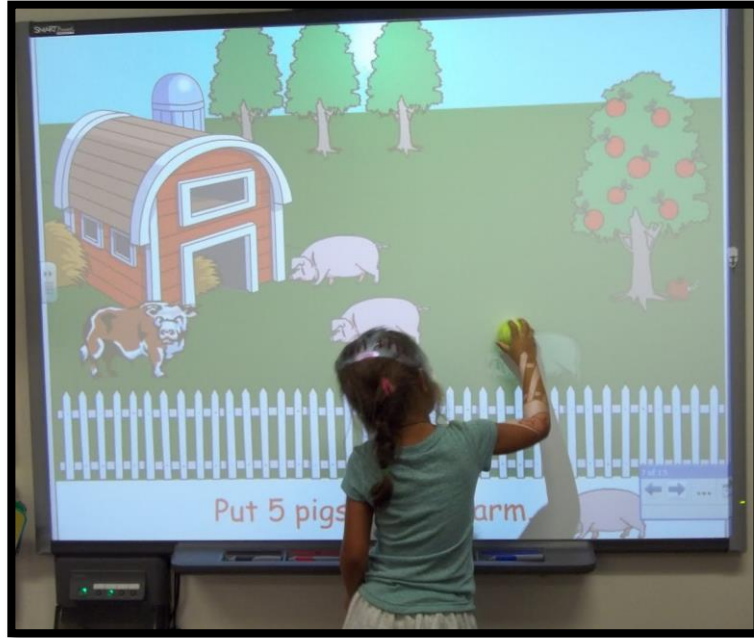
Children use information and communication technologies to access information, investigate ideas and represent their thinking.

- Use screen time in line with current 'Sedentary behaviour recommendations' and the *NQF*
- Support children's 'technological' knowledge
- Develop positive screen time habits (learning how to use devices responsibly)
- Empower children to self regulate screen time (how to turn it off and get active!)
- Promote 'productive' down time
- Positively role model screen time and sedentary behaviours

*When used appropriately, and keeping screen time recommendations in mind, technology and interactive media have the potential to enhance, without replacing, creative play, exploration, physical activity, outdoor experiences, conversation and social interactions. Fred Rogers Center*

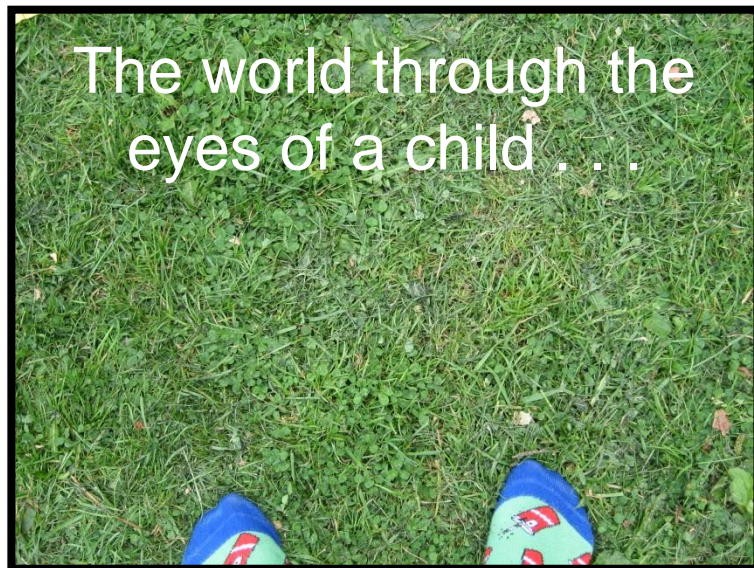


# How?



## Activity:

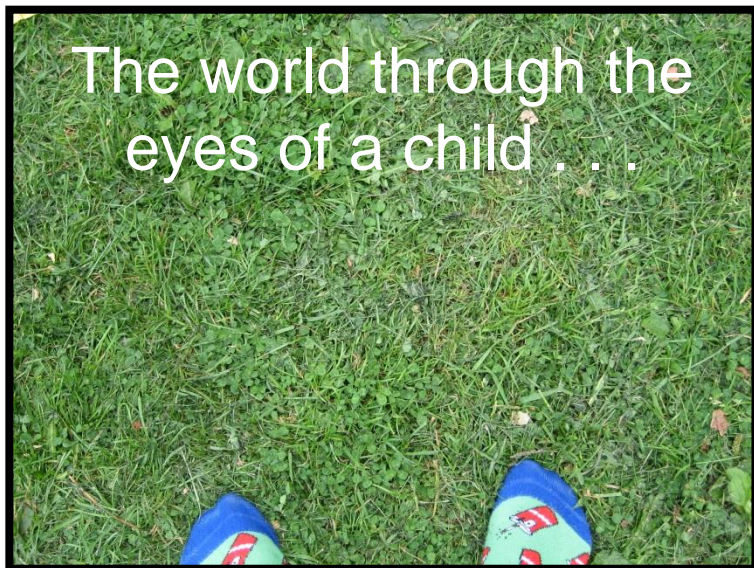
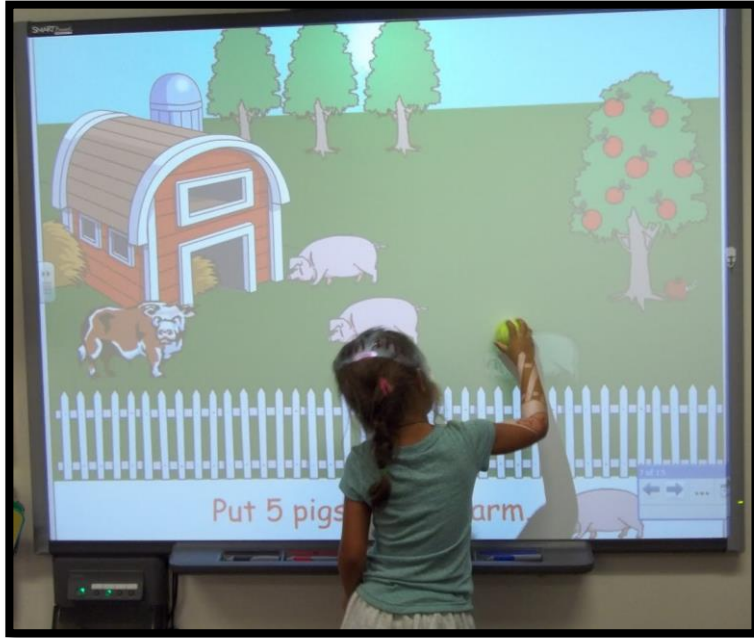
Take 2 minutes to brainstorm how your ECEC service can promote *Turn off the screen and get active . . .*



## EYLF – Practice

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

# Did you consider . . .



- 'Screens' - another teaching / learning tool!
- Screen time - educational - active, not passive
- After educational screen time, encourage children to stretch or be active
- Get mobile with 'screens'
- Develop strategies to monitor screen time / sedentary behaviour
- Designate certain days of the week as 'screen free' days - involve families!
- On wet days, encourage *Move* experiences
- Explore other technologies - eg, digital cameras
- Provide 'productive' sedentary behaviour experiences
- Share related social stories / scenarios / books
- Conversations
- Role modelling
- Follow current recommendations
- Share information with families

## EYLF – Practice

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



# Reflective practice . . .



**Activity:** Take 5 minutes to begin this 'reflective practice' task for *Turn off the screen and get active . . .*

- How do educators learn about the *Australian Sedentary Behaviour (screen time) Recommendations* and 24-Hour Movement Guidelines?
- How do educators ensure children younger than 2 years of age do not spend any time watching television or using other electronic media (DVDs, computer and other electronic games)?
- How do educators use technology to support learning and promote movement of children 2 to 5 years of age within the recommendations?
- In line with the recommendation, how do educators ensure infants, toddlers and preschoolers are not sedentary, restrained, or kept inactive, for more than one hour at a time, with the exception of sleeping?
- How do educators role model positive screen time behaviours?
- What other learning experiences are promoted for 'downtime' rather than 'screen-based' experiences?
- What types of documentation does your service use to reflect *Turn off the screen and get active*?
- How is the importance of limiting screen time communicated with families?

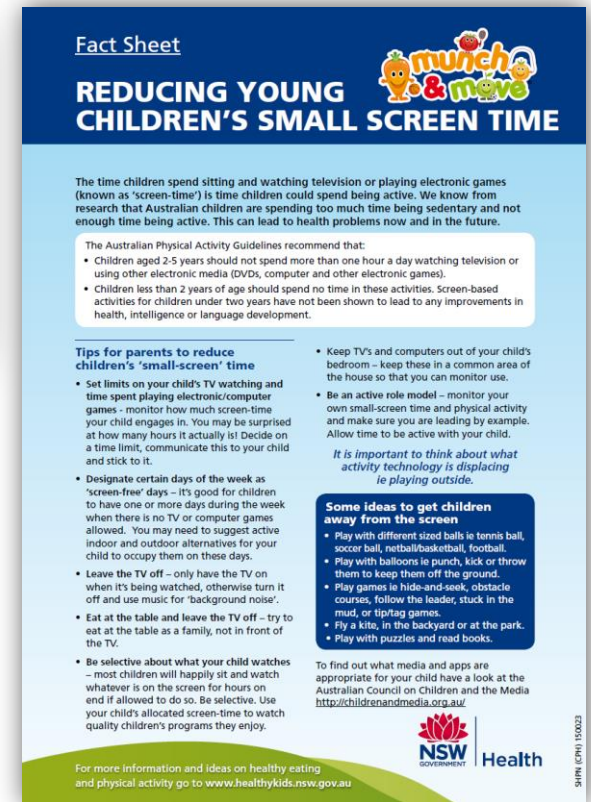




# Resources to promote *Limiting small screen time*



[www.healthykids.nsw.gov.au](http://www.healthykids.nsw.gov.au)





# Staff Development Kit



**Congratulations your ECEC service has completed  
*Turn off the TV & computer and get active!***

**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.