



HEALTHY PRACTICES: PHYSICAL ACTIVITY

Successful Solutions Professional Development LLC

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ECE Virtual Classroom
Online Courses for Early Childhood Educators



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Healthy Practices: Physical Activity

2 clock hours early childhood education

Course Description

This topic familiarizes students with the importance of physical activity to promote muscular development in infants, toddlers, and young children in a child care environment. It also suggests the amount of time children should spend engaged in physical activity, and activities for children with special needs.

- **Washington STARS Credit: Health, Safety and Nutrition (2 hours)**
- **CDA Content Area: Planning a Safe and Healthy Learning Environment (2 hours)**

CDA Settings

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes

- ✓ Discuss the importance of physical development and physical activity in young children's lives.
- ✓ Identify examples of gross-motor and fine-motor skills in preschool children.
- ✓ Discuss how physical development is linked to overall health and learning.
- ✓ List examples of ways you can support children's physical development indoors and outdoors.
- ✓ Explore resources that provide information about ways you can engage children in physical activity outdoors.
- ✓ List examples of accommodations you can use to support the physical development of children with special learning needs.

Course Content

1. Course Agenda
2. Physical Development
3. Benefits of Physical Activity
4. Infants: Birth through 11 months
5. Infants and Toddlers
6. Toddlers: 1 through 2 years old
7. Preschoolers: 3 through 5 years old
8. Active Playtime
9. Discussion: Ideas for Increasing Activity (1/5)
10. Structured Physical Activities



11. Outdoor Active Play
12. Gross Motor Learning Activities (2/5)
13. Limit Inactive Time
14. Supporting Physical Activity Indoors
15. Promoting Physical Development Indoors (3/5)
16. Supporting Physical Activity
17. Environments that Promote Physical Activity
18. Promoting Motor Development
19. Promoting Fine Motor Skills (4/5)
20. Consider All Children
21. Special Needs
22. Create a More Inclusive Environment
23. End of Course Quiz (5/5)
24. End of Course Evaluation

Sources

- 1) American Academy of Pediatrics. 2006. A Parent's Guide to Childhood Obesity. <http://www.healthychildren.org/English/health-issues/conditions/obesity/Pages/Pediatric-Help-For-Childhood-Obesity.aspx>. Accessed April 2, 2015.
- 2) Centers for Disease Control and Prevention. 2014. Adolescent and School Health. <http://www.cdc.gov/healthyyouth/physicalactivity/facts.htm>. Accessed April 10, 2015.
- 3) Child and Adolescent Health Measurement Initiative. 2012. 2011/12 National Survey of Children's Health. http://www.childhealthdata.org/learn/topics_questions/2011-12-nsch . Accessed March 25, 2015.
- 4) Child Care Aware of America. 2012. Child Care in America: 2012 State Fact Sheets. http://www.naccrra.org/sites/default/files/default_site_pages/2012/full2012cca_state_fact_sheetbook.pdf . Accessed March 25, 2015.
- 5) eXtension. 2009. Caring for Mixed Age Groups. <http://liberty.agrilife.org/files/2011/05/ChildCareNewsAugust2009.pdf>. Accessed April 15, 2015.
- 6) National Association for the Education of Young Children. 2009. Developmentally Appropriate Practices in Early Childhood Programs Serving Children from Birth through Age 8. <https://www.naeyc.org/files/naeyc/file/positions/position%20statement%20Web.pdf> . Accessed April 15, 2015.
- 7) National Association for Sport and Physical Education. Active Start: A Statement of Physical Activity Guidelines for Children Birth to Five Years (Reston, VA: NASPE, 2002), 5-11. Neumours Health and Prevention Services. 2013. Best Practices for Physical Activity. https://healthykidshealthyfuture.org/wp-content/uploads/media-resources/ECELC/C2P2/LS3/ECE_Program_Participants/English_PhysicalActivityGuide_FINAL.pdf . Accessed March 25, 2015.



Glossary of Terms

Development

Development refers to the gradual and predictable process of increasingly complex changes that occur over the course of a lifetime. Early childhood development follows the first, and most important, phase of human development: from birth to age eight.

Developmentally Appropriate

Developmentally Appropriate are activities which are suitable for the age and stage of development of individual child.

Developmental Stages

An expected, sequential order of obtaining skills that children typically go through. Examples include: crawling before walking and using fingers to feed themselves before using utensils.

Fine Motor Skills

Fine motor skill is the coordination of small muscles, in movements—usually involving the synchronization of hands and fingers—with the eyes. The complex levels of manual dexterity that humans exhibit can be attributed to and demonstrated in tasks controlled by the nervous system.

Gross Motor Skills

Gross motor skills are involved in movement and coordination of the arms, legs, and other large body parts and movements. Crawling, running, and jumping are gross motor skills.

Growth

Growth differs from development in that it usually means an increase in size or physical maturation—not an increase in the complexity of changes.

Infant

Infant means a child birth through 12 months of age.



Motor Skills

A person's ability to use large and small muscle groups. Gross motor skills refer to the use of large muscles in activities such as running or jumping. Fine motor skills refer to small muscle coordination required for things like writing or buttoning a shirt.

Physical development

Physical development refers to the advancements and refinements of motor skills, or, in other words, children's abilities to use and control their bodies. These advancements are evident in gross- and fine-motor skills, and they are essential to children's overall health and wellness.

Preschool-age

Preschool age child means a child 3 through five years of age.

Special Needs

This refers to the needs of children with social, emotional, communication, intellectual, or physical delays or disabilities. The term special is borrowed from the field of special education. This terminology should not be confused with cultural needs.

Structured physical activities

Consists of activities (e.g., games, sports and instructional programs in dance, gymnastics, swimming) designed to increase the quality and/or intensity of physical activity.

Teacher-led

Supporting children's learning by providing a wide range of developmentally appropriate content rich activities. In general usage, the term direct instruction refers to (1) instructional approaches that are structured, sequenced, and led by teachers, and/or (2) the presentation of academic content to students by teachers.

Toddler

Toddler means a child twelve months through thirty-six months of age.



Optional Resources for Further Study

- Kids and Exercise, Kid's Health from Nemour, <http://kidshealth.org/en/parents/exercise.html>
- "BAM" (Body and Mind) for kids, from the Centers for Disease Control and Prevention, <https://www.cdc.gov/bam/activity/index.html>
- Proven: Kids Get Smarter Just from Exercising by Dr. Mercola, <https://fitness.mercola.com/sites/fitness/archive/2012/01/20/physically-active-children-perform-better-academically.aspx>
- The Physical Play and Motor Development of Young Children: A Review of Literature and Implications for Practice, http://www.easternct.edu/cece/files/2014/06/BenefitsOfPlay_LitReview.pdf
- Let's Move! Child Care Physical Activity Checklist, https://d3knp61p33sjvn.cloudfront.net/media-resources/ECELC/C2P1/LS1/Project_Coordinators_Trainers/Evaluation/LetsMoveChildCareQuiz.pdf
- Physical Activity and Play for Toddlers, Child Growth Foundation, www.infantandtoddlerforum.org, https://www.infantandtoddlerforum.org/media/upload/pdf-downloads/4877_Factsheet_3.4_Physical_Activity_and_Play_ITF204_v11.pdf
- Fitness Lesson Plans, Kids Health in the Classroom, <http://classroom.kidshealth.org/prekto2/personal/fitness/fitness.pdf>
- Why to Limit Your Child's Media Use, American Academy of Pediatrics, <https://healthychildren.org/English/family-life/Media/Pages/The-Benefits-of-Limiting-TV.aspx>
- Television Watching and "Sit Time", Harvard School of Public Health, <https://www.hsph.harvard.edu/obesity-prevention-source/obesity-causes/television-and-sedentary-behavior-and-obesity/>
- Physical Activity in Early Childhood: Setting the State for Lifelong Healthy Habits, http://www.excellence-earlychildhood.ca/documents/parenting_2011-04.pdf
- 4 Fun Lesson Plans to Keep Kids Active During Physical Activity Month, May 15th, 2017 by SPARK, <https://sparkpe.org/blog/4-fun-lesson-plans-to-keep-kids-active-during-physical-activity-month/>
- Health Lesson Plan- Learn the Importance of Being Active Every day, Jul 30, 2010, <http://www.nourishinteractive.com/nutrition-education/teachers-lesson-plans/1-being-active-daily-elementary-kids-health-lessons-physical-activity-exercise>
- Be Active Kids Guide to Early Childhood Physical Activity: Motor Skills and Movement Concepts for Children Birth to Five, BlueCross Blue Shield of North Carolina, http://www.beactivekids.org/assets/pdf/BAK_Sample.pdf
- Physical activity for younger children, Raising Children Network, http://raisingchildren.net.au/articles/activities_for_younger_kids.html/context/249



- Best Practices for Child Care Nutrition and Physical Activity Environments, A Guide for Self-Assessment and Policy Development, Contra Costa Child Care Council – Child Health and Nutrition Program.
<http://www.healthybeveragesinchildcare.org/bestpractices/BestPracticesHandbook.pdf>
- Move and Play Every day, Commonwealth of Australia, Department of Health and Ageing,
http://www.imagineeducation.com.au/files/GapTraining/Move_20and_20Play_20Every_20Day.pdf
- How to Keep Toddlers Active, The Nemours Foundation,
<http://kidshealth.org/en/parents/active-toddler.html>
- Why kids are inactive (and why it's not just their parents' fault), ABC Health & Wellbeing,
<http://www.abc.net.au/news/health/2017-03-07/kids-physical-activity/8328920>
- 15 Simple Ways to Get Moving, Head Start Body Start,
<https://assets.bouldercounty.org/wp-content/uploads/2017/02/15simplewaysgetmoving.pdf>
- Headstart Classroom Visuals and Support, <http://headstartinclusion.org/classroom-visuals>
- Lesson Plans for Physical Activity in Child Care * Great Resource *,
https://d3knp61p33sjvn.cloudfront.net/2016/04/Classroom_Activities_Lesson_Plans.pdf
- Non-Competitive & Active Games for Preschoolers,
<https://d3knp61p33sjvn.cloudfront.net/2015/01/noncomgames.pdf>

Course Author

The learning outcomes for this course have been reviewed and updated by Aurora Tollestrup, BS Ed. Aurora is a full time Coordinator of Online Learning and Instructional Technology with Successful Solutions Training in Child Development. She is also an approved PD Specialist. She can be found in the PD Specialist search on the CDA Council website under Port Orchard, WA.

This topic has been collaboratively created, organized, and developed by our team of trainers, educators, administrators and specialists. We strive to maintain high quality online training methods while adhering to state standards for adult learning and meeting the needs of our students.



ECE Virtual Classroom Academic Coach

The Virtual Classroom Academic Coach’s role is to support the ECE students through the training process. The Virtual Classroom Academic Coach reviews assignment per directions, monitors discussion threads, answers inquiries/emails, monitors student engagement, provides online student support, and regularly collaborates with team members on development. The Virtual Classroom Academic Coach serves as the facilitator and grader, while the Online Educators are the official state approved trainers.

Student Support

The best way to reach us is through live student support chat. Look for the Chat with Us bubble on the bottom left corner of the website.

Website: www.myececlass-safety.com

E-mail: info@myececlass.com

Phone: (360) 602-0960

Student Support Hours

Chat & Email Support

Monday - Friday	7 am – 6 pm
Saturday & Sunday	9 am – 6 pm
Holidays (Email Only)	10 am – 4 pm

Phone Support

Monday - Friday	7 am – 6 pm
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Required Assignments

Reading

The text on each page should be read. When you submit the worksheets, discussion boards, and click on the NEXT PAGE button, it will create a record of your progress moving through each page.

Videos

Watch the videos as you encounter them. If you have trouble with the videos playing, this may require that you update flash player on your computer. Optionally, some students find that if they are having difficulties playing the videos on their computer, they can view them on their phone. There is a link above the videos to view them on YouTube directly. You may wish to



save the Youtube link for the video to refer to in the future, or in order to use another device for viewing.

Discussion

The discussion questions are a required part of the course. You may either post on the discussion board where you are contributing to the thread with other students. Alternately, you have the option of clicking on the link above the discussion board and submitting your response on a worksheet form. The ECE Virtual Classroom Coach will be tracking your submission of the discussion board assignments as part of meeting the learning outcomes for the course.

Worksheets

Check for Understanding worksheets are provided throughout each course. The worksheets allow opportunities to reflect on the course materials as you are progressing through the training. Watch your email in-box for trainer feedback. You may not receive feedback for every single assignment, depending on how quickly you are moving through the course. Instead, you may receive an email letting you know that your work was done well, with a certificate attached. If you need guidance, the trainer or the academic coach will be sending you emails with feedback with instructions for resubmission. Certificates will not be issued if worksheets are skipped, incomplete, or filled in with inappropriate responses.

If you need assistance, we have student support available via Live Student Support Chat 7 days a week (Mon.-Fri. 7 am-8 pm and Sat.-Sun. 9am-6pm PST).

Quizzes

The end of course quizzes are primarily multiple choice and true or false questions, with occasional open-ended questions. 70% or better is required to pass the quiz. You can review the course materials and retake the quiz as many times as needed to pass. Automated emails are sent to you confirming that you have submitted the worksheets and quizzes and provide you with a link to resume at the next page.

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Optional Course Items

The items below are offered in each course as options. Optional means that you have the choice to utilize them, or not.

Optional Resources for Further Study

We have included a wealth of resource links for you to explore and further your knowledge about each topic.

The resource links provided in our website are provided solely for your convenience and may assist you in locating other useful information on the Internet. When you click on these links you will leave our website and will be redirected to another website. These websites are not under the control of Successful Solutions Training in Child Development. Successful Solutions Training in Child Development is not responsible for the content of linked third party websites. We are not affiliated with these third parties nor do we endorse or guarantee their products, services, website content, etc. We make no representation or warranty regarding the accuracy of the information contained in the linked websites. We suggest that you always verify the information obtained from linked websites before acting upon this information.

Parking Lot

The Parking Lot is offered as an optional opportunity to interact with the trainer about a question that you may have about the course topic. If you do not have a question, it is not necessary to fill out this form, it is not required. If you choose to submit a question to the trainer, she will respond to you by email. Be sure to watch your email in-box.

You can always leave a message for student support on our Live Chat on the bottom left corner of the website, any time of day or night. If we are not available, we will respond by email as soon as possible.

Certificates

When you submit the evaluation form, that prompts the academic coach to review all of your work. We will evaluate your work to assure that you have met the learning outcomes. Once that assessment is complete, you will receive your certificate by email. [Click Here](#) for a sample certificate. (This certificate is an example. The student certificate may vary slightly). Certificates are prepared 7 days a week between 7 am and 7 pm PST. In most cases, you should receive your certificate by email within a few hours after you submit the evaluation form, or first thing the next morning.



State Training Approval

This training may, or may not, meet annual training requirements in your state. Please provide us with your state, and any State registry ID number on the evaluation form, and if we are able to record your completed training with your state, we will. In some cases, for annual state credit, you will need to submit the certificate to the appropriate registry and they may or may not award annual credit. Providing a State Registry number to us does not guarantee that your state will approve the training for annual continuing education credit.

The following states have *pre-approved* our courses:

- Washington State DEL MERIT Trainer: *Aurora Tollestrup STARS ID 4070153592*
- Louisiana Pathway: *Aurora Tollestrup Trainer Number IND-001526*
- Texas: *Aurora Tollestrup Trainer Number 13257*
- Illinois - *Organization Approval Number B102312 (Successful Solutions Prof. Dev.)*
- Colorado Early Childhood: *Aurora Tollestrup Approved Trainer number 547*
- NewMexicoKids Trainer Registry Master Trainer: *Aurora Tollestrup*
- Minnesota Level 2 Trainer: *Aurora Tollestrup*
- Wyoming: *Aurora Tollestrup STARS Trainer ID 4563*
- Ohio (*Aurora Tollestrup OPIN # 1118-074*) * (*Entity OIN # 21084413*)
- North Carolina - *Organization approval (Successful Solutions Prof. Dev.)*
- Utah - *Organization approval for Online Career Ladder Courses (Successful Solutions)*
- Vermont - *Organization Approval (Successful Solutions Prof. Dev.)*
- Arkansas: *Aurora Tollestrup - Intermediate Level Trainer #27540*

Our courses may be accepted many states that do not require pre-approval.

Technical Requirements

- Laptop or PC
- Most students are able to use mobile devices such as tablets to complete courses. However, each device is different, and an individual's skill level with the device may determine their success with using a mobile device.
- Recommended web browser: Google Chrome
 - Microsoft Edge, Safari and Firefox are other acceptable browsers.
 - Internet Explorer is no longer supported by Microsoft, and you may have issues if you use it to take training.
- Operating System
 - Make sure you're using a current operating system (for example, Windows 10).



- Outdated operating systems may cause technical difficulties.
- Internet Speed
 - Slow internet speed may impact loading time.
- Videos may require Adobe Flash Player.

Adobe Reader is required to open PDF files. Download Adobe Reader can be downloaded free <https://acrobat.adobe.com/us/en/acrobat/pdf-reader.html>

