

Module Six: *Delacare* Rules for Physical Activity and Screen Time & Ideas for Engagement

Time: 45 minutes

Goal: To learn the *Delacare* Rules for physical activity and screen time and ideas for engaging children.

Objectives:

- Name four physical activity Rules and rationale for each.
- Name four age- and location-specific screen time Rules and rationale.
- List four age- and developmentally-appropriate ideas for physical activity and alternatives for screen time.

Handouts

- Action Story

Additional Materials

- *First Years Toolkit – Administrators’ Guide*

I. Discussion (40 minutes)

Delacare Rules for Physical Activity and Screen Time & Ideas for Engagement (slide 1)

[Introduce yourself (if you haven’t already done so).]

SAY:

- During this session you will learn the *Delacare* Rules for physical activity and screen time and ideas for engaging children.
- Just a reminder that ALL licensed child care centers and homes **MUST** abide by these Rules.

Learning Objectives (slide 2)

[READ slide.]

Physical Activity Rule #1 (slide 3)

[READ slide.]

SAY:

- Moderate intensity physical activities raise a person’s heart and breathing rate. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity. Examples include: brisk walking, dancing, swimming or bicycling on level terrain.
- Vigorous intensity physical activity should be challenging, cause sweating and allow for only a few words of conversation before needing to pause for a breath. Examples include: running, climbing or jumping.
- Moderate-to-vigorous intensity physical activities fall in a range between the two. Examples include: hopping and jogging.

Rationale #1 (slide 4)

SAY:

- We know that daily physical activity is important for many reasons.

[READ 4 – 5 bullets on slide.]

Physical Activity Rule #2 (slide 5)

[READ slide.]

Rationale #2 (slide 6)

[READ slide.]

SAY:

- “Tummy time” is when an infant is placed on his belly so that he has to lift his head to look around.

Physical Activity Rule #3 (slide 7)

[READ slide.]

Rationale #3 (slide 8)

[READ slide.]

Physical Activity Rule #4 (slide 9)

[READ slide.]

SAY:

- Examples of sensory equipment include: crib mobiles, teething toys, baby mirrors, etc.
- Examples of manipulative equipment include: grip toys, stacking toys, puzzles, peg boards, etc.
- Examples of large muscle equipment include: riding/rocking toys, gym mats, balance beams, slides, etc.

Rationale #4 (slide 10)

[READ slide.]

SAY:

- Gross motor skills involve large muscle groups like your legs, back and arms; while fine motor skills involve small muscle groups like those in your fingers.

Delacare Rules for Screen Time in Early Care & Education/School-Age Centers (slide 11)

[READ slide.]

SAY:

- Here are the *Delacare* Rules for screen time.
- Screen time includes TV, DVD, computer and video game use.
- You will notice that the Rules for screen time are separated into two groups: Rules for early care and education/school-age centers and Rules for family and large family homes.
- This is a chart for centers only.

- The Rules for centers are: Children under 24 months are prohibited from watching TV/DVD and using a computer at any time while in care. Children age two and older are limited to watching no more than one hour of educational and age-appropriate TV/DVD and must have written parent permission. In addition, they are also limited to no more than one hour of computer time and must have written parent permission for this, also.

Delacare Rules for Screen Time in Family & Large Family Care Homes (slide 12)

SAY:

- You will notice that in the home child care setting, children under 24 months are allowed to watch TV/DVD for no more than one hour and must have written parent permission. They are prohibited from using the computer.
- Children age two and older have the same Rules to follow in the home child care setting as in centers: They are limited to no more than one hour of educational and age-appropriate TV/DVD and no more than one hour of computer use. They must have written parent permission for both.
- The reason the Rules differ in child care homes is due to the presence of a varied age group of children and the challenge of available space to separate children into different groups by age where screen time is allowed in one and not the other.
- Just because children are allowed to watch up to an hour of TV/DVD and play for up to an hour on the computer doesn't mean that it is required or even recommended – less is better! If you offer screen time, use it strategically during transitional times of the day (e.g., drop-off and pick-up, while preparing a meal or snack, etc.).

Additional Regulations (slide 13)

SAY:

- You will see that both TV/DVD and computer use must be limited to age-appropriate, fun and educational games and programs. Children must be supervised by a staff member during computer use and protected from exposure to inappropriate websites.

Screen Time Rationale (slide 14)

[READ first three lines of slide]

SAY:

- Research has shown that for infants and children ages 8–16 months, every hour of viewing baby DVD/videos was associated with 6–8 fewer words learned compared to those that did not watch them.
- Research has also shown that more hours of viewing a screen at three years old was associated with decreased cognitive test scores at age six.

Remember, Children Learn Best (slide 15)

SAY:

- Children learn best through interaction with their environment and the people around them.

Knowledge Check (slides 16 – 22)

SAY:

- Now we're going to see how much you've learned! Are you ready for your "Knowledge Check"? Shout out the answer after I read the question.

[READ each slide and then show the answer.]

Definitions (slide 23)

SAY:

- Now that we've reviewed the physical activity and screen time Rules, let's talk about different types of physical activity and ideas for engaging children.
- First, let's review a couple definitions: structured physical activity is generally planned as part of the day's curriculum or activities. It is adult-led and has a distinct beginning and end. Structured physical activity is designed with age-appropriate motor skill development in mind. Examples include: obstacle course, action songs and active games.
- Unstructured physical activity is also known as child-led free play – children come up with the activity and create their own rules. This type of play allows children to freely explore their environment, develop the ability to cooperate and negotiate with others and think creatively.

Age-Based Physical Activity Recommendations (slide 24)

SAY:

- There are a number of age-based physical activity recommendations listed on pages 91 – 92 in the *First Years Toolkit – Administrators' Guide*, but I will highlight a few here.
- Infants need “tummy time” 2 – 3 times a day or more often as tolerated.
- Toddlers and children ages 1 – 5 years need a combination of both structured and unstructured physical activity throughout the day.
- Toddlers need at least 30 minutes of structured activity and 60 minutes of unstructured activity. Children ages 3 – 5 years need at least 60 minutes of structured and 60 minutes of unstructured activities. Examples of structured activities include: active follow-along songs such as “Hokey Pokey” and “Head, Shoulders, Knees and Toes” and chase games such as “Red Light-Green Light” and “Tag.”
- Children ages 6 – 12 years need at least 60 minutes of moderate-to-vigorous physical activity accumulated throughout the day, which also includes muscle and bone-strengthening exercises. Examples include push-ups, sit-ups, lifting weights and climbing stairs.
- All children also need daily outdoor time which can be used for structured and unstructured physical activity.
- Remember that physical activity can be broken up into smaller increments of time, like 10 minute blocks throughout the day. You don't have to complete the whole time requirement at once.

Age- and Developmentally-Appropriate Physical Activity Ideas (slide 25)

ASK:

- *Can anyone name a developmentally-appropriate activity for an infant?*

[Listen to participants' ideas.]

[Repeat what they say and offer positive feedback for speaking.]

[READ examples from infant side of slide.]

- *Can anyone name a developmentally-appropriate activity for a toddler?*

[Listen to participants' ideas.]

[Repeat what they say and offer positive feedback for speaking.]

[READ examples from toddler side of slide.]

SAY:

- You can find more developmentally-appropriate physical activity ideas for infants and toddlers on pages 93 – 94 in the *First Years Toolkit – Administrators’ Guide*.

Age- and Developmentally-Appropriate Physical Activity Ideas (slide 26)

SAY:

- Let’s look at appropriate physical activities for preschool and school-age children.

ASK:

- *Can anyone name a developmentally-appropriate activity for a child in preschool?*

[Listen to participants’ ideas.]

[Repeat what they say and offer positive feedback for speaking.]

[READ examples from preschool side of slide.]

- *Can anyone name a developmentally-appropriate activity for a school-age child?*

[Listen to participants’ ideas.]

[Repeat what they say and offer positive feedback for speaking.]

[READ examples from school-age side of slide.]

SAY:

- You can find more developmentally-appropriate physical activity ideas for preschool and school-age children on pages 94 – 95 in the *First Years Toolkit – Administrators’ Guide*.

Ideas for Engaging Children in Physical Activity (slide 27)

SAY:

- There are many ways to engage children in physical activity. A few examples are listed on the screen.

[READ slide.]

ASK:

- *What are a few other ways you engage children in physical activity?*

[Listen to participants’ ideas.]

[Offer feedback if necessary.]

SAY:

- Role modeling is extremely important when it comes to engaging children in almost anything.
- Show the children that you are excited to participate in a “fun” activity. This will help increase their motivation to participate in the activity.
- Even if you’re not entirely comfortable being active, be engaged with the children and do the movements you are able to with them.

Limited Space Activities (slide 28)

SAY:

- There are a few times when going outside for physical activity is not an option (e.g., inclement weather, broken equipment), but this should not prevent the children from getting their much needed daily activity.

ASK:

- *What are some examples of limited space activities that can also serve as screen time alternatives?*

SAY:

- Here are a few other examples.

[READ 4 – 5 bullets on slide.]

SAY:

- Additional ideas for limited space activities and screen time alternatives can be found on page 97 in the *First Years Toolkit – Administrators’ Guide*.

Resources for Supporting Physical Activity (slide 29)

SAY:

- This slide highlights some tools and programs designed to increase physical activity and promote other healthy behaviors in children. Some of these resources are free, while others have a cost associated with them.

[READ resources on slide.]

[Be familiar with each of the resources to answer potential questions from participants.]

SAY:

- Additional information on each of these resources is found on pages 100 – 102 in the *First Years Toolkit – Administrators’ Guide*.

Resources for Supporting Nutrition and Physical Activity (slide 30)

SAY:

- The websites for USDA’s Team Nutrition, Let’s Move Childcare, National Association for Sports and Physical Activity, Nemours and The National Center on Physical Activity and Disability all provide wonderful resources for both nutrition and physical activity.
- These resources are listed on pages 83–84 and 102 in the *First Years Toolkit – Administrators’ Guide*.

Questions / Comments? (slide 31)

ASK:

- *Are there any questions or comments?*

[Address any questions or comments at this time.]

II. Activity (5 minutes)

Activity Time! (slide 32) – [Optional]

[If you have enough time, use this activity as a way to conclude the session.]

SAY:

- In conclusion, we are going to do an activity to get you up and out of your seat!
- Everyone stand up and push in your chair. We are going to do an activity called an “Action Story.”
- I am going to read the action story, and as I read, you all will act out the action words.
- For example, when I say march, you’re going to march [act out marching].

[READ story and act out the action words as you read. The providers will follow your lead.]

[Have providers sit back down when the story is finished.]

SAY:

- This activity can be done with any story for either adults at a staff meeting or with preschool children. You can choose a children’s story you already have in your center or home or the children can create their own action story by filling in the blanks of a story you give them with action words.
- This is a fun way to incorporate physical activity into the day. This activity can be made more or less elaborate depending on the use of props and/or costumes.
- That’s the end of our session. Thank you for participating!

Action Story

John and Linda were **TAKING A WALK** one spring afternoon, when they decided to plant a garden for their mother for Mother's Day. When their mother heard the good news, she **JUMPED** up and down and **CLAPPED** her hands.

John **RAN** down to the store to buy the seeds, while Linda **HOPPED** over to the tool shed to get a shovel and a rake. Linda **RAKED** an area and then **DUG** five holes. John **MARCHED** home from the store and did **FIVE TOE TOUCHES** (count out loud) to put the seeds in the holes. Linda **RAKED** the dirt back to cover the seeds. John did **FIVE SHOULDER SHRUGS** (count out loud) while carrying a bucket of water for the newly planted seeds. John and Linda's mother **RAN** out to see what her children had done. She did **FIVE FORWARD ARM CIRCLES** (count out loud) with excitement over her newly planted garden! Every morning John and Linda **RAN** out to their garden to help their seeds grow healthy and tall. They **SQUATTED** down to pull weeds and did **SHOULDER SHRUGS** while carrying water for their plants. After many weeks, their garden was full of bright and healthy fruits and vegetables! John **HOPPED** out to the garden with a large basket to collect the fruits and vegetables that had grown. Linda **STOOD ON HER TOES** to reach the fruits on the trees and John **SQUATTED** down to pick the vegetables. They **CARRIED** their baskets inside and enjoyed their fruits and vegetables for dinner! At the end of the summer, John and Linda's mother **WALKED** out to their garden and thanked them for the wonderful gift of fruits and vegetables. John and Linda **STRETCHED** their arms to the sky and **CLAPPED** their hands for a job well done!