

Delacare Physical Activity Rules for Early Care & Education and School-Age Centers

Indoor Space

220. Licensee shall ensure that interior space designated for use by children is available to children when the Center is in operation and is arranged to allow each child adequate space for free movement and active play.

Outdoor Space

205. A licensee shall ensure that the outdoor play area is situated next to or within close proximity to the Center and available to the children.
- A. The play area shall be accessible by a safe route.
212. A licensee shall ensure that the outdoor play area has equipment for vigorous play and large muscle activity with attention to the needs of the diversity of children served and their abilities to participate and is free of hazards.
214. A licensee shall ensure that the outdoor play area has a shaded rest area for children.
267. A licensee shall be aware of extreme weather conditions such as air quality or wind chill factor that could affect the well being or health of children and limit outside play time when such extreme weather conditions exist.

Program Goals & Planning

378. Licensee shall ensure that adaptations and accommodations be made in activities, adult-child interactions, teaching strategies, and materials or equipment when needed to support the positive development of all children including those with disabilities.
382. Licensee shall ensure that each child, according to his or her ability, is provided the opportunity for a **minimum** of twenty (20) minutes of moderate to vigorous physical activity indoors and/or outdoors, for every three (3) hours the child is in attendance between the hours of 7:00 a.m. to 7:00 p.m.

Programs for Infants

394. Licensee shall ensure that staff interacts with infants, providing the following opportunities throughout the day:

- C. Limiting time spent, while awake, in any confining equipment such as a crib, infant seat, swing, high chair or play pen to less than one-half (1/2) hour immediately after which opportunities for freedom of movement in a sanitary area protected from foot traffic are provided;
- I. Providing space and equipment to support infants' developing physical skills such as rolling over, sitting, scooting, crawling and standing; and
- J. Providing materials and encouragement for infants' beginning pretend play alone, with other children and with staff.

Programs for Toddlers

396. Licensee shall ensure that staff interacts with toddlers at their eye-level, and whenever appropriate, sitting on the floor with the toddlers, providing the following opportunities throughout the day:

- D. Encouraging children to play with one another with adult help;
- E. Providing materials and encouragement for pretend play alone and with other children and adults; and
- G. Providing opportunities for children to walk, run, climb, stack, balance, scribble, draw and develop fine and large motor skills.

Programs for Preschool-Age Children

397. Licensee shall ensure that staff interacts with preschool-age children at their eye-level, and whenever appropriate, sitting on the floor with the children, providing the following opportunities throughout the day:

- F. Supporting the development of social competence through play and cooperative work with other children;
- G. Providing materials and encouragement for more extended and complex pretend play alone and with other children and staff;
- I. Providing opportunities for children to walk, run, climb, stack, balance, scribble, draw, write and refine fine and large motor skills; and
- L. Supporting children's development of independence and mastery of skills.

Care of School-Age Children

399. Licensee shall ensure that the outdoor play area for school-age children is physically separated or used at separate times from that provided for children younger than school-age.

Equipment

401. Licensee shall provide developmentally-appropriate equipment and materials for a variety of indoor and outdoor activities. Materials and equipment shall promote a variety of experiences that support children's social, emotional, language/literacy, intellectual and physical development.
402. Licensee shall ensure that materials and equipment be available in a quantity to allow all children to benefit from their use and to allow a range of choices with, at least, duplicates of the most popular materials.
403. Licensee shall ensure that for infants and toddlers under eighteen (18) months, the following supplies and/or equipment in each of the following categories are provided in quantities as described in Rule #402:
 - A. Sensory supplies and equipment: crib mobiles, teething toys, busy boxes, baby mirrors, rattles, melody chimes, squeeze toys or other comparable supplies or equipment;
 - C. Manipulative supplies and equipment: squeeze and grip toys, boxes, sorting and stacking toys, three (3) or four (4) piece wooden inlay puzzles, puzzle blocks, simple threading toys, mobile pull toys, balls or other comparable supplies or equipment; and
 - E. Large muscle supplies and equipment: low climbers, slides, riding/rocking toys, foam or soft plastic balls, gym mats, play tunnels or other comparable supplies and equipment.
404. Licensee shall ensure that for children over eighteen (18) months, the following supplies and/or equipment in each of the following categories are provided in quantities as described in Rule #402:
 - C. Manipulative supplies and equipment: puzzles, pegs and pegboards, lacing boards, building toys, stencils, dominoes, pounding bench, lotto games or other comparable supplies and equipment; and
 - D. Large muscle equipment: rocking boat, wheel toys, climbers, slides, balance beam, barrels and/or large cartons, parachute, balls and beanbags, outdoor play equipment, gym mats or other comparable supplies and equipment.
405. Licensee shall ensure that toys, play equipment and other equipment used by the children are of sturdy and safe construction and free from hazards such as causing entrapment, and having rough edges, sharp corners, pinch and crush points, splinters, exposed bolts, small loose pieces and are free from recall.

Delacare Physical Activity Rules for Family Child Care Homes

Note: All regulations apply to both family child care homes *and* large family child care homes, unless otherwise noted. Section numbers corresponding to family child care home regulations are listed first, followed by those corresponding to large family child care home regulations.

Program Goals & Planning

- 294/351. Licensee shall ensure that each child, according to his or her ability, is provided the opportunity for a minimum of twenty (20) minutes of moderate to vigorous physical activity indoors and outdoors, for every three (3) hours the child is in attendance between the hours of 7:00 a.m. to 7:00 p.m.
- 298/352. Licensee shall ensure that children have periods of outside play each day depending upon weather conditions permitting (see Rule #225).
- 299/353. Licensee shall ensure that in the case of prolonged periods of inclement or extreme (hot or cold) weather conditions, opportunities for alternative indoor space for active physical play is provided for the children.
- 294/348. Licensee shall ensure that adaptations and accommodations are made by staff members in activities and materials as needed to support the positive development of all children including those with disabilities.

Programs for Infants

- 301/357. Licensee shall ensure that staff members interact with infants providing the following opportunities throughout the day:
 - C. Limiting time spent, while awake, in any confining equipment such as a crib, infant seat, swing, high chair or play pen to less than one-half (1/2) hour immediately after which opportunities for freedom of movement are given in a sanitary area protected from foot traffic;
 - I. Providing space and equipment to support infants' developing physical skills such as rolling over, sitting, scooting, crawling and standing; and
 - J. Providing materials and encouragement for infants' beginning pretend play alone, with other children and adults.

Programs for Toddlers

- 302/358. Licensee shall ensure that staff members interact with toddlers at their eye level, and whenever appropriate, sitting on the floor with toddlers, providing the following opportunities throughout the day:
- D. Encouraging children to play with one another with adult help;
 - E. Providing materials and encouragement for pretend play alone and with other children and adults;
 - G. Providing opportunities for children to walk, run, climb, stack, balance, scribble, draw, and develop fine and large motor skills; and
 - J. Supporting toddlers' development of independence and mastery of feeding, dressing and other skills.

Programs for Preschool-Age Children

- 303/359. Licensee shall ensure that staff members interact with preschool-age and older children at their eye level, and whenever appropriate, sitting on the floor with the children, providing the following opportunities throughout the day:
- F. Supporting the development of social competence through play and cooperative work with other children;
 - G. Providing materials and encouragement for more extended and complex pretend play alone and with other children and staff;
 - I. Providing opportunities for children to walk, run, climb, stack, balance, scribble, draw, write, and refine fine and large motor skills; and
 - L. Supporting children's development of independence and mastery of skills.

Programs for School-Age Children

- 304/360. Licensee shall ensure that staff members interact with school-age children and also provide the following daily opportunities when school-age children are in attendance during out of school time:
- A. Active physical play time and/or outdoor activities. If weather conditions do not permit outdoor play, children shall be given opportunities for active physical play indoors.

Equipment

- 307/363. Licensee shall ensure staff members provide developmentally-appropriate equipment and materials for a variety of indoor and outdoor activities. Materials and equipment shall promote a variety of experiences that support children's social, emotional, language/literacy, intellectual and physical development.
- 308/364. Licensee shall ensure that materials and equipment are available in a quantity to allow all children to benefit from their use and to allow a range of choices with, at least, duplicates of the most popular materials.
- 309/365. Licensee shall ensure that toys, play equipment and other equipment used by the children are of sturdy and safe construction and free from hazards such as causing entrapment, and having rough edges, sharp corners, pinch and crush points, splinters, exposed bolts, small loose pieces and are free from recall.

Outdoor Space (*Exclusively for family child care homes)

- 213. Licensee shall provide opportunities for vigorous play and large muscle activity with attention to the diverse needs of the children served and their abilities to participate either on the premises of the Family Child Care Home or within safe walking distance of the Family Child Care Home.

Outdoor Space (*Exclusively for large family child care homes)

- 265. Licensee shall provide opportunities for vigorous play and large muscle activity with attention to the diverse needs of the children served and their abilities to participate either on the premises or within a safe walking distance of the Large Family Child Care Home.

Office of Child Care Licensing Division of Family Services, Department of Services for Children, Youth and their Families, State of Delaware, "Delacare Rules for Family Child Care Homes," January 2009.

Office of Child Care Licensing Division of Family Services, Department of Services for Children, Youth and their Families, State of Delaware, "Delacare Rules for Large Family Child Care Homes," January 2009.

Age-Based Physical Activity Recommendations¹

The following information covers best practices for physical activity to support healthy child development at different ages. Not all of these recommendations are covered by *Delacare* Rules. After your child care center or home meets *Delacare* Rules, use these recommendations to improve the quality of physical activity offered by your center or home.

Infants (Birth through 11 months)

- Tummy time at least 2 – 3 times per day for short periods of time or as tolerated
- Daily planned physical activities that safely support developmental milestones (e.g., head and neck support, rolling, floor sitting, kicking, crawling, reaching and grasping for objects)
- Supervised free play in open and safe places
- Daily outdoor time in a safe setting supervised by an adult
- Large, open, safe play surfaces
- Developmentally-appropriate toys and equipment to promote movement and physical activity
 - Rattles; mobiles; balls; unbreakable mirrors; solid furniture to use for pulling-up, standing and cruising

Toddlers (1 through 2 years)

- At least 30 minutes of daily structured activity, accumulated throughout the day
- At least 60 minutes and up to several hours of unstructured physical activity every day, accumulated throughout the day
- Daily outdoor time in a safe setting supervised by an adult
- Free space
- Developmentally-appropriate toys and equipment to encourage physical activity
 - Objects to roll, throw and kick (e.g., bean bags and large, soft balls)
 - Push toys (e.g., shopping carts, lawn mowers or doll carriages)
 - Wagons to fill with objects and pull, riding toys, low climbers
- Participation in activities that are age-appropriate, fun and varied

Preschoolers (3 through 5 years)

- At least 60 minutes of daily structured activity, accumulated throughout the day
- At least 60 minutes and up to several hours of unstructured physical activity every day, accumulated throughout the day
- Daily outdoor time in a safe setting supervised by an adult
- Free space
- Developmentally-appropriate toys and equipment to encourage physical activity
 - Tricycle or other riding toys, balls, bean bags and hoops
- Hopscotch
- Access to climbing equipment (backyard or playground)
- Participation in activities that are age-appropriate, fun and varied

School-Aged (6 years and up)

- At least 60 minutes of daily physical activity, accumulated throughout the day
- Aerobic as well as age-appropriate muscle- and bone-strengthening activities
 - Aerobic activities should be either moderate or vigorous in intensity. Vigorous physical activity should be done at least three days a week.
 - Muscle- and bone-strengthening activities should be part of the 60 minutes or more of physical activity at least three days a week
- Daily outdoor time
- Participation in activities that are age-appropriate, fun and varied

For additional information on activities that should be limited, as well as those not recommended, please refer to “Best Practices for Physical Activity: A Guide to Help Children Grow up Healthy” (NHPS, 2009).

¹ Nemours Health & Prevention Services (2009). “Best Practices for Physical Activity: A Guide to Help Children Grow Up Healthy.” <http://www.nemours.org/content/dam/nemours/www/filebox/service/preventive/nhps/paguidelines.pdf>. Accessed June 23, 2010.

Developmentally-Appropriate Physical Activity Ideas

Infants¹

Keeping infants and toddlers in strollers, play pens or car/infant seats for extended periods of time may delay development such as rolling over, crawling and walking. It is important to support infants in being physically active from the start! Parents and caregivers must provide opportunities and encouragement for the development of these movement skills. Recommendations include:

- Playing baby games (e.g., “peek-a-boo” and “patty-cake”)
- Holding, rocking or carrying the infant to new environments
- Placing infant on his stomach and encouraging him to move actively on a clean or blanketed floor; also known as “tummy time”
 - Placing a rattle or favorite toy just out of his reach
 - Changing the position of the object to increase mobility and range of motion
- Providing a variety of safe play objects that cannot be swallowed, are lightweight for handling and grasping, have no sharp edges or points, are brightly colored, vary in texture and are non-toxic
- Designating a safe space for playing, rolling and other large muscle activities
- Ensuring close supervision in an open environment for the exploration and development of movement skills (e.g., rolling over, sitting up, crawling, creeping and standing)
- Interacting with the infant as long as he is attentive to playful activity—use facial, verbal and nonverbal expressions to motivate the infant’s physical participation

Toddlers¹

Toddlers will use their new walking skills to energetically explore the world around them, revealing new movement possibilities and increased opportunity for learning. Basic movement skills (e.g., running, jumping, throwing and kicking) will develop and emerge as children try them and gain experience. It is important for parents/guardians and child care providers to create environments that support these movements by:

- Emphasizing skills (e.g., throwing, catching, kicking and striking objects) when developmentally-appropriate
- Engaging in activities that encourage the toddler to support her body weight with her hands as she begins to develop upper body strength
- Providing objects for structured activity to enhance movement and social skills
 - Child-size equipment, musical instruments, active follow-along songs and basic rhythms, chase games

- Creating opportunities to experiment with unstructured activity experiences
 - Places to crawl under and around, grasping large balls and inflatable toys, digging and building in sandboxes
- Providing objects that promote strength, balance, flexibility and endurance
 - Riding toys; push and pull toys; toys to balance on, climb up on, jump safely down from to ground level
- Designating a safe space indoors and outdoors for active play
- Offering encouragement and child-size toys and equipment to maintain interest and help the toddler learn new movement skills

Preschoolers¹

Preschoolers are mastering skills such as running, jumping and throwing. They develop confidence in their abilities over time when they have opportunities to follow their interests and learn and practice new skills. Preschool children are often very social and imaginative; they love games, dancing, riding tricycles and creating obstacle courses to move through. Use these tips to be active with your preschoolers:

- Offer a wide range of opportunities for physical activity as well as some basic equipment:
 - Different kinds of balls and bean bags
 - Old boxes or tunnels to crawl through
 - Tricycle or other riding toys
 - Access to climbing equipment at a playground
 - Push-pull toys like wagons, doll buggies or lawn mower
- Have a “Movement Parade” – march around the room or outside and call out different things that kids can do like twirl, leap, hop, jump, etc.
- Play simple singing games that involve movement: “Hokey-Pokey,” “Head, Shoulders, Knees and Toes” or “If You’re Happy and You Know It!”
- Incorporate running games such as “Tag,” “Red Light-Green Light” or “Freeze Tag”
- Parents can involve the entire family in household tasks such as setting the table, sorting laundry, folding clothes, putting away toys, cleaning the house, packing for a trip, tending the garden, etc.

School-Age Children²

School-age children need a variety of intensity levels of physical activity to meet their daily needs. Moderate levels of physical activity are at intensities faster than a slow walk, but still allow children to talk easily.² Vigorous levels of physical activity are at intensities like a fast walk, jog or run that get children “breathless” or breathing deeper and faster than during typical activities. Children who are “breathless” are exercising their heart and lungs along with muscles in their arms and legs! Use the examples below to help you choose appropriate activities for school-age children:

- Play games that incorporate music, imitation and simple directions where children are the leaders
- Play games that incorporate strength, coordination and confidence; finding hidden objects, relay races, obstacle courses, variety of “tag” games, tug-of-war
- Provide safe objects to throw, kick and catch
- Provide free space, toys and equipment, for example:
 - Climbers
 - Monkey bars
 - Yoga mats
 - Balls
 - Balance beams
 - Rocking boats
 - Hopscotch
 - Hoops
- Encourage children to adapt or invent their own games

1. Nemours Health and Prevention Services (2009). “Best Practices for Physical Activity: A Guide to Help Children Grow Up Healthy” <http://www.nemours.org/content/dam/nemours/www/filebox/service/preventive/nhps/paguidelines.pdf>. Accessed June 23, 2010.

2. American College of Sports Medicine, American Heart Association. Physical activity and public health guidelines. http://www.acsm.org/AM/Template.cfm?Section=Home_20Page&TEMPLATE=/CM/HTMLDisplay.cfm&CONTENTID=7764. Accessed July 2009.

3. US Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Division of Nutrition and Physical Activity. *Promoting Physical Activity: A Guide for Community Action*. 1999.

Incorporating Physical Activity throughout the Day

There are many ways to incorporate physical activity throughout the day at your child care center or home. The good news is that the recommended daily amount of physical activity does not have to be performed all at once! It can be broken down in smaller sections of time (e.g., ten-minute intervals) as it fits into your schedule. Also, children can be active in structured or unstructured ways — indoors, outdoors, alone, or in groups with friends or family.

- **Structured activity** is adult-led and includes daily planned activity that supports age-appropriate motor skill development.
- **Unstructured activity** is child-led free play and includes activities that encourage children's individual abilities and interests and allows them to explore their environment.¹

Both structured activity and free play contribute to a child's development. A child learns many fundamental skills as she plays including problem-solving, motor-skills building, sharing, and overcoming physical and mental challenges. Free play also develops a child's creativity and imagination and encourages her to interact with the world around her. A playground is a great way to support outdoor free play and should include many of the following:

- A riding toy area
- A ball area
- A lifting/pulling area
- A building/work/project area
- Garden boxes
- Opportunities for hauling things
- An open space for creative, active play
- A space for music, sound or creative movement
- Loose parts for building (e.g., boxes, sawhorses and boards)
- A raised pile of mulch, sand or dirt for climbing and digging
- Earth forms such as little grassy hills and small fields
- Elements from the natural world (e.g., stumps, logs and rocks)²

Your Role as a Child Care Provider

As a child care provider, you play a key role in children's lives, helping them learn and grow. Your role includes stimulating children's physical, emotional, intellectual and social growth. You help them explore individual interests, develop talents and extend their learning through hands-on projects. Additionally, you support children's independence, self-esteem and positive interactions with others. You also play an important role in helping to develop positive attitudes and behaviors toward physical activity. And your role doesn't stop there—be sure to move along with the children! Your active participation is important in motivating children and providing a model for the enjoyment of physical activity. It is also important to encourage every child to participate in and enjoy all activities regardless of their skills.³

1. Nemours Health & Prevention Services (2009). "Best Practices for Physical Activity: A Guide to Help Children Grow Up Healthy!"

2. National Association for Sport and Physical Education (NASPE), 2009. Active Start: A Statement of Physical Activity Guidelines for Children from Birth to Age 5, 2nd edition.

3. Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2010-11 Edition*, Child Care Workers. <http://www.bls.gov/oco/ocos170.htm>. Accessed June 15, 2010.

Limited Space Activities

Inclement weather can put a damper on kids' activity, but it shouldn't stop them from getting their daily physical activity. There are many activities children can do inside to get their bodies moving that they are sure to enjoy! Try some of these great options:

- Read a story and act out the action words
- Go on a scavenger hunt
- Build a house or fort (i.e. using loose parts: tables, chairs, blankets, blocks, etc.)
- Move around the room like zoo, farm, or wild animals
- Dance to different types of music
- Free play
- Follow an obstacle course (e.g., move over, under, around objects)
- Play simple games:
 - "Hide and Seek"
 - "Follow the Leader"
 - "Simon Says"
 - "Hokey Pokey"
 - "Duck, Duck, Goose"

Kids don't need expensive equipment or a large amount of space to be active indoors! Here is a list of inexpensive equipment that can be used within a limited indoor space:

- CD player
- Bubbles
- Hula hoops
- Jump ropes
- Bean bags
- Balls (foam, soft, blow-up)
- Hopping ball
- Blocks
- Balloons (choking hazard for young children; small balloon fragments after popping)
- Parachute
- Hopscotch/yoga mats
- Low balance beams

You can even take a "fit" field trip! Indoor play/activity venues are great places for kids to be active, have fun and get rid of some extra energy. Try one of the following venues on the next rainy day:

- Indoor pool or water park
- Kids gym/fun center
- Child-friendly museums (e.g., Delaware Children's Museum and the Delaware Museum of Natural History)

Delacare Screen Time Rules

EARLY CARE & EDUCATION/SCHOOL-AGE CENTERS			
	UNDER 24 MONTHS	24 MONTHS AND OLDER	ADDITIONAL RESTRICTIONS
TV, DVD, VIDEO CASSETTE VIEWING	Prohibited	Not permitted without written permission from parent/guardian	Limited to programs that are age-appropriate, fun and educational
		Limited to 1 hour per child/group of children	
COMPUTER USE	Prohibited	Not permitted without written permission from parent/guardian	Limited to programs, games and websites that are age-appropriate and educational
		Limited to 1 hour per child/group of children	Must be supervised by a staff member
			Protection guaranteed from exposure to inappropriate websites (e.g., those that are sexually-explicit, violent, or use inappropriate language)

FAMILY & LARGE FAMILY CHILD CARE HOMES			
	UNDER 24 MONTHS	24 MONTHS AND OLDER	ADDITIONAL RESTRICTIONS
TV, DVD, VIDEO CASSETTE VIEWING	Not permitted without written permission from parent/guardian	Not permitted without written permission from parent/guardian	Limited to programs that are age-appropriate, fun and educational
	Limited to 1 hour per child/group of children	Limited to 1 hour per child/group of children	
COMPUTER USE	Prohibited	Not permitted without written permission from parent/guardian	Limited to programs, games and websites that are age-appropriate and educational
		Limited to 1 hour per child/group of children	Must be supervised by a staff member
			Protection guaranteed from exposure to inappropriate websites (e.g., those that are sexually-explicit, violent, or use inappropriate language)

Screen Time Alternatives

Providing quality care for mixed age groups can be a difficult task. Frequently, younger children are taking a nap while older children are awake and eager to play. At various times throughout the day, parents may arrive to pick-up or drop-off their children, potentially disrupting scheduled activities. During situations such as these, television or the computer are often used to occupy children.

While it is challenging to avoid computers and television altogether, excessive screen time is associated with language delay, obesity, attention problems and even aggression in preschoolers, depending upon content. Screen time use may also take time away from more beneficial activities that promote healthy development such as reading, singing songs, interacting socially with other children and engaging in physical activity.¹

Use the following activities and ideas to serve as fun, easy alternatives to screen time:

- Designate an area of the home or center as a cozy, reading corner with couches, pillows or bean bags chairs. During nap time, older children can go to this area and curl up with a book, puzzle or activity page. Even though older children may not need a full-length nap, they may welcome the opportunity to rest and unwind during a slow part of the day.
- During times when parents typically arrive to pick-up or drop-off their children, designate an additional staff member (if applicable) or an older child to lead an activity. This activity should be safe and appropriate for children of all ages. Examples include:
 - Reading books aloud
 - Singing songs
 - Playing “Simon Says,” “I Spy,” “20 Questions” or other simple games
 - Doing easy craft projects such as coloring or making greeting cards for upcoming holidays or birthdays
 - Acting out a story or playing charades
 - Building a fort out of pillows, blankets, cardboard boxes, etc.
 - Playing board games, puzzles, cards, blocks or other floor games
 - Having children share a special story or memory with the group
 - Playing with objects or instruments during “Music time”
 - Having “joke time” where kids can share their favorite jokes
 - Building an indoor obstacle course with blocks, hula hoops and bean bags

1. Seattle Children's (2009). Press release: Daycare may double TV time for young children, study finds. Accessed August 4, 2010. <http://www.seattlechildrens.org/media/press-releases/TV-and-day-care.aspx>

2. National Association for Sport and Physical Education (NASPE). 2009. Active Start: A Statement of Physical Activity Guidelines for Children from Birth to Age 5, 2nd edition.

3. Public Health Seattle & King's County. (2006). *Reduce TV Toolkit*. Retrieved from www.metrokc.gov/health/reduceTV

Resources for Supporting Physical Activity

The following are programs and tools designed to increase physical activity and promote other healthy habits in children. For additional information, please visit their websites.

Choosy Kids

Choosy Kids, developed by Linda Carson, offers I Am Moving, I Am Learning (IMIL) materials developed for Head Start to a wider audience. The program includes information for families and teachers, games and activity CDs to keep children moving, learning and making healthy choices. <http://www.choosykids.com/CK2/>

Color Me Healthy

A program developed to reach children ages four and five with fun, interactive learning opportunities on physical activity and healthy eating.

<http://www.colormehealthy.com/professional/index.html>

Coordinated Approach to Child Health (CATCH®) Early Childhood Program

Modeled after the original coordinated school health program, this program is designed to nurture a love for physical activity, provide an introduction to classroom-based gardening and nutrition, and encourage healthy eating in children ages 3 through 5.

<http://www.catchinfo.org/pdf/cec%20flier.pdf>

Eat Well Play Hard in Child Care Settings (EWPHCCS)

An intervention that provides nutrition and physical activity education to preschool children, their parents and child care staff. The curriculum focuses on improving the nutrition and physical activity behaviors of preschool children and their parents/caregivers and influencing food and activity practices in child care settings. Materials developed by the New York State Department of Health.

<http://www.health.state.ny.us/prevention/nutrition/cacfp/ewphccs.htm>

Follow My Lead: Developmentally Appropriate Physical Activities for Young Children

Published by the University of Nevada Cooperative Extension (2005).

<http://www.unce.unr.edu/publications/files/cy/2005/cm0513.pdf>

I am Moving, I am Learning (IMIL)

IMIL is a proactive approach for addressing childhood obesity in Head Start children. Launched in 2005, this program seeks to increase moderate to vigorous physical activity, improve the quality of movement activities intentionally planned and facilitated by adults, and promote healthy food choices.

<http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Health/Nutrition/Nutrition%20Program%20Staff/IMIL/IamMovingIam.htm>

MODEL Health! Promoting Nutrition and Physical Activity in Children

This program, developed by the Maryland State Department of Education, includes a kit of supplementary lessons on nutrition and physical activity intended as a teacher resource in the early childhood classroom and most appropriate for use with children 3 – 5 years of age. The kit enables the child care provider to teach an entire lesson over the span of a few days or choose one or two activities from a lesson to enhance the daily plan; lessons are flexible and designed to be tailored to the needs of the children in your care.

<http://healthymeals.nal.usda.gov/hsmrs/Maryland/MODELHealth.pdf>

Sesame Street: Healthy Habits for Life

A 100-page guide — available in English and Spanish — with resources to help you incorporate healthy physical activity and nutrition habits into your everyday life. Features poems, songs, posters, activities, family newsletters and more!

<http://www.sesameworkshop.org/initiatives/health/healthyhabits/>

Best Practices for Physical Activity: A Guide to Help Children Grow Up Healthy

Developed by Nemours Health & Prevention Services, this guide presents a comprehensive overview of physical activity recommendations for children and youth, as well as useful terms defined, frequently asked questions, tip sheets, handouts, and creative ideas for engaging children and their families in physical activity.

<http://www.nemours.org/service/preventive/nhps/resource/publication.html>

Sports Play & Active Recreation for Kids (SPARK)

A research-based organization that disseminates evidence-based Physical Education, After-School, Early Childhood, and Coordinated School Health programs to teachers and recreation leaders serving Pre K through 12th grade students. Each program provides a coordinated package of highly-active curriculum, on-site staff development, extensive follow-up support, and expert selected, content-matched equipment. Developed by the San Diego State University Research Foundation. <http://www.sparkpe.org/>

Early Care and Education Wellness Resource Toolbox

Published by the Wisconsin Department of Health Services.

<http://www.dhs.wisconsin.gov/health/physicalactivity/Sites/Community/Childcare/index.htm>

Click on “Complete Resource Kit.”

National Center of Physical Activity and Disability (NCPAD)

A resource center focused on physical activity and disability. NCPAD encourages people with disabilities to become physically active. <http://www.ncpad.org>

Books

- Sanders, Stephen, W. (2002). *Active for Life: Developmentally Appropriate Movement Programs for Young Children*. Human Kinetics Publishers.
- Craft, D., & Smith, C. (2008). *Active Play: Fun Physical Activities for Young Children*.
- Pica, R. (2004). *Experiences in Movement: Birth to Age 8*. Wadsworth Publishing.
- Torbert, M., & Schneider, L. (1993). *Follow Me Too: A Handbook of Movement Activities for Three- to Five-Year-Olds*. Addison-Wesley.