

## Promoting Policies to Increase Physical Activity and Decrease Screen Time in Early Childhood Settings

The goal of this module is to enable early childhood providers to create physical activity and screen time policies that make physical activity and limited television viewing time the easy choice for the children in their care, the staff and the families.

This is the general overall goal of this presentation.

## Physical Activity and Reduced Screen Time Policy Development Training Overview

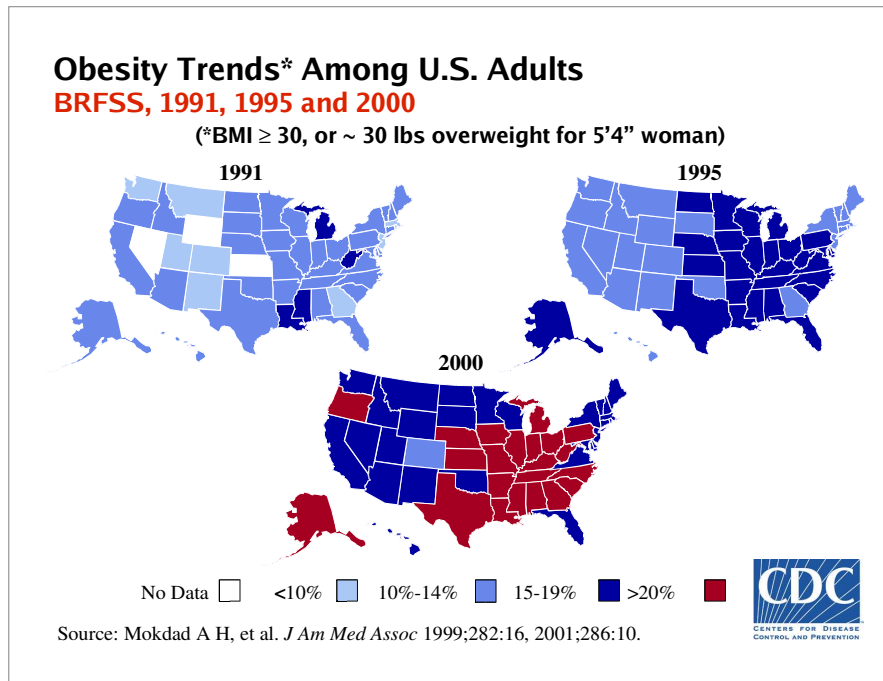
- By the end of this session you will be able to:
- Define “screen time” and its effect on children's health, and identify strategies to reduce “screen time” in the early childhood setting.
- Define physical activity, the benefits of being physically active and identify strategies to increase physical activity in the early childhood setting.

Just go over the objectives in this slide and the next one.

## Objectives, con't.

- Assess your program's physical activity and screen time practices and policies
- Write and implement a physical activity and screen time policy for your program
- Enlist the support of staff and parents by education them on the importance of limiting screen time and promoting physical activity
- Access physical activity resources for yourselves and your program.

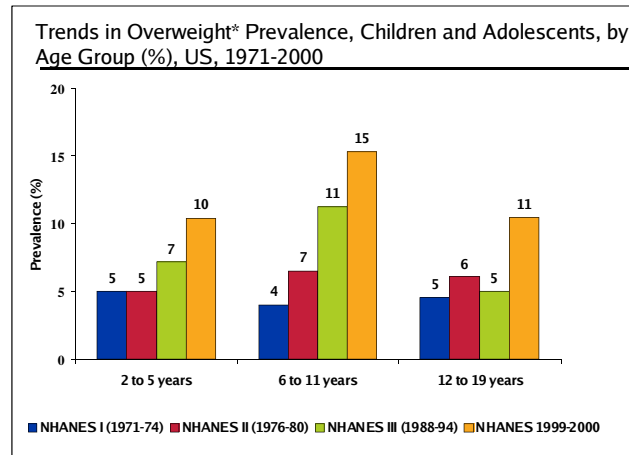
More objectives for the presentation



Note the great changes over the 10 years represented here and that they are continuing to change with the new BRFSS studies being done.

BRFSS is the Behavioral Risk Factor Surveillance Survey.....done by Health Dept. in the US

## Weight Trends



- Data according to National Health Examination Survey 1960-1962, National Health Examination and Nutrition Survey 1971-1974, 1976-1980, 1999-2000, Center for Health Statistics, Center for Disease Control and Prevention 2002.

## U.S. Trend Toward Colossal Cuisine

	1977	1996
Bagel	2-3 oz, 120 cal	5-7 oz, 550 cal
French Fries	30, 475 cal	50, 550 cal
Pasta	1 cup, 200 cal	2-3 cups, 600 cal
Popcorn	2 cups, 220 cal	8-16 cups, 880 cal
Hamburger	3-4 oz, 330 cal	6-8 oz, 650 cal

Young, Nestle, Portion sizes in dietary assessment: Issues and implications, Nutrition Reviews 53, 1995

### Larger portion sizes

- We eat more when given larger portions
- Industry can offer more food to attract customers without reducing profit
- Children are eating more food and beverages than 20 years ago
- Avg caloric intake has increased 200-300/day Kcal since 1970s

## The Caloric Cost of Modern Living

“Pre-modern” World		“Modern” World	
3	Change Channels	½	Use remote
2	Open garage	¼	Use remote
6	Walk and talk	2	E-mail
15	Flights of stairs (2 floors)	¼	Use elevator
115	Vacuum 30 minutes	0	Cleaning service
13	Chop veggies	0	Pre-chopped veggies
25	Park/walk into a store	3	Drive-through

Less activity in the home.

remote channel changers, automated garage doors, taking elevators, buying pre-chopped vegetables, using drive throughs, using cleaning services and gardeners, walking to visit people (vs e-mailing)

## Contributing Factors

### Food Marketing Patterns

- 40,000 TV adds for food/year
- Adds directed at children
- “Branding” influences preferences
- Children who spend more time with media are more likely to be overweight



- Marketers spend more than 12 billion/year on adds aimed toward youth
- Young children lack the understanding that adds are trying to sell things
- Most commonly advertised foods are in high fat/sugar and calories
- Children have growing consumer buying power and affect parents buying choices
- Marketers want to “brand” children early, (cross promotions) which affects a lifetime of buying preferences)

The amount of TV a child watches is directly related to the amount of money parents spend on the products marketed to children with requests getting a high rate of success.

### **A Study from a Head Start program:**

One group of Children from a Head Start center watched a cartoon embedded with commercials and another group watched the cartoon without the commercials. Result: When asked to identify their preferences among similar products the children who saw the commercial were more likely to choose the foods they saw advertised, and preference differences were greatest when adds were shown twice.

Bottom Line: From the Kaiser Report, 2/2004

“Large national studies and long term studies indicate that children who spend more time with the media are more likely to be overweight than children who don’t?”

## Contributing Factors - II

### Eating Patterns

- Eating more meals away from home
- Eating larger portion sizes
- Drinking more sweetened beverages
- Drinking less milk
- Snacking more

### More meals eaten away from home

- fewer family meals
- 1/3 food dollars eaten out is spent in “fast food”
- high in fat, sugar and calories and low in fiber and other important nutrients
- trend is likely to continue

### Skipping breakfast

- Eating breakfast may reduce fat intake and limit snacking over the remainder of the day
- Eating more late in the day has been associated with overweight in children

## Contributing Factors - III

### Sedentary Behaviors

- More TV, video etc. time
- Less recess/PE in schools
- Safety issues in the neighborhood
- Less activity in the home



### Less recess in schools

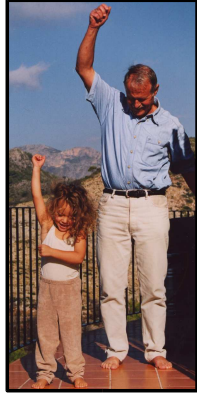
- 1991 – 42% of all 9<sup>th</sup> – 12<sup>th</sup> graders got PE
- 1997 – 27% got PE, (Youth Report, BRFSS data)

### Safety Issues

- Cul-de-Sac, Housing development communities surrounded by busy streets with few places to cross or public areas.
- Low income neighborhoods short on parks for kids and safe community centers etc.

Less activity at home/See following slide

## What can we do?



- Feed children well
- Move joyfully and frequently
- Teach parents media literacy
- Be consumer advocates
- Develop policies to encourage activity, decreased screen time, and healthy food choices

We will be discussing each of these

Feed Children Well...we can offer healthy food choices and model the most effective way to feed children for long term healthy eating habits

Move joyfully and frequently...we can incorporate movement into many areas of the preschool/child care setting and help parents change some sedentary behaviors

Teach parents media literacy

Teach parents how to watch TV critically

media literacy campaigns for Head Start are being developed

Encourage families to turn off the TV and offer alternative ideas

Be consumer advocates

Vote for children! Know how candidates and US, state and local politicians stand on issues related to child nutrition and health issues

Help parents understand the importance of safe neighborhoods, safe play areas, community resources for recreation and play etc.

Have policies in our programs that encourage Physical Act., and decrease the amt of screen time for children.

# Physical Activity

Ask participants what they think of when they think of physical activity. A definition?

Ask participants why they think physical activity is important.

For themselves?

For the children in their care?

## Physical Activity

Physical activity- describes many forms of movement, including activities that involve the large skeletal muscles, and is defined by duration, intensity, and frequency

- Duration- the amount of time spent participating in physical activity
- Intensity- the rate of energy expenditure
- Frequency- the number of physical activity sessions during a specific time period

What does being physical active mean for an infant, toddler, and preschooler?

- Physical activity play- Play activity that requires substantial energy expenditure!

Use the slide to have participants respond to the questions on the slide. What does PA mean for an infant, toddler, preschooler: *Active Playtime*

*Define two types of active playtime: riding trikes, big wheels, etc.; playing with balls.. throwing, catching, Running*

Physical activity increases the heart rate and causes the participant to perspire.....except in infants. In infants one should not expect perspiration.

Different levels of activity may cause these effects, depending on the child's fitness, normal activity level, weight and duration of the activity.

**PHYSICAL ACTIVITY: DO SAFARI FITNESS,  
SEE DESCRIPTION IN PACKET**

## Benefits of Being Physically Active

- Children are able to maintain a healthy weight, and cardiovascular fitness
- Helps children develop motor skills, balance, coordination, strength, endurance, and bone and muscle development
- Physical activity can also promote confidence, self esteem, and give children a sense of accomplishment
- Physical Activity in children can: improve posture, improve sleep, improve concentration, enhance social skills, reduce stress

Source: Patrick, K., Spear, B., Holt, K., Sofka, D., eds. (2001). *Bright Futures in Practice: Physical Activity*, Arlington, VA.: National Center for Education in Maternal and Child Health.

“Screen Time Policy Levels” and “Physical Activity Policy Levels”

These, and the next slide, are pretty self explanatory about the benefits of being physically active.

How do participants know that PA is beneficial for the children and themselves?

Have they noticed any change or improvements in behavior after structured activities?

Ask participants to provide examples under at least some of the bullets.

Ask providers to name any more benefits from physical activity? Positive attitude about trying new things, learning to communicate and play with others are just a few examples. More on following slides.

## Additional Benefits

What else does it do?

- Brain development
- Cognitive skills
- Stress relief
- Gross/fine motor skills
- Hand-eye coordination
- Social/communication skills
- Increase Flexibility and Endurance



- **Social/Communication:** Simon Says involves careful listening and following directions. Playing games involves stating and following rules and cooperation
- **Cognitive:** Building concepts: jumping on one foot, then the other, then switching back and forth
- **Fine and Gross motor** Bouncing, jumping, throwing and chasing balls/objects involves moving arm and leg muscles
- **Hand-eye coordination:** (bouncing, throwing and chasing balls help develop develops coordination, flexibility, and heightens a child's self esteem while new levels of accomplishment are achieved
- **Brain development:** Connections grow in a brain when experiences are repeated over and over OR when experiences trigger a strong emotional reaction. Neural pathways are a result of stimuli coming from the environment that the child interacts with through his/her senses. These pathways are the foundation for ongoing learning and remembering.

### Activity: Juggle to ABCs

Show how juggling contributes to hand-eye coordination and balance

The goal is NOT to juggle to keep eye on scarves

Explain why throwing up scarves helps with this skill development...slow moving, greater success

## Concepts of Movement

- Body – what the body is doing (running, jumping, stretching, bending)
- Effort – how movement is done (fast, slow, soft, forceful, ongoing, stoppable)
- Space – direction of the movement (under, over, next to, straight, zig-zagged)
- Relationship – interaction between people involved or the objects in the environment.

Relationship: foot hitting a ball, hand throwing an object, etc.

Changing one or more body movement concepts in an activity can create a new and exciting way to be physically active .

Ie: marching around a room and then adding a “maze” or course of barriers to march around....  
etc.

## Physical Milestones for Children

### Examples of Developmental Milestones for...

- Babies: reaching, grabbing, stretching, kicking
- Toddlers: clapping, pulling, walking
- Two-Three year olds: holding, jumping, balancing
- Pre School: tossing, bouncing, hopping
- Early School Age: catching, chasing

What are some activities that go with these milestones for children's development?

Have participants respond.

Examples:

Babies: tummy time, have baby kick a small pillow when lying on her back

Toddlers: just have them walk around, on tiptoe, and at different speeds or length of stride: galloping, etc.

Two-Three yr: Follow the leader, jumping over a rope on the floor.

Preschooler: tossing a ball, Balancing a beanbag on her head and walking, walking on a line, running

**DO CONCEPTS OF MOVEMENT ACTIVITY AFTER THIS SLIDE. SEE DESCRIPTION IN PACKET!**

## How do you increase children's physical activity levels?

- Promote self-efficacy
- Encourage the expectation of positive outcomes from physical activity
- Remove barriers that make it difficult to participate in physical activity
- Encourage the enjoyment of physical activity

Source: Patrick, K., Spear, B., Holt, K., Sofka, D., eds. (2001). *Bright Futures in Practice: Physical Activity*, Arlington, VA.: National Center for Education in Maternal and Child Health.

Self efficacy: name ways that we can help children gain self confidence in physical activities (encouragement, praise)

Expectation of positive outcomes? Name ways we can ensure that children have positive experiences with physical activities. (use DAP activities, show enthusiasm for what they do try, adapt to individual skill levels that are age appropriate.)

Barriers: name some possible barriers to PA: lack of opportunity in schedule, lack of space, lack of equipment, lack of adult support and interest)

Discuss ways to encourage physical activity

Teacher participation and modeling-how do they make PA enjoyable?

Open spaces in the environment

Adequate equipment that is safe: ie: trikes and bike helmets, climbing apparatus, playground that has adequate fall zone cushioning; indoor ideas

Praise for doing something physical

## Physical Activity Guidelines for Infants

- Infants should interact with parents and/or caregivers in daily physical activities that encourage exploration of their environment.
- Infants should be placed in safe settings that facilitate physical activity and do not restrict movement for prolonged periods of time.
- Infants' physical activity should promote the development of movement skills.

Review in brief the guidelines..... This is also a handout that they will be given.

### **Recommendations:**

Infants should interact with parents and/or caregivers in **daily physical activities** that encourage exploration of their environment (i.e. peeka-boo, pat-a-cake, carried to new environments)

Infants should be placed in safe settings that facilitate physical activity and do not restrict movement for prolonged periods of time

-**“Container Babies”** is a term that is used to describe babies that are kept strapped in car seats, swings, and chairs for prolonged periods of time. Infants should not be in a “container” for more than 15 minutes and no more than 4-5 times/day unless they must be contained for safety (i.e. car travel)

Infants’ physical activity should promote the development of movement skills

## Physical Activity Guidelines for Infants, con't.

- Infants should have an environment that meets or exceeds recommended safety standards.
- Child care and early childhood care providers should be aware of the importance of physical activity and encourage physical activity in our child care and early childhood facilities.

Review in brief the guidelines..... This is also a handout that they will be given.

### **Recommendations:**

Infants should interact with parents and/or caregivers in **daily physical activities** that encourage exploration of their environment (i.e. peeka-boo, pat-a-cake, carried to new environments)

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## Physical Activity Guidelines for Toddlers and Preschoolers

- Toddlers should participate in at least 30 minutes of daily structured physical activity; preschoolers in at least 60 minutes.
- Toddlers and preschoolers should engage in at least 60 minutes of unstructured physical activity and should not be sedentary for more than 60 minutes at a time except when sleeping/napping.
- This equals a total of 90 minutes/day of activity for toddlers and 120 minutes for preschoolers.

Basic movement skills (running, jumping, throwing, and kicking) must be taught

A child's environment affects their physical activity behaviors (i.e. a child who does not have access to stairs may be delayed in stair climbing)

What is structured active play? The teacher leads the organized activity.

Ask participants to name some structured play activities: playing catch with a ball; dancing to a music tape, "Simon says" types of games

Unstructured active play: free play time running, playing with balls, jumping, playing on stationary equipment (slides, climbers, etc.)

Ask participants to name some unstructured and structured play activities done at their early childhood sites.

### **NASPE daily physical activity Recommendations:**

#### **Toddlers – 90 minutes per day!!!**

- At least 30 minutes daily of structured physical activity
- At least 60 minutes unstructured physical activity
- Should not be sedentary for more than 60 minutes at a time except when sleeping

Continued on next slide

## Physical Activity Guidelines for Toddlers and Preschoolers, con't.

- Toddlers develop movement skills, preschoolers develop competence in movement skills.
- Toddlers and preschoolers should have indoor and outdoor areas that meet or exceed recommended safety standards for physical activity.
- Child care and early childhood providers should be aware of the importance of physical activity and should promote the child's movement skills.

### **Preschoolers – 120 minutes per day!!!!**

At least 60 minutes structured physical activity

At least 60 minutes unstructured physical activity

### **Both Toddlers and Preschoolers**

Should work to develop competence in movement skills (hopping, jumping, balancing)

Should have indoor and outdoor areas that meet or exceed recommended safety standards for physical activity

**NOTE: PLEASE EMPHASIZE THAT THE TOTALS FOR DESIGNATED PHYSICAL ACTIVITY FOR TODDLERS IS 90 MINUTES/DAY AND FOR PRESCHOOLERS IT IS 120 MINUTES/DAY!**

# Screen Time

The amount of screen time children are exposed to are also an area for intervention

**USE THE TRANSITION ACTIVITY: TV JINGLES “QUIZ” WHILE THIS SLIDE IS UP. SEE PACKET FOR QUIZ.**

## TV, Children and Health - I

Research has shown that TV causes harm by:

- Decreasing academic ability, including delayed language, delayed reading and reduced attention.
- Affecting imagination and creativity (decreasing)
- Increasing aggressive behavior, with poor development of self control and patience.

Moore, Tom. Press Release: University of Iowa children's health specialists focus on early brain development. 11.30.02.  
[www.uiowa.edu/~ournews/2002/sepember/0930child-health.html](http://www.uiowa.edu/~ournews/2002/sepember/0930child-health.html)

Kaiser Family Foundation. (2004 February). *The Role of the Media Childhood Obesity*. Washington, DC

Source: Huston, A.C., Wright J.C. (1999). How Young Children Spend their Time: Television and Other Activities. 1999. *Developmental Psychology*. 35:912-925  
Good Food, Fun Move: Jan Gross, Katy Levenhagen and Kari Fisher, Powerpoint presentation

Slide is self explanatory

## TV, Children and Health - II

- TV watching has been linked to overweight in children and can have long-term effects on physical health.
- It displaces physical activity.
- It promotes increased snacking.
- It influences food choices.

### **Displaces physical activity**

Kids who are sitting watching TV are not interacting with others, playing outside, moving around

### **Increased snacking**

Snacks most often offered are high in calories and fat

Snacking has increased significantly in the U.S.

Children are drinking less milk and more soda

### **Influencing food choices**

Children see 40,000 TV ads for food each year

Ads are directed at children

Children who spend more time with media are more likely to be overweight

## Children and Screen Time

What is screen time? - (TV,DVD, Computer)

How much television should children watch?

American Academy of Pediatrics Recommendations for children and TV watching:

- Children under 2 should watch NO TV
- Children under 5 should watch less than two hours a day

Screen time includes TV viewing primarily, but also can and does include videos, computers, DVD, and other non moving activities that involve watching something....

## HOW MUCH? TOO MUCH!!

- The average child watches 20-30 hours (3-4 /day) of television per week, ( excluding other screen time, such as computers, videos, etc.)
- Overall children spend more time watching television than any other single activity except for sleep.
- 1/3 of preschoolers live in home where TV is on “almost all” or “most” of the time.
- 31 % of preschoolers have a TV in their bedroom.

Moore, Tom. Press Release: University of Iowa children's health specialists focus on early brain development. 11.30.02. [www.uiowa.edu/~ournews/2002/sepember0930child-health.html](http://www.uiowa.edu/~ournews/2002/sepember0930child-health.html)  
Kaiser Family Foundation. (2004 February). *The Role of the Media in Childhood Obesity*, Washington, DC  
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Good Food, Fun Move: Jan Gross, Katy Levenhagen and Kari Fisher, Powerpoint presentation

See slide

## Reducing Screen Time

- Designate certain days of the week as TV-free days.
- Schedule TV viewing in advance
- Unplug the TV for a while if it causes arguments or fights
- Turn television off during meals

See slide

## Reducing Screen Time - II

- Do NOT use TV as a reward or punishment
- Listen to your favorite music or the radio as background noise instead of the television.
- Display posters and pictures of children being physically active.

Source: 1. Caring for Your School-age Child: Ages 5 to 12. American Academy of Pediatrics (Bantam, 1995). 2. T.V. Turnoff Network.  
<http://www.tvturnoff.org/proof.htm>

See slide

## Why Develop Policies

- To promote and protect the health and safety of children and staff
- To help families and staff understand child care as a business
- To help keep programs in compliance with state laws and regulations
- To help insure consistent practices
- To encourage open communication

See slide

## Regulations vs Policies

- Regulations are the minimal operating requirements established by the state for licensure
- Policies are a program's interpretation of state regulations and statement of how they will comply. A facility's policies may be stricter than state regulations

Regulations are minimal. Policy hopefully define the best of practices for children in your care.

## Tips To Remember

- The policy should accomplish what was intended
- The policy should be appropriate
- Policies should be feasible for the site
- The site should have the necessary resources to enforce the policies that they develop
- Liability can increase if policies are not followed, or if they are “bad” policies to begin with.

See slide

## Implementation

- Add three teacher led physical activity sessions per week to your schedule.
- Strive to follow the AAP standards for TV viewing in your program.
- Give parents in your program the provided handout on TV viewing and physical activity for children.

**- Add three teacher led physical activity sessions per week to your menu or schedule**

**Be sure to include tummy time for the infants on the floor with a blanket and toys to reach for and look at, which the teacher/parent on the floor with them if at all possible.**

(A session could be a trip around the yard collecting leaves, playing Safari fitness, making an obstacle course, doing the hokie pokey, dancing to music, juggling scarves- or anything that includes all of the children)

**2- Strive to follow the AAP standards for TV viewing in your facility**

(No TV for kids under two years, less than 2 hours per day for kids between 2-5 years)

**3- Give parents in your facility the provided handout on TV viewing and physical activity for young children (provided during this session)**