

## Healthy Lifestyles Training Outline

**Course Length:** 2-3 hours, depending on audience size

### **Goal:**

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 viewing time the easy choice for their children, staff, and families.

### **Objectives:**

Participants 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
- Assess their program's physical activity and screen time practices and policies.
- Write and implement a physical activity and screen time policy for their program.
- Enlist the support of staff and parents by educating them on the importance of limiting screen time and promoting physical activity
- Access physical activity resources (games, activities) for themselves and their clients

### **Handouts:**

- Active Families, Active Kids, Ideas to keep you Moving
- Ideal Gifts
- Get moving , be active: Make the Most of Your Time: Turn off the TV!
- A Physical Activity Prescription for \_\_\_\_\_
- Children's Activity Pyramid
- Top TV Tips: Building a Balanced TV Diet

### **Materials & Preparation Needed:**

- Copy enough handouts for parents (Labeled handouts for parents)so each provider can have 5-10 copies. Save paper by making double sided copies.
- Have overhead and slides ready

- Have a large newsprint or “post it” note pad available if you are going to record participants responses during the class.
- Before the child care providers arrive make a masking tape “river” or “road” for the mid-point game. Lay a masking tape path about a foot wide that weaves through the class room. Don’t worry if space is limited, you can still do it. Wind around the tables and chairs. Detailed descriptions of this and the two other activities are included following this section.
- Arrange the chairs in a U-shape to facilitate discussion.(You may also use the samples in the packet to copy more if this is a better solution for you .)

**Material Availability:**

From the Department of Health WIC Healthy Habits series:

- Active Families, Active Kids, Ideas to keep you Moving
- Ideal Gifts
- Get moving , be active: Make the Most of Your Time: Turn off the TV!
- A Physical Activity Prescription for \_\_\_\_\_
- Children's Activity Pyramid

From Bright Futures, ([www.brightfutures.org](http://www.brightfutures.org))

- Top TV Tips: Building a Balanced TV Diet

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Activity	Process	Time	Materials
Introductions	Using a ball of yarn, toss to a person after introducing yourself and telling what your favorite physical activity is; each person follows suit, but tossing yarn after introducing themselves and their activity.	Varies	Ball of yarn
Interactive Lecture	Overheads: Use overheads and teacher notes to present the information. Please note that there are activities interspersed with the overheads and they are marked in this document and on the teacher notes.	3 hours	Overheads 1-33 as sub-divided in the following outline
Physical Activity	<b>Overview:</b> Briefly go over Physical Activity and Reduced Screen Time Policy Development content: Overheads: Title slide, goals, overview objectives.	5 min	Overheads 1-3
<i>Weight Trends in the US</i>	Trends/history of weight gains in the US. Use Overheads 4-7 and teacher notes.	5 min	Overheads 4-7
<i>Contributing Factors</i>	Overheads 8-10, with the teacher notes for content and expanding on the overheads.	10 min	Overheads 8-10
<i>What can we do?</i>	Overhead 11	1 min	Overhead 11
<i>Physical Activity</i>	Title slide (12) for this section of the presentation. Ask participants to define physical activity. Ask them how they know physical activity is good for the kids and for themselves. Overhead 13 – defines Physical activity. See teacher notes, also.	15 min.	Overhead 12 Overhead 13 Large postit notes if desired

Activity	Process	Time	Materials
<i>Physical Activity Exercise</i>	<p>Have participants take the safari trip with the masking tape “river” you have put down before the session.</p> <p><b>Safari Fitness Activity</b></p> <p>Instructions: Use masking tape to make a double wide path about a foot apart that winds through the room. Ask participants what they think it is? A road? The path of flowing lava? Tell them it’s a river through a jungle and they should all get on the boat for a safari tour. Have them help paddle as you walk down the river. The tell them they are money in the trees on the shore. They must swing from the trees and collect bananas (swing around on their arms, grab for bananas). Now turn them into tall giraffes and make them look over the trees (stretched tall). Now make them into parrots and fly around. Then they are fish jumping in the water.</p> <p><i>Now put you hand on your heart and feel it saying “Thank you, Thank you, Thank you”</i></p> <p>To let the participants know:</p> <p>This game can also be played by including the children’s’ suggestions. Let them decide is the lines are something to hop over, swim through, or follow to the pot of gold! Be careful, the tape can damage the floor if it is left on for a long time.</p>	15 minutes	See handout: Safari Fitness also for this information
<i>Benefits of being physically activity</i>	Overheads Review the benefits of being physically active. Ask participants to name other benefits of being physically active. (positive attitude, willingness to try new things, learning to communicate and play with others.	10min	Overheads 14-15
<i>Concepts of Movement and increasing children's levels of activity</i>	Overheads and teacher notes Discuss how one can change the activity by using the concepts of movement overhead information and also how concepts of movement apply to the developmental milestones on OH 17.	5 min	Overhead 16-18
<i>Concepts of Movement Activity</i>	<p><b>Concepts of Movement Activity</b></p> <p>Divide participants into small groups. Assign an activity from the Physical Milestones Overhead and then have each group present the assigned activity. Then modify it using one or more of the concepts of movement.</p> <p>Use the Concept of Movement Handout.</p>	30 minutes	Physical Milestones and Concepts of Movement handouts and copies in packet
<i>Physical Activity Recommendations</i>	<p>Refer to handouts on Physical Activity Guidelines for Infants, Toddlers and Preschoolers from NASPE</p> <p>Use overheads and teacher notes for content and discussion.</p>	5 minutes	Overheads 19-22

Activity	Process	Time	Materials
SCREEN TIME	<p>Title slide. Use the transition activity while this slide is up.</p> <p><b>TV Jingles</b></p> <p>The presenter reads the jingles and asks for responses from the participants. You have the answers. This is typically a fun activity for the group.</p> <p>See Transition Activity Jingles Sheet for Presenters in this packet.</p>	5 min	Overhead 23 and transition jingles.
<i>TV and Health</i>	Use teacher notes with the overheads for content	2 min	Overheads 24-25
<i>Children and reducing screen time</i>	<p>Use teacher notes with the overheads for content</p> <p>Also, ask the participants about activities they might have the children do to 'entertain' themselves while the provider prepares lunch, or changes a diaper, that would take the place of TV viewing.</p>	10 minutes	Overheads 26-29
<i>Policy development</i>	Use teacher notes with the overheads for content	15 minutes	Overheads 30-32
<i>Program assessment information</i>	Turn to handouts "Screen Time Policy Levels" and "Physical Activity Policy Levels" as an example of levels of policies a program might want to use to assess their level of implementation of policies at their individual program. This is mainly information for them to use if interested.	5 minutes	Handouts "Screen Time Policy Levels" and "Physical Activity Policy Levels"
<i>Implementation Actual policy development Parent Education</i>	<p>Use this overhead to begin the discussion of developing a policy for increasing physical activity and decreasing screen time in their programs. Have them get into groups of two or three ask them to review the handouts on screen time and physical activity in the packets, spend time drafting policies to meet their programs needs and circulate among them to assist them in the development or modification of the distributed policies. Ask several of them to share how they might begin implementing the policies in their programs. Review the parent handouts in the packets.</p> <p>Distribute the 'Policy Certificates" to each participant. If they would like more than one, have extras for them.</p> <p>Point out that they have multiple copies of some of the handouts so that they can distribute them to the parents in their programs.</p>	30 minutes	Overhead 33

<b>Activity</b>	<b>Process</b>	<b>Time</b>	<b>Materials</b>
<i>Closing/Evaluation</i>	Point out various resources “interestingTV facts”, and other handouts in the packet that the participants have been given. Ask for any questions/answers or final thoughts they would like to share. Have them fill out the evaluation. See this packet for copy of eval.	10 minutes	Review of handouts not covered during presentation