

EARLY CARE AND EDUCATION

# Physical Activity Toolkit for Preschool-Aged Children





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# Using the Physical Activity Toolkit

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This resource provides practical tools, including easy-to-use activities, skill cards, and planning suggestions for use with young children ages 3 to 5 years old.

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The toolkit will assist child care providers, teachers, and aides with integrating physical activity throughout each day and providing programming that helps children meet age-level physical activity recommendations. It includes a focus on adding small amounts of activity throughout the day to accumulate minutes towards recommendations in critical areas. These critical areas include adult-led and child-led physical activity, and outside play.

To assist in planning, the toolkit includes basic activities and resources, as discussed below, to help build developmentally-appropriate physical activity into daily schedules.

- California Preschool Learning Foundations (PLF) and Desired Results Developmental Profile (DRDP) measures are identified for each toolkit skill card.
- Planning and scheduling suggestions are provided to help child care providers, teachers, and aides get started.
- Sample activities contain ideas for implementing physical activity and for using the skill cards provided in the toolkit.
- Skill cards focus on specific locomotor, manipulative, and stability skills and provide examples for practicing each skill.
- “Verb of the Day” card ideas are provided to help facilitate active transitions throughout each day.

- A sample, customizable physical activity policy template for child care and preschool sites describes and documents how adult caregivers provide daily physical activity opportunities to the children in their care and meet age-appropriate physical activity recommendations.
- A variety of additional resources are included as appendices to support continued physical activity planning and implementation.

# Importance of Movement and Physical Activity in Early Childhood



## Motor Development

*“Movement skills are a foundation for learning and they are also a foundation for the more complex motor skills needed later in life for fitness activities.”<sup>1</sup>*



## Brain Development

*“Rich environments produce rich brains, and an essential agent in this process is movement activity.”<sup>2</sup>*



## Literacy

*“There are many links between literacy and movement. Movement and language are both forms of communication and self-expression.”<sup>3</sup>*



## Health

*“Physical development and physical activity play an important role in health throughout a child’s life span. In particular, being physically active protects against cardiovascular disease, diabetes, and obesity. It also contributes to mental health and psychological well-being.”<sup>1</sup>*

# Physical Activity Recommendations for Preschool-Aged Children<sup>4,5</sup>

TERMS	DESCRIPTIONS
<p><b>Total Daily Physical Activity</b> <i>Combined total of approx. 120 min/day</i></p>	<p>The combined total of structured (adult-led) and unstructured (child-led) activities. This can be done inside or outside and should include moderate to vigorous physical activity (MVPA), which increases the heart rate (e.g., running, climbing, dancing, and jumping). Total daily physical activity should also include opportunities to develop and practice a variety of skills, including:</p> <ul style="list-style-type: none"> <li>* <b>Locomotor</b><sup>1</sup> – the ability to project the body into or through space, from one place to another (e.g., running, walking).</li> <li>* <b>Manipulative</b><sup>1</sup> – use of the arms, hands, legs, or feet to give force to an object or to receive and absorb the force from an object (also known as object control; e.g., throwing and catching).</li> <li>* <b>Stability</b> – focused on maintaining and gaining balance, while still and when moving (e.g., balancing).</li> </ul>
<p><b>Structured (Adult-led)</b> <i>60+ min/day 2+ activities/day</i></p>	<p>An activity that is planned and intentionally directed by an adult. Examples of structured physical activity include Follow the Leader and Musical Chairs.</p>
<p><b>Unstructured (Child-led)</b> <i>60+ min/day</i></p>	<p>Sometimes called “free-time” or self-selected “free-play,” these are activities that children start by themselves. Examples include riding a toy or bike, playing tag, or playing on a playground.</p>
<p><b>Outside Play</b> <i>60-90 min/day 2+ times/day</i></p>	<p>Children should have time to play outside each day, as part of both adult- and child-led activities. They should wear appropriate clothing, shoes and sun protection for outside play in various weather conditions.</p>
<p><b>Sedentary Time</b> <i>&lt;60 min/day</i></p>	<p>Limit sedentary time (awake time spent seated or inactive) to no more than 60 minutes per 8-hour day.</p>

# California Preschool Learning Foundations

## Physical Development <sup>1</sup>

The California Preschool Learning Foundations, developed by the California Department of Education, describe the knowledge and skills that most preschool-aged children can be expected to have or perform. The Preschool Learning Foundations (PLF) include fundamental movement skills, perceptual-motor skills, movement concepts and active play

abilities as listed below to help create a well-rounded physical activity routine. The table below is only a snapshot. Providers and teachers should review the Physical Development chapter of the PLF for examples of each measure (<http://www.cde.ca.gov>).

## Fundamental Movement Skills

AT AROUND 48 MONTHS OF AGE		AT AROUND 60 MONTHS OF AGE
<b>1.0</b>	<b>Balance</b>	
<b>1.1</b>	Maintain balance while holding still; sometimes may need assistance.	Show increasing balance and control when holding still.
<b>1.2</b>	Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.	Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.
<b>2.0</b>	<b>Locomotor Skills</b>	
<b>2.1</b>	Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet).	Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).
<b>2.2</b>	Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs.	Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent.
<b>2.3</b>	Jump for height (up or down) and for distance with beginning competence.	Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.
<b>2.4</b>	Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping and leaping.	Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping and leaping.



<b>3.0 Manipulative Skills</b>	
<b>3.1</b>	<p>Begin to show gross motor manipulative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.</p> <p>Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.</p>

## Perceptual-Motor Skills and Movement Concepts

AT AROUND 48 MONTHS OF AGE		AT AROUND 60 MONTHS OF AGE	
<b>1.0 Body Awareness</b>			
<b>1.1</b>	Demonstrate knowledge of the names of body parts.		Demonstrate knowledge of an increasing number of body parts.
<b>2.0 Spatial Awareness</b>			
<b>2.1</b>	Use own body as reference point when locating or relating to other people or objects in space.		Use own body, general space, and other people's space when locating or relating to other people or objects in space.
<b>3.0 Directional Awareness</b>			
<b>3.1</b>	Distinguish movements that are up and down and to the side of the body (for example, understands "use that side, now the other side").		Begin to understand and distinguish between the sides of the body.
<b>3.2</b>	Move forward and backward or up and down easily.		Can change directions quickly and accurately.
<b>3.3</b>	Can place an object on top of or under something with some accuracy.		Can place an object or own body in front of, to the side, or behind something else with greater accuracy.
<b>3.4</b>	Use any two body parts together.		Demonstrate more precision and efficiency during two-handed fine motor activities.

## Active Physical Play

AT AROUND 48 MONTHS OF AGE		AT AROUND 60 MONTHS OF AGE	
<b>1.0 Active Participation</b>			
<b>1.1</b>	Initiate or engage in simple physical activities for a short to moderate period of time.		Initiate more complex physical activities for a sustained period of time.
<b>2.0 Cardiovascular Endurance</b>			
<b>2.1</b>	Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system.		Engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system.
<b>3.0 Muscular Strength, Muscular Endurance, and Flexibility</b>			
<b>3.1</b>	Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility.		Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.

# Desired Results Developmental Profile (DRDP)

## Physical Development-Health (PD-HLTH) <sup>6</sup>

Developed by the California Department of Education, the DRDP is a child assessment that preschool teachers complete twice a year to measure children's progress in various areas, including physical development. Results are summarized and shared with parents. Preschool teachers also analyze the results and use them to plan for individual and group

instruction and to continually monitor progress. Providers and teachers should review the Physical Development-Health section of the DRDP for examples of each measure (<http://www.cde.ca.gov>).

<b>PD-HLTH 1:</b>	<b>Perceptual-Motor Skills and Movement Concepts</b> Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness.
<b>PD-HLTH 2:</b>	<b>Gross Locomotor Movement Skills</b> Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, and galloping).
<b>PD-HLTH 3:</b>	<b>Gross Motor Manipulative Skills</b> Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching).
<b>PD-HLTH 4:</b>	<b>Fine Motor Manipulative Skills</b> Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks.
<b>PD-HLTH 5:</b>	<b>Safety</b> Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities.
<b>PD-HLTH 9:</b>	<b>Active Physical Play</b> Child engages in physical activities with increasing endurance and intensity.





# Planning and Scheduling Physical Activity



# Planning for Physical Activity

Providers and teachers should focus on maximizing activity by decreasing the time children wait in line to participate, minimizing competition between children, and getting all children moving regardless of physical or mental ability. To help get and keep all children moving:<sup>8</sup>

- Make it easy to move around the play area by clearing furniture and equipment to create open spaces.
- Adapt activities and equipment in consultation with parents and special needs consultants as needed.
- Teach children how to respectfully invite each other and engage peers with disabilities to play.
- Provide small group activities that give each child a chance to participate.

It is also important to plan activities that give children opportunities to “cross the mid-line” of their bodies. Crossing the mid-line involves crossing the body’s imaginary lines down the center (head to toe) and across the center (at the waist) of the body.<sup>9</sup> It is the ability to reach across and below the middle of the body with the arms and legs crossing over to the opposite side (e.g., extending the left hand and arm across the body to the right side while twisting at the waist, touching the right foot with the left hand). The ability to cross the mid-line reflects the degree of ‘bilateral’ organization a child has. Bilateral organization skills help the right and left sides of the brain communicate and help both sides of the body coordinate and perform many everyday tasks such as reading, writing, riding a bike and putting on shoes and socks.

Listed here are common components of a child care or preschool day, with strategies to add movement and physical activity.

- **Active Transitions-** Add movement to transition times (e.g., while lining up, moving from station to station, excusing children to wash hands). Examples of adding movement include having children hop like bunnies, swim like fish, or waddle like ducks as they transition.

- **Adult-Led Activities-** Integrate music, dance, and movement into inside or outside large group activities. This could include games such as Simon Says, Red Light Green Light, Follow the Leader, and Yoga. This is also an opportunity to integrate math and language literacy activities. Read books that include a physical activity theme and then act them out with children, or encourage the children to practice these themes during child-led or free-play time (See Appendix D). Demonstrate and encourage counting during physical activities (e.g., number of steps or hops, number of laps around the track, number of claps during a song or dance).
- **Outside Activities-** Use outside time for both adult- and child-led (or free-play) activities. Introduce new physical activity equipment or games and rotate them often to keep choices exciting. This could include balls, paddles, jump ropes, hoops, beanbags, cones, or other equipment.
- **Independent Stations-** Provide a physical activity station as an independent station choice. This is an excellent opportunity to practice manipulative skills such as throwing, tossing, and catching. Independent station ideas are further discussed in the sample activities section of this toolkit.
- **Small-Group Activities-** These help ensure that every child has the chance to participate. They are also helpful when equipment or space is limited. Consider taking small groups of children outside for manipulative skills such as kicking and striking objects.
- **Parent Meetings and Events-** Consider a family fitness night where children perform an obstacle course or station rotation and can make homemade equipment with their families (See Appendix A). Another option is to add a physical activity segment to regular parent meetings.
- **Staff Meetings and Trainings-** Regularly designate time for physical activity planning, demonstrations, and resource sharing at staff meetings and trainings.





## Scheduling Physical Activity

Adding activity to daily routines is essential to meeting daily physical activity recommendations. This toolkit contains the following sections to help build activity into the common components of a child care or preschool day.

1. **Active Transitions-** There are many transitions (moving from one activity to another) in a child care or preschool day. Use them as an opportunity to add five minutes of movement to the day. Choose a “Verb of the Day” to complement transition instructions.
2. **Adult-Led Activities-** These are group activities, led by adults, that can be used to practice a variety of skills as part of weekday themes. Most are appropriate for both indoor and outdoor settings and can be done with large or small groups.
3. **Outside Activities-** Children regularly play outside during free-play time and there are things providers and teachers can do to invite children to be active. Set up activities using the samples in this toolkit (Hopscotch, Station Rotation, Obstacle Courses).
4. **Skill Cards-** Skill Cards are provided for locomotor, manipulative and stability skills with activities to accompany each skill. The cards can be used to assist providers and teachers with instruction and/or with independent stations and obstacle courses.

# Planning with Daily Themes

By using daily themes, providers and teachers can ensure a well-rounded physical activity program. Daily themes make it easy to plan for movement throughout the day, while assuring children learn a variety of movement skills. Here is a sample listing of the types of skills that could be included for each daily theme. Providers and teachers are encouraged to modify themes to meet their needs and focus areas each week.



## MONDAY Manipulative Skills

- Toss
- Throw
- Catch
- Kick
- Strike objects
- Dribble (feet)
- Dribble (hands)

## TUESDAY Locomotor Skills

- Walk
- Run
- Jump
- Hop
- Leap
- Slide
- Gallop
- Skip
- March

## WEDNESDAY Stability Skills

- Stretch
- Pull
- Push
- Bend
- Turn
- Reach
- Lift
- Swing
- Sway
- Twist
- Yoga

## THURSDAY Moderate to Vigorous Physical Activity

- Dance
- Twirl
- Chase
- Flee
- Or any activity listed as a locomotor skill

## FRIDAY Fitness Circuits

- Obstacle Course
- Station Rotations
- Practice all skills through games such as Simon Says, Red Light Green Light, and Follow the Leader

# Steps for Success

1. Choose a skill to complement the daily theme (i.e., tossing for Monday, hopping for Tuesday).
2. Locate the corresponding Skill Card (if applicable). Fold the card in half and laminate it for repeated use (photo on one side, description and activities on the other side). Use the skill card to:
  - » Demonstrate the skill to children before leading activities.
  - » Identify the Desired Results Developmental Profile and Preschool Learning Foundation measures.
  - » Plan an activity for an independent station.
3. Choose an Adult-Led Activity to accompany the skill selected. Lead this activity in large or small groups. All activities are appropriate for inside or outside play.
4. Choose a Verb of the Day to complement the daily theme. This verb will help guide transitions for the day.
5. Choose an Outside Activity and introduce the activity during outside free-play.

## Sample Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Active Transitions (5 min)</b>	Verb of Day Wiggle	Verb of Day Fly	Verb of Day Crawl	Verb of Day Bounce	Verb of Day Slither
<b>Independent Stations (5 min)</b>	*Toss	*Leap	*Balance	*Toss, leap, balance	*Toss, leap, balance
<b>Adult-led Activity (10 min)</b>	Deck of Cards	Freeze Dance with Leaping	Shape of Yoga	Follow the Leader	Station Rotation
<b>Outside Activity (10 min)</b>	*Toss	*Leap	*Balance	Scavenger Hunt	Obstacle Course

\* Use skill cards contained in this toolkit.



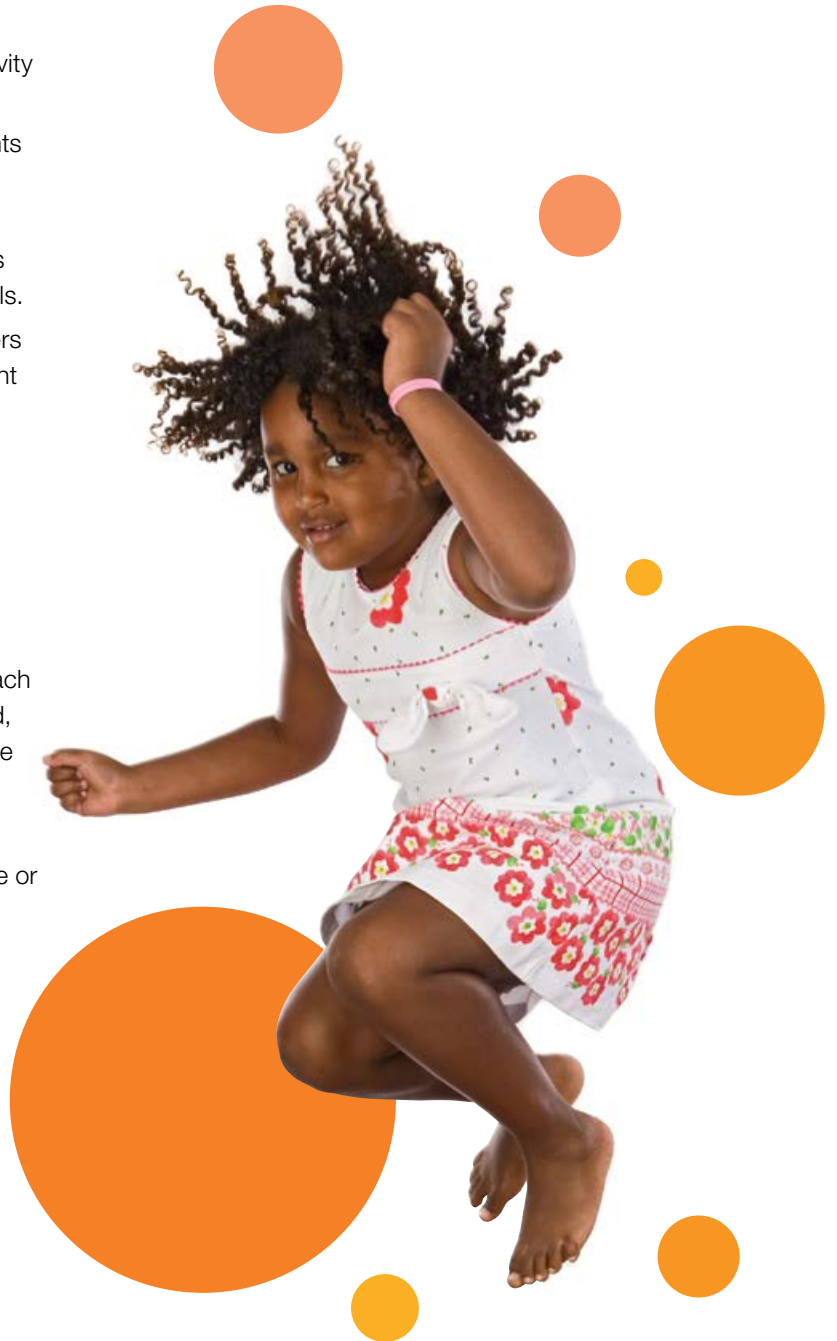
# The Importance of a Physical Activity Policy

A physical activity policy is a statement that:

- Addresses why it is important to get children moving.
- Describes how the child care or preschool site intends to successfully implement physical activity recommendations and best practices.
- Includes information about how staff and parents will be educated on the importance of physical activity.
- Can be part of the child care or preschool site's handbook, advertisements, and parent materials.
- Offers the opportunity for providers and teachers in various settings to show a strong commitment to maintaining and enhancing the health of the children in their care.

According to the Centers for Disease Control and Prevention (CDC), implementing such policies can promote healthy weight for young children in child care and preschool settings. Therefore, all child care and preschool sites should have customized physical activity policies that describe their approach to supporting daily physical activity. Once adopted, the policy should be easily accessible and available for everyone.

See Appendix C for a Physical Activity Policy Template that can be modified based on child care or preschool site practices.



# Sample Activities



# Sample Activities

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1

## Active Transitions

- Verb of the Day



2

## Adult-Led Activities

- Freeze Dance
- Deck of Cards
- Follow the Leader



3

## Outside Activities

- Hopscotch
- Station Rotation
- Obstacle Course



## Verb of the Day

The sky is the limit with this activity. Choose an action word (verb) and act it out throughout the day; while moving from one activity to another (transitioning), during circle time, or as a quick energy boost.

### Materials

- Verb of the Day cards (See Appendix B or create your own)

### How to Play

- This activity can be introduced at the start of the day during circle time.
- Place the “Verb of the Day” cards in a jar and ask a child to pick a card each day. This action word will be the “verb of the day.” Write it on the board or add it to the calendar and day of the week instruction.
- Call out the verb as the children transition between activities throughout the day.
- Example: if the skate card was chosen, ask the children to pretend to skate as they move to outside free-play, before circle time, or as they enter a certain zone of the classroom.

### Example Instructions

- Tell the children, “Verbs are words that describe actions.” Name some examples for them, such as run, swim, or climb.
- Tell the children, “Today’s verb of the day is ‘Fly.’ Can you give me an example of something that flies?” (i.e., bugs, birds, planes)

- Ask them what pretend flying looks like and have them demonstrate.
- Tell them, “When I say ‘Show me how you fly,’ you will flap your wings like a bird and fly to our next activity.”

### Possible Variations

- Begin adding descriptive words to the “verb of the day” (happily, quietly, heavily).
- Use the “verb of the day” during outside free-play by encouraging creative ways to act out the activity.
- Read and role-play from a book about movement (See Appendix D).





## Freeze Dance

This activity can be performed using any music and any of the locomotor skill cards.

### Materials

- Music, CD player, or drum
- Locomotor skill cards

### How to Play

- Spread the children out safely around the space.
- Before starting the music, demonstrate a variety of locomotor skills (walk, run, jump, hop, leap, gallop, slide).
- Instruct the children that when the music starts, they will move around the space (or stay in one space) performing the skill you call out. When the music stops they will freeze like a statue until a new action is called out and the music starts again.

### Example Instructions

- Using the locomotor skill cards, demonstrate the activities with the children.
- Tell the children, “When the music starts, I would like you to \_\_\_\_\_ around the room and when the music stops, you will freeze like a statue as quickly as possible” (until a new action is called out and the music starts again).
- Remind children about general and personal space and how to move safely.

### Possible Variations

- Get creative with the movements. For example, have the children move slowly, quickly, quietly.
- Instead of freezing like a statue, have children perform a balance or coordination skill when the music stops like one-foot balancing, stretching, or a Yoga pose.
- Have children count their hops, leaps, and slides as the music plays.



## Deck of Cards

All that is needed is a standard deck of playing cards to create opportunities for movement.

### Materials

- A standard deck of playing cards with face cards (kings, queens and jacks) removed
- Any skill card

### How to Play

- Spread the children out safely around the space.
- Choose a skill card and demonstrate it to the children.
- Draw a card from the deck of playing cards. This card will determine how many times the children will perform the activity (i.e., toss and catch a scarf 10 times, hop in place 8 times).

### Example Instructions

- After drawing the playing card, ask the children what number is on the card and explain that is how many times or how long they will perform the activity.
- Tell the children, “When I say go, we will count out loud as we do the skill together.” For example, clap over head, stomp your feet, hop on one foot, jump as high as you can 6 times.

### Possible Variations

- Get creative with the movements. For example, have the children move slowly, quickly, quietly.
- Use spot markers (piece of tape, carpet square, mousepad), have the children perform their activities on or around the spot. For example, balance on the spot, squat on the spot, or stretch over head.
- Instead of a deck of cards, use dice, hand-made cards with numbers on them, or a spinner from a board game.
- Instead of skill cards, use Shape of Yoga poses or Power Up in 10 cards (See Appendix E).

## Follow the Leader

This activity never gets old! With some fun and creativity, children can enjoy mastering movement skills and getting their heart rates up.

### Materials

- Locomotor skill cards
- Optional: scarves or streamers

### How to Play

- Children form a line behind the adult and follow adult cues. If possible, place leaders at the front, back and middle of the line to relay directions.
- Using a variety of locomotor skills, practice moving along various pathways (curved, zig zag, straight) and speeds (fast, medium, slow).
- Get creative with the movements (balance on an imaginary tight-rope, crawl like a cat, tip-toe quietly, fly like an airplane).
- Instruct children to move over, under and around objects when possible.
- If using scarves or streamers, children can use them as tails while acting out animal movements or wiggle them up high, down low, in front of or behind their backs.

### Example Instructions

- Instruct children to make a line behind the adult leader. Explain to children that this person will lead the line and demonstrate the movement; the children will follow while copying what the leader does.
- Tell them, “You will need to use your listening ears because I will give you instructions as we move. If I say freeze, you will stop in place and wait for the next instruction.”

### Possible Variations

- Tie the activities to the “book of the day” and act it out. For example, pretend to swim across the creek, step over rocks, or reach for a tree branch (See Appendix D for book ideas).

## Hopscotch

Hopscotch is a perfect way to add movement to outside free-play.

Note: Children's ability to play hopscotch varies, make modifications so that every child can be successful.

### Materials

- Sidewalk chalk, electrical tape, or playground stencil designs
- Locomotor skill cards
- Optional: spot markers, hoops, music

### How to Play

- This activity can be done during free-play or as an independent station.
- Using sidewalk chalk, tape or playground stencils, create a hopscotch course with a series of numbers, letters, shapes and colors.
- Demonstrate jumping, leaping and hopping from space to space.
- Children can also practice tossing beanbags or balled-up paper into areas of the hopscotch outline.

### Example Instructions

- Tell the children, "We are playing hopscotch today and we are going to practice jumping, hopping and leaping." Demonstrate hopscotch for them, using the selected locomotor skills.
- Tell the children, "When it is your turn, start at the beginning and hop with one foot into each shape."
- Ask the children questions like, "Can you make it all the way to the end without touching the lines?" and "Can you switch feet?"

### Possible Variations

- Draw a pathway of colored shapes (square, triangle, circle, oval, rectangle, crescent, star) or letters of the alphabet (A through Z), have children hop along the pathway instead of a traditional hopscotch design; they can call out each shape, color or letter as they land on it.





## Station Rotation

Create stations for children to practice locomotor, manipulative, and stability skills.

### Materials

- Sidewalk chalk, cones
- Any skill cards
- Manipulative items (balls, paddles, beanbags, hoops, scarves)
- Optional: music or drum

### How to Play

- Set up 4-6 designated stations using a cone or sidewalk chalk to identify each station. Place one skill card, along with necessary equipment, at each station and demonstrate each activity.
- Include a variety of skills among the stations.
- Divide the children into even groups and send each group to a station.
- Allow 1-2 minutes at each station.
- The adult leader should indicate which direction children should travel to get to their next station.
- Example activities include: tossing and catching, using a paddle and ball, kicking, locomotor skills, Yoga poses, hopscotch, balancing on pathways, climbing over, under, around and through objects.

### Example Instructions

- Tell the children, “When I say go, you get to practice the activity at your station for 1 - 2 minutes.”
- Explain, “When I say stop, I want you to point to the next station that you will be moving to. You will walk, hop, or gallop to the next station. When I say start again, you will do the next activity.”

### Possible Variations

- Let children create the stations.
- Use sidewalk chalk and playground stencils to create hopscotch and pathways between stations.
- Leave stations out during free-play for self-guided activities.

## Obstacle Course

This activity can be done with any size group and it is a great way to energize children and practice a variety of skills.

### Materials

- Skill cards
- Optional: cones, hoops, beanbags, chalk, scarves, crawl tunnel, mats, playground stencils

### How to Play

- Set up an obstacle course in a loop. Use a variety of movements to complement the skill cards.
- Make sure children are aware it is not a race and that they should move through the course safely.
- Divide children amongst the activities along the course. Each activity will be a starting point. The obstacle course should be a loop that can be repeated.
- Think about the skills being taught and the resources available. An example obstacle course could include these activities:
  - » Crawl tunnel
  - » Hopscotch
  - » Toss 5 beanbags into a hoop
  - » Tip-toe along a pathway
  - » Log roll on a mat or lawn

### Example Instructions

- Tell the children, “When I say go, you will start moving through the obstacle course.”
- Explain which direction the children will be going. Tell them they cannot pass, crowd or bump into others.

### Possible Variations

- Have children help create the course using materials outside for free-play.
- Create an obstacle course for parent or family activity nights.



# Skill Cards





# Skill Cards

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## Locomotor Skill Cards

- Walk
- Run
- Jump
- Hop
- Leap
- Gallop
- Slide



## Manipulative Skill Cards

- Dribble with Feet
- Overhand Throw
- Underhand Toss
- Strike Objects
- Kick
- Catch



## Stability Skill Cards

- Stretch
- Balance Pose



# Walk

Transfer weight from one foot to another while moving across the floor.<sup>1</sup>

LOCOMOTOR SKILL



## Activities

- **All the Ways to Walk**—Choose different adjectives and walk that way. (*Silly, Happy, Quiet, Loud, Heavy, Fast, Slow, High, Low*)
- **Animal Fun**—Walk like a duck, walk tall like a giraffe, walk heavy like a bear.
- **Pathways**—Practice walking on a pathway and pretend it's a balance beam or tightrope. Count steps along the way. (*Curved, ZigZag, Straight*)
- **Nature Walk**—Take children on an imaginary nature walk. Lead them up and down a steep hill, under branches, or over rocks.

## Desired Results Developmental Profile

- PD-HLTH 1- Perceptual-Motor
- PD-HLTH 2- Gross Locomotor
- PD-HLTH 9- Active Physical Play

## California Preschool Learning Foundations

- 2.1 Fundamental - Locomotor
- 2.0 Perceptual-Motor - Spatial Awareness
- 3.2 Perceptual-Motor - Directional Awareness
- 1.0 Active Physical Play - Participation
- 2.0 Active Physical Play - Cardiovascular



# Run

Similar to walking, but faster, with a flight phase when both feet are off the ground.<sup>1</sup>

## Activities

- **Run for Speed**—Practice running in place at different speeds. (Super Fast, Medium Speed, Extra Slow)
- **Red Light Green Light**—Line children up facing you. When you say “green light,” they run towards you. When you say “red light,” they stop. Repeat as desired. Include different speeds for variety.
- **Color Run**—Run to touch 5 blue items and return to base. Change the color and repeat.
- **Run the Track**—Using an existing track or perimeter of play space, have children run a certain number of times around it.

## Desired Results Developmental Profile

PD-HLTH 1- Perceptual-Motor  
PD-HLTH 2- Gross Locomotor  
PD-HLTH 9- Active Physical Play

## California Preschool Learning Foundations

2.2 Fundamental - Locomotor  
2.0 Perceptual-Motor - Spatial Awareness  
3.2 Perceptual-Motor - Directional Awareness  
1.0 Active Physical Play - Participation  
2.0 Active Physical Play - Cardiovascular







# Jump

Projecting of the body into the air from a force generated by arms and one or two feet and landing on two feet.<sup>1</sup>

## Activities

- **Number Jump**— Call out a number and jump in place while counting to the designated number.
- **Jump for Height**— Practice jumping as high as you can.
- **Jump for Distance**— Draw 2 lines next to one another using sidewalk chalk. Lines should start narrow and get wider. Have children practice jumping at different distances.
- **Stepping Stones**— Set out spot markers or draw spots on the ground and have children jump from spot to spot.

## Desired Results Developmental Profile

PD-HLTH 1- Perceptual-Motor  
 PD-HLTH 2- Gross Locomotor  
 PD-HLTH 9- Active Physical Play

## California Preschool Learning Foundations

2.3 Fundamental - Locomotor  
 2.0 Perceptual-Motor - Spatial Awareness  
 3.2 Perceptual-Motor - Directional Awareness  
 1.0 Active Physical Play - Participation  
 2.0 Active Physical Play - Cardiovascular





# Hop

Projecting the body in space by taking off on one foot and landing on the same foot.<sup>1</sup>

## Activities

- **Hop to the Beat**—Use a drum, music or clap hands. Count each hop.
- **Hop and Freeze**—Children hop on one foot while music is on. When music stops they freeze and try to balance on one foot.
- **Alternating Foot Hop**—Practice hopping on your right foot. Switch feet. Count as you go.
- **Beat Your Record**—Draw a line on the ground. Ask children to hop back and forth and side to side along the line. Count as you go.

## Desired Results Developmental Profile

PD-HLTH 1- Perceptual-Motor  
PD-HLTH 2- Gross Locomotor  
PD-HLTH 9- Active Physical Play

## California Preschool Learning Foundations

2.4 Fundamental - Locomotor  
2.0 Perceptual-Motor - Spatial Awareness  
3.2 Perceptual-Motor - Directional Awareness  
1.0 Active Physical Play - Participation  
2.0 Active Physical Play - Cardiovascular





# Leap

Running and then taking off with one foot with an elongated step and landing on the opposite foot.<sup>1</sup>

## Activities

- **Leap Over the River**—Draw a river on the ground with chalk and have children practice leaping back and forth over it.
- **Leap and Count**—Place small objects on the ground for children to leap over. Have them leap over a designated number of items, counting as they go.
- **Leap for Joy**—Move around the play space, leaping as you go. Can you leap 3 times, 8 times, 10 times?
- **Leap for Distance**—Draw 2 lines next to one another with sidewalk chalk. Make them close together at one end, progressively getting wider. Have children start by leaping over the narrowest distance, moving to the widest section.

## Desired Results Developmental Profile

PD-HLTH 1- Perceptual-Motor  
PD-HLTH 2- Gross Locomotor  
PD-HLTH 9- Active Physical Play

## California Preschool Learning Foundations

2.4 Fundamental - Locomotor  
2.0 Perceptual-Motor - Spatial Awareness  
3.2 Perceptual-Motor - Directional Awareness  
1.0 Active Physical Play - Participation  
2.0 Active Physical Play - Cardiovascular







# Gallop

Making a forward step motion with a leading foot followed by a leap motion of the trailing foot.<sup>1</sup>

## Activities

- **Galloping Around**—Mark spots on the ground for each child; have them practice galloping around their spot. Switch directions and switch lead foot if possible.
- **Harvest Time**—Place items around the play space. Have children gallop to collect them and put them in a basket. Pretend the items are fruits and vegetables. Count the items in the basket.
- **Horse Play**—Practice galloping around the general space. Switch the lead foot. Pretend to be a horse.
- **Horse Race**—Gallop around the track and act out different scenarios, such as a rodeo or Wild West stampede.

## Desired Results Developmental Profile

PD-HLTH 1- Perceptual-Motor  
PD-HLTH 2- Gross Locomotor  
PD-HLTH 9- Active Physical Play

## California Preschool Learning Foundations

2.4 Fundamental - Locomotor  
2.0 Perceptual-Motor - Spatial Awareness  
3.2 Perceptual-Motor - Directional Awareness  
1.0 Active Physical Play - Participation  
2.0 Active Physical Play - Cardiovascular





# Slide

A form of galloping in which the child steps purposefully in a sideward direction.<sup>1</sup>

## Activities

- **Slide Both Directions**—Slide along a line. Once you get to the end, go in the other direction and work your way back to the beginning.
- **Side Step Shuffle**—Place beanbags or draw small spots on the ground. Have children slide around the space while trying to touch as many beanbags or spots as possible with feet. Have children count the number of beanbags or spots they touch.
- **Squat Sliding**—Have children slide around the general space, call out “squat;” every time you do they will squat down low while sliding.

## Desired Results Developmental Profile

PD-HLTH 1- Perceptual-Motor  
PD-HLTH 2- Gross Locomotor  
PD-HLTH 9- Active Physical Play

## California Preschool Learning Foundations

2.4 Fundamental - Locomotor  
2.0 Perceptual-Motor - Spatial Awareness  
3.2 Perceptual-Motor - Directional Awareness  
1.0 Active Physical Play - Participation  
2.0 Active Physical Play - Cardiovascular







# Dribble with Feet

Maneuvering of a ball by a single person's feet while moving in a given direction.

MANIPULATIVE SKILL



## Equipment

Playground ball, soccer ball, beach ball, cones.

## Activities

- **Basic Dribbling**—Have children practice dribbling from one end of the play space to the other.
- **Stay Between the Lines**—Lay out long jump ropes, use cones, or draw lines with chalk and have children practice dribbling in between from one end to the other.
- **Red Light Green Light Dribble**—Have children dribble in the general space when you say “green light.” When you say “red light,” they should stop the ball (trap) with their feet and freeze.
- **Weave the Cones**—Set up cones in a line with 5 ft. between each cone. Children dribble ball back and forth around cones.

## Desired Results Developmental Profile

PD-HLTH 1- Perceptual-Motor  
PD-HLTH 3- Gross Manipulative  
PD-HLTH 9- Active Physical Play

## California Preschool Learning Foundations

2.0 Fundamental - Locomotor  
3.1 Fundamental - Manipulative  
2.0 Perceptual-Motor - Spatial Awareness  
3.2 Perceptual-Motor - Directional Awareness  
1.0 Active Physical Play - Participation



# Overhand Throw

A large motor skill that involves projecting a ball in a forward direction using an overarm action and stepping in opposition (like a baseball throw).<sup>1</sup>

MANIPULATIVE SKILL



## Equipment

Any soft ball, fluff ball, socks, sponges.

## Activities

- **Throw for Distance**—Line children up on a line so they all face you. Have children practice throwing for distance. Have them retrieve the ball and repeat, and switch hands.
- **Target Throw**—Throw a soft item at a bullseye target on a wall, fence, or the ground. Targets can be created using sidewalk chalk or a paint brush with water. Switch hands.
- **Knock it Down**—Knock down empty plastic bottles or cereal boxes.
- **Through the Hoop**—Hang a hoop from a tree and practice throwing a ball through the hoop. Have children count their throws.

## Desired Results Developmental Profile

PD-HLTH 1- Perceptual-Motor  
PD-HLTH 3- Gross Manipulative  
PD-HLTH 9- Active Physical Play

## California Preschool Learning Foundations

3.1 Fundamental - Manipulative  
2.0 Perceptual-Motor - Spatial Awareness  
3.1 Perceptual-Motor - Directional Awareness  
1.0 Active Physical Play - Participation



# Underhand Toss

A large motor skill that involves projecting an object in a forward direction by using an underarm action and stepping with the opposite foot; object is released at waist level.<sup>1</sup>



## Equipment

Basket, scarves, beach balls, tissue, hoops.

## Activities

- **Basket Toss**—Toss items into a basket. Move further back as skills improve.
- **Partner Toss**—Practice tossing a ball to a partner.
- **Number Toss**—Toss a free-floating object (tissue, scarf) into the air and catch it a designated number of times.
- **Bullseye Toss**—Practice tossing beanbags into a bullseye on the ground. Draw a bullseye with sidewalk chalk or use a hoop.

## Desired Results Developmental Profile

- PD-HLTH 1- Perceptual-Motor
- PD-HLTH 3- Gross Manipulative
- PD-HLTH 9- Active Physical Play

## California Preschool Learning Foundations

- 3.1 Fundamental - Manipulative
- 2.0 Perceptual-Motor - Spatial Awareness
- 3.1 Perceptual-Motor - Directional Awareness
- 1.0 Active Physical Play - Participation





# Strike Objects

## MANIPULATIVE SKILL

Hitting an object forcibly and deliberately with one's hand or another tool.<sup>1</sup>



### Equipment

Pool noodles, paper plates, whiffle balls, balloons covered with pantyhose<sup>7</sup>, yarn balls, beach balls, paper balls.

### Activities

- **Paddle Play**—Using a paper plate paddle and lightweight ball, drop a ball and strike it underhand. Retrieve the ball and repeat.
- **Pool Noodle Floor Hockey**—Using a pool noodle and a beach ball, practice hitting the ball towards a target.
- **Balloon Punch**—Blow up a balloon inside pantyhose to prevent a choking hazard. Tie it in a knot and use the pantyhose tail as a handle for a punch balloon. Punch it down low, up high, or over head. Have children count punches.
- **Keep the Balloon Afloat**—Using a blown-up balloon covered with pantyhose, practice using hands or a paddle to keep the balloon afloat.

### Desired Results Developmental Profile

PD-HLTH 1- Perceptual - Motor  
PD-HLTH 3- Gross Manipulative  
PD-HLTH 9- Active Physical Play

### California Preschool Learning Foundations

3.1 Fundamental - Manipulative  
2.0 Perceptual-Motor - Spatial Awareness  
3.0 Perceptual-Motor - Directional Awareness  
1.0 Active Physical Play - Participation



# Kick

A large motor skill that is a form of striking in which one foot is used to apply force to a ball.<sup>1</sup>



## Equipment

Playground ball, beach ball, balloon inside pantyhose.<sup>7</sup>

## Activities

- **Soccer Bowling**—Practice knocking over empty plastic bottles or cereal boxes by kicking a ball.
- **Safety Kick**—Inflate a balloon inside of pantyhose and tie it so there is a tail. Using the pantyhose tail, hang the balloon from a clothesline or tree branch so it touches the ground and have children practice kicking.
- **Kick and Chase**—Line children up in a line facing you and have them kick for distance, retrieve the ball and repeat.
- **Partner Pass**—Children partner up, face each other about 3 feet apart, and practice gently kicking a ball back and forth.

## Desired Results Developmental Profile

- PD-HLTH 1- Perceptual-Motor
- PD-HLTH 3- Gross Manipulative
- PD-HLTH 9- Active Physical Play

## California Preschool Learning Foundations

- 3.1 Fundamental - Manipulative
- 2.0 Perceptual-Motor - Spatial Awareness
- 3.0 Perceptual-Motor - Directional Awareness
- 1.0 Active Physical Play - Participation



# Catch

A large motor skill that involves the use of hands to stop and trap a tossed or flying object.<sup>1</sup>



## Equipment

Scarves, beach balls, beanbags, tissues.

## Activities

- **Scarf Catching**—Toss scarves or tissues into the air and catch them on various body parts (e.g., arm, foot, knee), while counting.
- **Ball Catch**—Using a beach ball or playground ball, bounce the ball and catch it.
- **Beanbag Catch**—Give each child a beanbag to toss into the air and catch it.
- **Partner Toss**—Using a beach ball or playground ball, practice tossing and catching with a partner.

## Desired Results Developmental Profile

- PD-HLTH 1- Perceptual-Motor
- PD-HLTH 3- Gross Manipulative
- PD-HLTH 9- Active Physical Play

## California Preschool Learning Foundations

- 3.1 Fundamental - Manipulative
- 2.0 Perceptual-Motor - Spatial Awareness
- 3.0 Perceptual-Motor - Directional Awareness
- 1.0 Active Physical Play - Participation





# Stretch

Straightening or flexing a body joint in order to temporarily elongate the muscles around that joint.

STABILITY SKILL



## Equipment

Shape of Yoga booklet (See Appendix E), balls.

## Activities

- **Reach for It**—Talk about how plants grow and call out various fruits and vegetables while children pretend to reach up high, down low, and to the side to get them.
- **Crazy 8**—Spread feet out wide while standing. With a ball in hand, lean forward and roll the ball on the ground; making a figure eight around and in between the feet.
- **Shape of Yoga**—Download the Shape of Yoga booklet and practice poses (See Appendix E).
- **Body Shapes and Letters**—Call out various shapes and letters; have children try to create them with their bodies.

## Desired Results Developmental Profile

PD-HLTH 1- Perceptual-Motor  
PD-HLTH 9- Active Physical Play

## California Preschool Learning Foundations

- 1.1 Fundamental - Balance
- 2.0 Perceptual-Motor - Spatial Awareness
- 3.0 Perceptual-Motor - Directional Awareness
- 1.0 Active Physical Play - Participation
- 3.0 Active Physical Play - Strength, Endurance, Flexibility



# Balance Pose

The ability to maintain body control while moving and while still.<sup>1</sup>

STABILITY SKILL



## Equipment

Shape of Yoga booklet (See Appendix E), beanbags.

## Activities

- **One Foot Balance**—Practice standing on one foot for 3-5 seconds and then switch feet.
- **Pointing Cat**—Children start on hands and knees and then practice lifting one arm at a time.
- **Balance Beam**—Practice walking heel to toe in a straight line as if on a balance beam.
- **Beanbag Balance**—Practice balancing a beanbag on various body parts while moving to and from designated area.

## Desired Results Developmental Profile

PD-HLTH 1- Perceptual-Motor  
PD-HLTH 9- Active Physical Play

## California Preschool Learning Foundations

1.1 Fundamental - Balance  
2.0 Perceptual-Motor - Spatial Awareness  
3.0 Perceptual-Motor - Directional Awareness  
1.0 Active Physical Play - Participation



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# Appendix A

## Do It Yourself Equipment

Don't let lack of equipment be a barrier. Make equipment with these simple, low cost solutions.



### Yarn Balls

Wrap yarn 200 times around a piece of cardboard, pull yarn off and tie or zip tie in the middle, then cut ends to create a pom pom ball. Use for games that require light weight balls.



### Punch Balloons

Blow up a balloon inside pantyhose to prevent a choking hazard. Tie a knot and use the tail as a punch balloon handle. Also, hang from a clothesline or tree branch to practice kicking and striking objects.<sup>7</sup>



### Party Streamers/Ribbons

Secure paper streamer or ribbon to a Popsicle stick using tape. Use to dance or run with. Practice shaking it over head, passing it around the body, up high, down low, and anything else you can think of.<sup>7</sup>



### Paper Ball

Squish used paper into ball shape, secure with tape. Play "clean up" with several balls and a basket or practice tossing and catching.





### **Spot Markers**

Carpet squares or mouse pads can be used to define personal space and can be used as markers in an obstacle course.



### **Sidewalk Chalk**

Design shapes and pathways to create an obstacle course or to mark spots.



### **Paint Brushes**

Using an old, but clean paint brush and some water, paint shapes and pathways to help children practice locomotor skills.

---

Other low cost equipment includes using painters tape or duct tape to create pathways, socks as balls, paper plates as paddles, and pool noodles as bats, hockey sticks, and more.

# Appendix B

## Verb of the Day Cards

**Fly**

**Swim**

**Waddle**

**Skate**

**Hop**

**Slither**

**Gallop**

**Dance**

**Tip-toe**

**Clap**

**March**

**Jump**

**Crawl**

**Bounce**

**Stomp**

**Slide**

**Twirl**

**Wave**

**Bear Walk**

**Crab Walk**



# Appendix C

## Physical Activity Policy Template

The information in this template refers to a full day of care and can be modified to fit half-day programs. For children in child care for 3-4 hours, versus a full 8-hour day, cut the recommended minutes of physical activity by half.

<b><i>[Insert the Name of the Childcare Program/Site Here]</i></b>
All children need enough active playtime throughout each day to develop and to practice gross motor and movement skills appropriate for their age. Active play includes moderate to vigorous activities such as rolling, crawling, scooting, running, climbing, dancing, hopping, galloping, skipping, and jumping. Staff should model healthy, active behaviors by participating in physical activity with the children, as much as possible.
<b>Infants (up to 12 months old)</b>
Outdoor time is important for our infants. Staff shall model behavior that demonstrates that spending time outdoors is important. Consistent time spent outdoors can lead to an increase in physical activity once the infant becomes more mobile.
During each full day of care, and while awake, our infants who are not yet crawling spend multiple bouts three to five minutes at a time (and more if they enjoy the activity) on their tummies interacting with staff and other infants. During our care, infants will get as much “tummy time” as they can tolerate.
We do not seat our infants for more than 15 minutes at a time, except when they are eating or sleeping, or secured safely in a car seat while traveling inside a vehicle.
We take our infants outdoors two to three times each day. Examples of infant outdoor play include: <ul style="list-style-type: none"><li>• Play on safe surfaces such as a large blanket spread on the ground with appropriately-sized balls or other age-appropriate toys placed just out of reach, encouraging stretching and movement;</li><li>• Play with toys that are designed for older infants to use to safely pull themselves to a standing position; crawl through a tube tunnel; and push toys across a safe surface. Older infants may use balls to push, lie on, or kick;</li><li>• Riding in a carriage or stroller or swinging in a secure infant swing which are acceptable but not substitutes for gross motor play.</li></ul>
Screen time: <ul style="list-style-type: none"><li>• Infants will not have any screen time.</li></ul>

### Toddlers (12 months to three years old)

Each day, our toddlers participate in at least 30 minutes of structured (teacher-led) physical activity, and at least 60 minutes total of unstructured (free play) physical activity.

Our toddlers will not sit still for more than 60 minutes at a time while they are awake.

Each day, we give our children enough time and opportunity to explore and refine body movements that will help them develop emerging fundamental skills, including locomotor skills such as walking, running, and jumping; object control skills such as throwing, catching, and kicking; and stability skills such as bending, twisting, and rolling.

We use strollers, high chairs, bouncy seats, and other similar equipment with toddlers only when necessary and only for a brief time.

Screen time:

- Toddlers ages one and two will not have any screen time; children two years and older will not have more than 30 minutes of screen time per week while in the facility and only for education or physical activity.
- Screen time during meals and snacks is not permitted.

We post the daily schedule so that families know when their child's daily active playtime occurs.

We offer free access to self-service water during both indoor and outdoor play.

### Preschool-aged Children (three to five years old)

Each day, our children accumulate at least 60 minutes of structured (teacher-led) physical activity.

Each day, our children accumulate 60-90, or more, total minutes of unstructured (free play) physical activity.

Each day, we give our children time and opportunities to develop mature fundamental movement skills including locomotor skills such as running, jumping, and hopping; object control skills such as throwing, catching, and kicking; and stability skills such as stretching, bending, twisting, and rolling.

Each day, to the extent possible, we allow outdoor play and take appropriate measures to ensure sun safety.

Our children rarely sit for more than 30 minutes at a time.

We encourage all children to try new activities and we celebrate with children when they participate at any skill level. We focus on self-challenges and find a new goal for each child according to his or her skill level. For example, we say, "Great effort! You did three hops on one foot! Now can you do four?"

We post the daily schedule so that families know when their child's daily active playtime occurs.

Screen time:

- Preschool-aged children will not have more than 30 minutes of screen time per week while in the facility and then only for education or physical activity.
- Screen time during meals and snacks is not permitted.

We offer free access to self-service water during both indoor and outdoor activity.



## Safety

We ask that children wear clothing that is right for the weather, including appropriate seasonal clothing and footwear, so that they can participate fully, move freely, and play safely.

To prevent sunburn and overexposure, we protect children from direct sunlight with shade and we work with parents to provide sunscreen, protective clothing and hats.

We provide safe indoor and outdoor play areas that meet or exceed recommended safety standards for performing large-muscle activities.

We keep activity and play areas clear of sharp objects, trash, and other things that can hurt children.

We always supervise children while they use playground equipment and during active play.

## Parent Education, Staff Training, & Expectations

Parents of our infants, toddlers, and preschool-aged children will, at least once per year, receive information on how to encourage physical activity in the home and the importance of active play in the growth and development of their children.

Our staff will receive training and/or information on physical activity at least twice per year.

Staff encourages and models physical activity behavior with all age groups by leading structured physical activities.

Staff are active during children's active play; staff wear clothing and footwear that allows easy and safe movement.

Staff encourages physical activities that are appropriate and safe for children in the setting, (e.g., encourage running on the playground when it is safe to run).

Staff encourages children to hydrate during playtimes.

Our organization's site administrators and activity directors consult with an early childhood physical activity expert at least once per year to ensure our physical activity programming and implementation is appropriate and meets all applicable state and federal recommendations and guidelines.

**Parent/Staff Printed Name:** \_\_\_\_\_

**Parent/Staff Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*Note: This template is extracted from the Early Care and Education Physical Activity & Nutrition Templates and Policies document, May 2017. California Department of Public Health, Nutrition Education and Obesity Prevention Branch, 916-449-5400 | [cdph\\_neopb\\_materials@cdph.ca.gov](mailto:cdph_neopb_materials@cdph.ca.gov).*



# Appendix D

## Physical Activity Resources and Relevant Children's Books

**Active Play! - Fun Physical Activities for Young Children** – This book contains 52 physical activities with many variations. It includes activities for toddlers and preschoolers to play together and a DVD that shows children doing 30 of the book's 52 physical activities. <http://activeplaybooks.com>

**Be an Active Family** – This is one of the 10 tip sheets in the nutrition education series from Choose My Plate. It focuses on ways to be more physically active as a family. It could be used as a parent handout or for staff trainings. <https://choosemyplate.gov> (no cost resource)

**CATCH** – Coordinated Approach to Child Health (CATCH) Early Childhood is designed to nurture a love of physical activity, provide an introduction to classroom-based gardening and nutrition, and encourage healthy eating in children ages 3-5. <http://catchusa.org>

**Choosy Kids** – Choosy songs are designed to elevate heart rates while increasing children's vocabulary about movement, nutrition, and healthy habits. They can be effective for starting a discussion about healthy behaviors, supporting transitions in the daily schedule, or simply allowing children to have fun and be active. <http://www.choosykids.com>

**Eat Well Play Hard in Child Care Settings** – This program focuses on improving the nutrition and physical activity behaviors of preschool-aged children, their parents, and providers through activities, lessons, role-modeling and classroom reinforcement. <http://centertrt.org> (no cost resource)

**Get Moving Today Activity Calendar** – This is a downloadable calendar with daily physical activities that can be done in a variety of early childhood settings, as well as at home with family members. <http://www.healthychildcare.org> (no cost resource)

**Hip Hop to Health Junior** – This healthy eating and exercise curriculum was developed for children 3-5 years of age. It consists of 14 activities lasting approximately 45 minutes each (conducted three times a week). Each activity includes a nutrition and physical activity component. <http://www.promisingpractices.net>

**Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program** – This collection of tip sheets includes four focused on active play. Each tip sheet describes a specific topic and includes a practical application section to help providers apply the tips as part of the daily schedule. <https://www.fns.usda.gov> (no cost resource)

**Sesame Street Healthy Habits for Life, We Have the Moves!** – This resource was developed for

children 2 to 5 years of age and provides fun ways to boost children’s physical activity. It includes: physical activities that require minimal time and equipment; activities for both large and small spaces and groups; fun and easy ways to add more active play into everyday routines; and ways to link movement to different curriculum areas.

<http://www.sesamestreet.org> (no cost resource)

**SPARK** – Sports Play Active Recreation for Kids (SPARK) Early Childhood promotes age-appropriate activities that motivate and encourage daily physical activity for preschool-aged children.

<http://www.sparkpe.org>

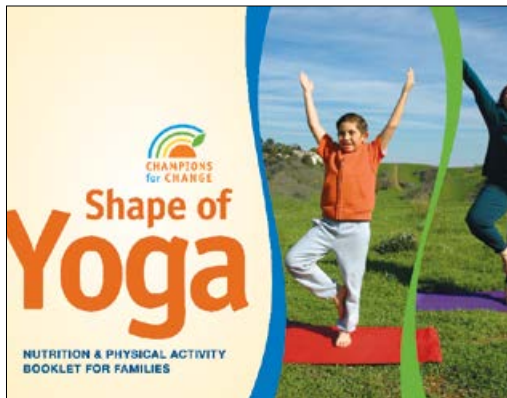
**Sample listing of children’s books to support physical activity efforts (visit a local library or bookstore for others):**

1. Clifford’s Field Day by Norma Bridwell
2. Curious George Rides a Bike by H.A. Rey
3. Five Little Monkeys Jumping on the Bed by Eileen Christelow
4. Froggy Plays Soccer by Jonathan London
5. From Head to Toe by Eric Carle
6. Get Up and Go! By Nancy Carlson
7. Head, Shoulders, Knees, and Toes and Other Action Rhymes by Zita Newcome
8. Hey! Wake Up! By Sandra Boynton
9. Hop a Little, Jump a Little! by Annie Kubler
10. If You’re Happy and You Know It! by Jane Cabrera
11. Ladybug Girl Plays by Jacky Davis
12. Maisy Learns to Swim by Lucy Cousins
13. Over, Under, Through by Tana Hobson
14. Silly Sally by Audrey Wood
15. The Busy Body Book, A Kid’s Guide to Fitness by Lizzy Rockwell

# Appendix E

## No-Cost Nutrition Education and Obesity Prevention Branch (NEOPB) Physical Activity Resources

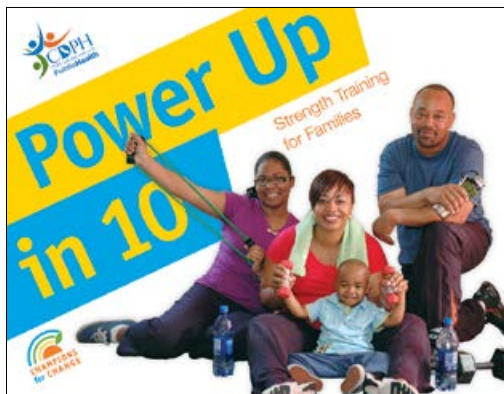
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Shape of Yoga is a bilingual (English and Spanish) booklet of 10 basic Yoga poses that encourages families to be active together using Yoga to help build strength and flexibility. It includes simple techniques to show how to perform basic Yoga moves along with nutrition tips throughout the booklet.

Email: [cdph\\_neopb\\_materials@cdph.ca.gov](mailto:cdph_neopb_materials@cdph.ca.gov)

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Power Up in 10 is a bilingual (English and Spanish) booklet that includes 10 basic strength training exercises for families. Step by step instructions, full color photographs and physical activity and nutrition tips are included for each exercise.

Email: [cdph\\_neopb\\_materials@cdph.ca.gov](mailto:cdph_neopb_materials@cdph.ca.gov)

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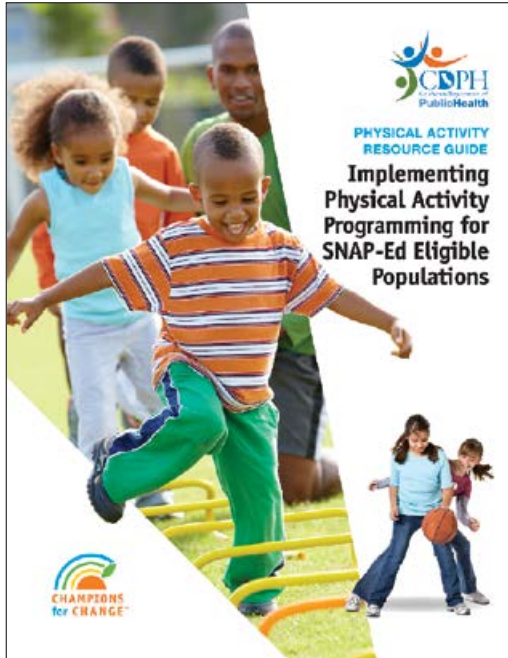
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## Painting Preschool Playgrounds for Movement



Available in Spanish and English, the Painting Preschool Playgrounds for Movement guide addresses: preschool physical activity recommendations, fundamental movement skills, suggested painting elements, and preparation and instructions for painting the designs.

Email: [cdph\\_neopb\\_materials@cdph.ca.gov](mailto:cdph_neopb_materials@cdph.ca.gov)



The Physical Activity Resource Guide provides practical “how-to” information about physical activity programming. It is intended to assist public health professionals, community leaders, community-based and similar organizations assess, plan, implement and evaluate evidence-based physical education and physical activity programming in early care and education, school, park and worksite environments.

Email: [cdph\\_neopb\\_materials@cdph.ca.gov](mailto:cdph_neopb_materials@cdph.ca.gov)









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