




# MOve Smart Workbook



## Physical Activity Best Practices for Child Care

— — — — —  
Help fight obesity

— — — — —  
Establish habits early

— — — — —  
Create attentive learners





*“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.”*

— John F. Kennedy



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# INTRODUCTION

**MOve Smart Child Care** is a program that offers recognition for child care facilities that follow **best practices** in physical activity for young children. MOve Smart recognition is available for any early care and education facility including child care centers, Head Start sites, family child care homes and group homes.

## The Importance of Physical Activity in Early Childhood

**Young children need opportunities to be active. They need to jump, run, dance and move their bodies in a variety of ways.**

**Baby steps are the first steps to fitness. Physical activity patterns develop in childhood and tend to last through adulthood.**

Physical activity is important for bodies. Active children have:

- More muscle strength.
- Better flexibility.
- Stronger bones.
- Healthier blood pressure.
- A healthier weight.

Physical activity is also important for brains. There is a clear link between movement and learning. Exercise helps the brain to be ready, willing and able to learn.

Research has shown that physical activity in children actually increases the number of brain cells and makes important connections across the pathways in the brain. These connections are necessary for brains to learn.

Physical activity boosts blood flow all over the body, including to the brain. Brain cells get better at connecting with each another. What's the result?

- **Better thinking skills.** Studies show that people who exercise more are sharper mentally. The effects may be almost immediate. One study found that school kids scored higher on math and reading comprehension tests after exercising for 20 minutes.
- **Better moods.** Many studies have found that kids who exercise feel happier. Physical activity releases brain chemicals that are natural stress fighters.
- **Sounder sleep.** Kids who exercise regularly fall asleep faster than other kids. They also stay asleep longer. The more vigorous the activity, the bigger the sleep benefit. Getting enough sleep also improves judgment and boosts memory.



Early childhood is the time when children learn **fundamental movement skills**.

These skills help children learn to move their bodies in different ways like jumping, running, twisting and throwing. When children are able to practice these skills between the ages of two and six, they are generally more successful in sports and active recreation as they grow older.

## Why MOve Smart Recognition?

As a child care provider, you want to do what's best for the children in your care. But how do you know what's best when it comes to physical activity? Missouri's MOve Smart Criteria reflect what experts in the field of physical activity have determined to be **best practices**. This workbook not only tells you what practices are best, but it also gives practical tips on how to make these practices a part of the child care program's daily routine.

Researchers found that average preschoolers were only getting about 25 minutes of **moderate to vigorous physical activity** during the child care day and they were **sedentary** for over half of their day. A study also found that children's levels of activity were very different from one preschool to another. Are the children in one preschool really that different from the children in another? Probably not. In fact, studies suggest that policies and practices put in place by caregivers have a greater impact on physical activity levels than facilities, space, budgets, teacher ratios or geography.

In a survey of child care providers, the top reasons given for wanting to be a MOve Smart Child Care included:

1. Increase awareness of the importance of physical activity for staff and families.
2. Encourage staff and families to be more physically active.
3. Market my child care program as a place that provides an active play environment.

## The Basics of MOve Smart Recognition

- Voluntary recognition for any child care program serving children from birth through age five.
- Recognition is awarded by the Missouri Department of Health and Senior Services (DHSS).
- Two levels of recognition:
  - Core—for meeting 6 core criteria.
  - Advanced—for meeting the core criteria plus 6 additional criteria.
- Steps to becoming a MOve Smart Child Care:
  - Complete the MOve Smart physical activity self-assessment with input from key classroom staff. This is not required, but it may show what you are already doing well and what you may want to work on. Appendix A is the self-assessment form.
  - Read the criteria and decide to apply for either the Core or Advanced level.
  - Notify DHSS of your intention to become MOve Smart by sending an email to [movesmart@health.mo.gov](mailto:movesmart@health.mo.gov). This allows you to get support and resources that may be helpful.
  - Make any changes in your policies and practices that are necessary to meet the criteria.
  - Submit MOve Smart application along with the required documentation for each criteria.
  - Receive MOve Smart recognition and celebrate with staff! Recognition includes:
    - Certificate of achievement.
    - Move Smart window cling and poster.
    - Permission to use the MOve Smart logo on your website and printed materials.
    - A sample press release.
    - Your child care program's name listed on the DHSS website.
    - Your MOve Smart status listed in the Child Care Aware provider search and in the Healthy Child Care newsletter.
  - Child care providers are recognized for one year. You can renew by submitting a simple self-assessment.



## A Few Words About Infants

There are references to infants in several of the MOve Smart criteria. The first year of life is a time for infants to explore, gain control over their bodies and make connections between the brain and muscles. Active time with infants should be one-on-one and not overly structured. You can help with their development by following these recommendations:

- Offer short periods of supervised **tummy time** several times a day until the infant starts creeping or crawling. Start with 3–5 minutes and gradually increase the time as the infant enjoys it.
- Get down on the floor during **tummy time**, face to face to engage the infant through talking, singing and smiling.
- Take infants outdoors 2–3 times a day as tolerated.
- Provide large, open, safe play surfaces to promote free movement and development of skills such as rolling, sitting, crawling and kicking.
- Place rattles, balls and other toys nearby to encourage reaching and grasping.
- Limit time in confining equipment such as swings, bouncy chairs and strollers. No more than 15 minutes at a time while the infant is awake.

## What About Play Equipment?

Children can be active with or without toys or play equipment. Creative games can be played using simple items like pool noodles, scarves, rolled up socks and laundry baskets. MOve Smart Child Care does not require that you purchase any specific play equipment, however when you do buy equipment, here are some things to consider.

1. Children tend to be more active with **portable play equipment** like balls and tricycles than they are with the more expensive fixed playground equipment like climbing structures.
2. Different types of toys help children develop different kinds of movement skills, so offer a variety of items for children to play with. Try to have some items from each of these categories:
  - **Riding and push-pull toys** such as tricycles, dump trucks, wagons and scooters.
  - **Throwing, catching and striking toys** such as bean bags, pom poms, pool noodles, plastic bats, targets and a variety of balls. Provide sturdy, durable balls for outdoor play and soft, easy to grasp balls for indoor play and for younger children.
  - **Twirling toys** such as ribbons, scarves, batons and parachutes.
  - **Balance toys** such as balance beams, stepping stones and rocking toys.
  - **Crawling, tumbling and climbing equipment** such as mats, tunnels, ladders and big blocks.
  - **Jumping toys** such as jumping balls, ropes, hoops, small hurdles and hopscotch grids.
3. Stencils for painting hopscotch and other designs on playgrounds are available to borrow from Missouri MOve Smart. See appendix D for more information.
4. No child should be left out of active play, so make sure there is enough equipment for all children in the group to participate at the same time.
5. Buy good quality, durable play equipment so you don't have to replace it often. Paying a little more up front may cost less in the long run.

**The MOve Smart application and information on training opportunities and other resources can be found at [www.health.mo.gov/movesmart](http://www.health.mo.gov/movesmart).**

# MOve Smart Criteria Quick Reference

Requirement	Best Practice	Criteria	
<b>CORE LEVEL Recognition Requirements</b> (Criteria 1-6 are required for Core Level Recognition)	1	Physical Activity Policy	A written policy exists that addresses the facility's physical activity practices. This policy is communicated to staff and parents.
	2	Amount of <b>Unstructured Physical Activity</b>	Provide at least 60 minutes of unstructured physical activity each day for toddlers and preschoolers.
	3	Amount of <b>Structured Physical Activity</b>	Provide at least 30 minutes of teacher led structured physical activity each day for toddlers and preschoolers.
	4	Staff Role Modeling	Staff promote and participate in children's active play.
	5	Staff Education and Training	Each staff person completes a one hour training about the MOve Smart Child Care program.
	6	No Physical Activity Withheld	Physical activity is never withheld as punishment.
<b>ADVANCED LEVEL Recognition Requirements</b> (All 12 criteria are required for Advanced Level Recognition)	7	Indoor Play Space	The facility has indoor space that allows for <b>moderate to vigorous physical activity</b> .
	8	Outdoor Play Space	The facility has an outdoor play area that encourages active play.
	9	Learning Integration	Routinely incorporate <b>structured physical activity</b> in learning activities at least two times each day.
	10	Screen Time	Limit screen time to 30 minutes per week. The 30 minutes of screen time should be used for educational or physical activity purposes only. No screen time for children under 2 years of age.
	11	<b>Sedentary Time</b> Limited	Children are not kept <b>sedentary</b> for more than 30 minutes at a time except during naps and meals.
12	Visual Promotion of Physical Activity	Pictures, posters, books and other visual materials promote physical activity.	

# CORE LEVEL

## Physical Activity Policy

<b>1</b>	<b>A written policy exists that addresses the facility's physical activity practices. This policy is communicated to staff and parents.</b>
<b>Why</b>	A physical activity policy is a set of written statements that define and make permanent your day-to-day practices. It sets the standards for what your child care program believes in and does. The policy is a communication tool that helps parents, staff and children know what is expected. It leads to more consistent practices between classrooms and among staff members.
<b>How to Do It</b>	<ul style="list-style-type: none"><li>• Start small with a few practices that you already do and put them in writing. The MOVE Smart criteria can be your guide.</li><li>• Get input from staff and parents before you set a policy. It's important for them to be supportive.</li><li>• Keep it simple. Say only what you really do or plan to do. Otherwise, it won't mean anything.</li><li>• Print policy in employee handbook and use it when hiring and training staff. Make sure all staff know that they are expected to follow the policy.</li><li>• Review the policy at least once a year to make sure it is still working. Revise it if you need to.</li><li>• Watch what employees are doing to make sure policy is being followed.</li><li>• Tell parents about the policy to show that you value active play! The family handbook or welcome packet is a good place to print your policy. Make sure the policy includes things that parents can do to make it work, like dressing children appropriately for outdoor play.</li></ul>
<b>Sample Policy Statements</b>	Policy should cover all of the MOVE Smart criteria that your facility follows. This workbook lists sample policy statements under most criteria. The wording can be changed to fit your needs and make it your own.
<b>How to Document</b>	Submit a copy of your physical activity policy as it is written in your employee and parent handbooks.

*Get input from staff and parents before you set a policy. It's important for them to be supportive.*





## Amount of Unstructured Physical Activity

2	<p><b>Provide at least 60 minutes of unstructured physical activity each day for toddlers and preschoolers.</b></p>
<b>Why</b>	Free play helps develop a child’s imagination, creativity, body awareness and sense of space and dimension. Children learn about the world by moving around in it.
<b>How to Do It</b>	<ul style="list-style-type: none"> <li>• Provide a safe space that is large enough for children to move freely.</li> <li>• Provide a variety of age-appropriate <b>portable play equipment</b>, which encourages more vigorous activity than <b>fixed play equipment</b>.</li> <li>• Children tend to move more and play harder when they are outside. Schedule at least 60 minutes of outdoor play per day. Make fresh water available and encourage children to drink water.</li> <li>• During free play, children may not be as active as you think. Ten minutes at a time may result in higher levels of activity than one long period. Allow several short periods of activity throughout the day.</li> <li>• Plan for all kinds of weather. See weather chart in Appendix B. If extreme weather does not allow for outdoor play, increase the amount of activity indoors.</li> <li>• Ask parents to dress their children for outdoor play in both hot and cold temperatures. Hats, gloves and warm coats are essential in winter. If some children don’t have these, you might consider starting a collection of donated outerwear. Shoes should allow children to run easily and safely.</li> </ul>
<b>Activity Examples for Infants</b>	<ul style="list-style-type: none"> <li>• Supervised <b>tummy time</b>.</li> <li>• Crawling through tunnels.</li> <li>• Reaching for a toy.</li> </ul>
<b>Activity Examples for Toddlers</b>	<ul style="list-style-type: none"> <li>• Chasing bubbles.</li> <li>• Digging in a sandbox.</li> <li>• Pushing and pulling toys.</li> <li>• Provide mats and pillows on floor to encourage safe jumping and rolling.</li> </ul>
<b>Activity Examples for Preschoolers</b>	<ul style="list-style-type: none"> <li>• Playing tag or hide and seek.</li> <li>• Climbing on equipment and jumping off.</li> <li>• Throwing and catching balls.</li> <li>• Riding trikes.</li> </ul>
<b>Sample Policy Statements</b>	<ul style="list-style-type: none"> <li>• Children are allowed at least 60 minutes of unstructured free play daily.</li> <li>• Children have outdoor active playtime at least two times daily, weather permitting.</li> </ul>
<b>How to Document</b>	Submit a daily schedule for each age group highlighting when children have unstructured active play time. Also list three examples of unstructured activities that each age group does.

# CORE LEVEL

## Amount of Structured Physical Activity

3	<p><b>Provide at least 30 minutes of teacher led structured physical activity each day for toddlers and preschoolers.</b></p>
<b>Why</b>	<p>Structured physical activity helps children learn and improve <b>fundamental movement skills</b> and promotes social interaction with adults and peers. Children who get structured activity tend to be more active during free play time.</p>
<b>How to Do It</b>	<ul style="list-style-type: none"> <li>• Structured activities have a specific purpose and clear goals for the children. They usually encourage <b>moderate to vigorous physical activity</b>.</li> <li>• Plan a variety of teacher led activities throughout the day and write them into the daily schedule. Five to ten minutes at a time is enough, especially for younger children.</li> <li>• Transition times are an easy way to incorporate simple, structured activities.</li> <li>• After the children have been on the playground for ten or fifteen minutes and are starting to slow down in their free play, lead a structured activity to encourage more <b>moderate to vigorous physical activity</b>.</li> <li>• Activities should allow all children to play at the same time without taking turns. Modify difficulty as needed to make them easier or more challenging for children with different skill levels. Avoid elimination games.</li> <li>• Train staff in how to lead and manage <b>structured physical activity</b>. There are many resources available with instructions for structured activities. Refer to Appendix C for more information on managing and leading structured physical activity.</li> </ul>
<b>Activity Examples for Infants</b>	<ul style="list-style-type: none"> <li>• Games such as pat-a-cake and peek-a-boo.</li> <li>• Encourage reaching and scooting to get to toys.</li> <li>• Provide objects of different size, texture, color and shape.</li> <li>• Assist with sitting, crawling, standing and stepping when infant is ready.</li> </ul>
<b>Activity Examples for Toddlers</b>	<ul style="list-style-type: none"> <li>• Make an obstacle course to encourage crawling, climbing and walking.</li> <li>• Kick and chase a large ball.</li> <li>• Find and quickly gather soft objects hidden throughout the play area.</li> <li>• Follow songs that promote movement.</li> </ul>
<b>Activity Examples for Preschoolers</b>	<ul style="list-style-type: none"> <li>• Move like different animals.</li> <li>• Act out a storybook. See appendix F for book suggestions.</li> <li>• Play games such as Simon Says or Follow the Leader. Choose actions like running in place and jumping.</li> </ul>
<b>Sample Policy Statements</b>	<ul style="list-style-type: none"> <li>• Teacher led movement activities are provided for at least 30 minutes daily. This activity is split into several smaller segments throughout the day.</li> </ul>
<b>How to Document</b>	<p>Submit a daily schedule for each age group highlighting when <b>structured physical activity</b> is led. Also list three examples of structured activities that are done with each age group.</p>

***Tip for Success:** Choose activities that are cooperative, not competitive. Young children may not handle competition well. They are all winners; no one should lose.*

## Staff Role Modeling

4	Staff promote and participate in children's active play.
Why	Child care staff play an important role in modeling and promoting physical activity. Staff enthusiasm and encouragement efforts to promote physical activity can increase children's activity levels. A caregiver's negative attitude about physical activity can lead to less active children. Children tend to mirror or imitate the activity or inactivity that they see in staff. As an added benefit to staff, being more active will result in increased energy, reduced stress and overall better health.
How to Do It	<ul style="list-style-type: none"> <li>• When hiring new staff, make it known that they are expected to be physically active with the children. As such, encourage staff to wear comfortable shoes and clothing for easy and safe movement.</li> <li>• Provide training and support to encourage staff to be active. As they see positive changes in themselves, they will be enthusiastic role models.</li> <li>• Encourage staff to move around instead of sitting on the playground. Recognize physical limitations of any staff members and offer alternative ways for them to participate.</li> <li>• Ask all staff to participate in daily <b>structured physical activity</b> with the children. Choose activities that staff can enjoy and have fun with.</li> <li>• Focus on success. Smile, give children positive feedback and encouraging comments when learning new skills. Children are more willing to try something when they can succeed.</li> <li>• Talk to parents and share activities that families can do at home.</li> </ul>
Examples	<ul style="list-style-type: none"> <li>• Organize a walking challenge for staff.</li> <li>• Give a staff award for "Motivational Mover and Shaker of the Month."</li> <li>• Use coaching comments like "Nice job looking at the ball and catching it!", "You must be strong to lift that!" and "I'm so proud of you for trying!"</li> </ul>
Sample Policy Statements	<ul style="list-style-type: none"> <li>• For employee handbook: Staff must come to work dressed appropriately for physical activity. Teachers are expected to participate in activities along with the children.</li> <li>• For parent handbook: Our staff encourage children to be active and regularly join children in active play.</li> </ul>
How to Document	Submit a copy of the policy addressing staff participation and role modeling. Discuss and give examples of how staff participate and role model physical activity.



**Tip for Success:** Identify a *MOve Smart* champion. This would be a staff person who is energetic and enthused about physical activity. It's someone who can motivate and lead the way for other staff.

# CORE LEVEL

## Staff Education and Training

<b>5</b>	<b>Each staff person completes a one hour training about the MOve Smart Child Care program.</b>
<b>Why</b>	It is important that all staff have an understanding of the MOve Smart criteria. Completion of this training by all staff will help to ensure more consistent implementation of the MOve Smart criteria. Training increases staff's comfort level in leading and taking part in physical activity.
<b>How to Do It</b>	<ul style="list-style-type: none"><li>• Have staff complete the online training module on Move Smart Child Care at <a href="http://www.health.mo.gov/movesmart">www.health.mo.gov/movesmart</a>. This module is approved for one clock hour.</li></ul> Or <ul style="list-style-type: none"><li>• Have staff attend a face-to-face training on MOve Smart. These trainings may be offered through child care health consultants, University of Missouri Extension, or Child Care Aware, but are not available in all areas.</li><li>• Other trainings on physical activity may be approved upon request. Training should include at a minimum, the following topics:<ul style="list-style-type: none"><li>– Importance of physical activity in early childhood.</li><li>– Recommended amounts of daily physical activity for young children.</li><li>– How to effectively encourage, lead and incorporate physical activity throughout the day.</li></ul></li><li>• Training should be completed by new staff within three months of employment.</li></ul>
<b>Sample Policy Statements</b>	All staff receive training on developmentally appropriate physical activity practices.
<b>How to Document</b>	Submit the names of all staff who completed the training. DHSS will verify attendance for all clock hour approved trainings.

**Tip for Success:**  
*Make physical activity fun!  
Encourage staff to laugh  
and act silly with the kids.*



## No Physical Activity Withheld

6	<b>Physical activity is never withheld as punishment.</b>
<b>Why</b>	<p>Children should experience physical activity as something positive. It should not be associated with punishment in any way. When children enjoy physical activity, they are more likely to stay active as adults.</p> <p>Withholding activity may actually make a child's behavior worse. Oftentimes, children become disruptive when they have extra energy. They need to be allowed to burn off that energy through active play. Making the child sit inside while others go out to play does not allow the child to use their "extra energy."</p>
<b>How to Do It</b>	<ul style="list-style-type: none"> <li>• Adopt policy to prohibit staff from restricting active play time as a consequence for misbehavior (except when the child's behavior is dangerous to himself or others).</li> <li>• If a child must be removed from group activities for safety reasons, try to offer an alternative physical activity such as walking or punching a soft item.</li> <li>• Provide training for staff on positive behavior management for children.</li> </ul>
<b>Sample Policy Statement</b>	<p>At our center, teachers use positive behavior support. We believe that misbehavior in children is an opportunity to teach correct behavior. Active play will not be withheld as a consequence for misbehavior. We will re-direct children to safe physical activities. If children are out of control, they may be placed in timeout for no longer than one minute per age of the child.</p>
<b>How to Document</b>	<p>Submit the facility's written policy regarding the practice of not withholding physical activity as punishment.</p>



*When children enjoy physical activity, they are more likely to stay active as adults.*

# ADVANCED LEVEL

## Indoor Play Space

<b>7</b>	<b>The facility has indoor space that allows for moderate to vigorous physical activity.</b>
<b>Why</b>	An indoor area that supports movement provides opportunities for creative and spontaneous activity throughout the day. It allows for physical activity criteria to be met on days when weather prohibits outdoor play.
<b>How to Do It</b>	<ul style="list-style-type: none"><li>• Many structured physical activities are controlled enough for small indoor areas. A separate room or area for active play is ideal, but may not be realistic for many facilities.</li><li>• Create space for active play by moving furniture out of the way and using storage boxes, baskets or plastic containers to free up floor space. Secure items that cannot be moved, could be broken or may cause harm to children during active play.</li><li>• Create boundaries and teach children where they are allowed to be active. Use carpet squares or poly spots to define each child's personal space.</li><li>• Provide a variety of play materials like scarves, bean bags, soft balls and musical instruments that promote physical activity indoors.</li><li>• Make a variety of toys available that encourage active play. Rotate the toys so children don't become bored with them.</li></ul>
<b>Examples</b>	<ul style="list-style-type: none"><li>• Create obstacle courses. Ask the children to help design a course.</li><li>• Use a hallway as a bowling alley if there is no other traffic in the hall.</li><li>• Play "Move and Freeze." Challenge children to see how fast they can move on their own floor spot then freeze on command.</li></ul>
<b>How to Document</b>	Submit at least one photo and description of space that is used for indoor physical activity.

***Tip for Success:** Whether indoor or outdoor, the goal is to keep children active. Don't limit your creativity in planning and preparation so that your children can engage in mentally and physically challenging play.*



# ADVANCED LEVEL

## Outdoor Play Space

<b>8</b>	<b>The facility has an outdoor play area that encourages active play.</b>
<b>Why</b>	Children tend to be more active outdoors than indoors. Playing outdoors in natural surroundings also reduces stress, improves attention, increases problem-solving abilities and reduces illness rates.
<b>How to Do It</b>	<ul style="list-style-type: none"><li>• Create an outdoor play space that offers different areas for a variety of play opportunities.</li><li>• Include an open area that is large enough for most children on the playground to run around safely.</li><li>• Try to create some shade to protect children from too much sun, or plan outdoor time during the cooler part of the day.</li><li>• Try to include natural elements such as trees, shrubs, grass, logs and boulders for climbing.</li><li>• Play area should be accessible to children of all abilities.</li></ul>
<b>Examples</b>	<ul style="list-style-type: none"><li>• Play areas may include a smooth pathway for riding toys, open grassy area, climbing structures, swing sets, dramatic play area, outdoor musical instruments, etc.</li><li>• Shade can be created by trees, canopies, umbrellas or by planning outdoor time when the building shades the playground.</li></ul>
<b>How to Document</b>	Submit at least one photograph of outdoor play area and describe how it is designed for active play.



*Play area should be accessible to children of all abilities.*

# ADVANCED LEVEL

## Learning Integration

<b>9</b>	<b>Routinely incorporate structured physical activity in learning activities at least two times each day.</b>
<b>Why</b>	Children who are physically active learn better. Physical activity directly affects the brain development of children. Including structured and unstructured activities daily promotes healthy lifestyle choices, better thinking skills and enhanced brain-body connections. Play is learning.
<b>How to Do It</b>	<ul style="list-style-type: none"><li>• Include movement in language, math, science and music lessons.</li><li>• Add movement to daily routines such as transition times.</li><li>• Use resources with ideas and instructions for structured physical activities that support learning. A list of resources can be found at <a href="http://www.health.mo.gov/movesmart">www.health.mo.gov/movesmart</a>.</li><li>• Refer to Appendix F for a list of storybooks that children can move to.</li></ul>
<b>Examples</b>	<ul style="list-style-type: none"><li>• Act out a story while teacher is reading.</li><li>• Dance during dramatic play.</li><li>• Jump on shapes, colors and numbers on the floor.</li></ul>
<b>Sample Policy Statements</b>	<ul style="list-style-type: none"><li>• This center provides an active learning environment where children learn through play and movement.</li></ul>
<b>How to Document</b>	Submit a daily schedule for each age group highlighting when physical activity is incorporated in lessons. Also list three examples of learning activities that include movement.



*Music is a real motivator. When children hear fun and upbeat music, they want to dance. You can play recorded music or make your own music with simple instruments and singing.*



# ADVANCED LEVEL

## Screen Time

10	<p><b>Limit screen time to 30 minutes per week. The 30 minutes of screen time should be used for educational or physical activity purposes only. No screen time for children under 2 years of age.</b></p>
<b>Why</b>	<p>A child's brain develops rapidly during these first years, and young children learn best when they interact with people rather than screens. They need to learn how to tell the difference between pretend and real life. Children who watch too much TV are also more likely to be overweight and have poor diets.</p>
<b>How to Do It</b>	<ul style="list-style-type: none"> <li>• Encourage interactive activities such as talking, playing, singing and reading together.</li> <li>• Be a good role model. Limit use of media such as cell phones and computers by staff in the presence of children.</li> <li>• Keep televisions and other media devices away from areas where children are. Larger centers may consider a check out system for media devices.</li> <li>• Avoid screen time for children less than 2 years of age.</li> <li>• Limit direct and indirect computer/tablet usage to 10 minutes per occurrence. An adult should directly supervise children during screen time.</li> <li>• Do not allow families to send media equipment, such as hand held games or DVDs with children to child care.</li> <li>• When screen time is offered, teachers should talk with children about what they are seeing and learning.</li> <li>• Screen time should never be used as a reward.</li> <li>• Screen time does not include using e-books to read children stories, using Smart Boards for interactive instruction or connecting with families through video conferencing such as Skype or Facetime.</li> </ul>
<b>Sample Policy Statements</b>	<p>We rarely show television and videos, and only use them as educational tools. Screen time is limited to 30 minutes per week. Screen time is not allowed for children under 2 years of age.</p>
<b>How to Document</b>	<p>Submit a copy of the facility's policy on screen time.</p>

*Encourage interactive activities such as talking, playing, singing and reading together.*



# ADVANCED LEVEL

## Sedentary Time Limited

<b>11</b>	<b>Children should not be kept sedentary for more than 30 minutes at a time except during naps and meals.</b>
<b>Why</b>	Children learn by interacting with their environment. The longer children sit, the less focused they become. If children are inactive for a long time, they can be at risk for obesity and they are more likely to misbehave.
<b>How to Do It</b>	<ul style="list-style-type: none"><li>• Use active learning in daily lesson plans, allowing children to learn through movement.</li><li>• Train staff on how to use movement in lesson plans.</li><li>• Develop a routine for transitioning between active play and seated activities.</li><li>• Keep an activity kit handy to make it easy to get children moving. The kit can be a bag or box that includes simple props like scarves, beanbags, a beach ball, rhythm instruments, etc.</li></ul>
<b>How to Document</b>	Submit a daily schedule highlighting times when children are typically seated.



**Tip for Success:**  
Order a set of laminated physical activity cards from DHSS for quick ideas.

# ADVANCED LEVEL

## Visual Promotion of Physical Activity

<b>12</b>	<b>Pictures, posters, books and other visual materials promote physical activity.</b>
<b>Why</b>	Pictures are an important learning tool and can be used as reminders for positive behavior. Children relate to pictures and stories that show and describe things that are connected to their everyday lives such as activities with family and friends.
<b>How to Do It</b>	<ul style="list-style-type: none"><li>• Hang posters and pictures that show people being active. Pictures should be at children's eye level.</li><li>• Keep books in the reading area that encourage physical activity.</li><li>• Have children draw pictures of themselves being active.</li></ul>
<b>Examples</b>	<ul style="list-style-type: none"><li>• Photos of children and families playing active games together or hiking in nature.</li><li>• Photos showing diverse cultures and children with disabilities being active.</li><li>• Bulletin board with pictures of your families and events in your community.</li><li>• Picture books showing children dancing, moving and playing games.</li></ul>
<b>How to Document</b>	Submit at least one photo showing visual materials that are displayed in classrooms.



*Hang posters and pictures that show people being active. Pictures should be at children's eye level.*



# GLOSSARY

**BEST PRACTICES:** Procedures that have been shown by research and experience to produce optimal results. Best practices are proposed as a standards suitable for widespread adoption.

**FIXED PLAY EQUIPMENT:** Structures, including slides, swings and climbing structures, that are anchored in the environment.

**FUNDAMENTAL MOVEMENT SKILLS:** Basic human movements that are developed through practice. They include locomotor skills such as running, jumping and skipping; object control skills such as throwing, catching and kicking; and stability skills such as twisting, bending, reaching and falling.

**MODERATE PHYSICAL ACTIVITY:** Body movement that increases heart rate and breathing, but a person can still carry on a conversation. Examples include walking, playing on outdoor play equipment, swinging and climbing.

**PORTABLE PLAY EQUIPMENT:** Toys that children can carry, throw, push, pull, etc. to help them build gross motor skills. It also includes fabric tunnels, mats and other larger items that teachers can easily move. Portable play equipment can be homemade or store bought.

**SCREEN TIME:** Any time spent in front of a screen, such as a TV, computer, video game player, tablet or phone.

**SEDENTARY TIME:** Non-moving activities like reading, drawing and sitting that do not provide much physical activity.

**STRUCTURED PHYSICAL ACTIVITY:** Activity that is planned and intentionally led by a teacher or other adult. It is play with a purpose that encourages moderate to vigorous physical activity and gives children a chance to develop fundamental movement skills.

**TUMMY TIME:** Short periods of time a young infant spends on his stomach (tummy) while awake and alert. This builds strength and coordination.

**UNSTRUCTURED PHYSICAL ACTIVITY:** “Free play.” This activity is child-driven, random and has a lot of start and stop movement. It allows for exploration, creativity and opportunity for children to play together on their own.

**VIGOROUS PHYSICAL ACTIVITY:** Rhythmic, repetitive body movement that uses large muscle groups, causes rapid breathing and increases heart rate substantially.

## — REFERENCES —

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

American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. *Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs.* 3rd ed. Elk Grove Village, IL: American Academy of Pediatrics; 2011. <http://cfoc.nrckids.org>. Accessed June 25, 2018.

Administration for Children and Families (2010). *Efforts to Meet Children’s Physical Activity and Nutritional Needs: Findings from the I Am Moving, I Am Learning Implementation Evaluation.* M. K. Fox, K. Hallgren, K. Boller, and A. Turner. Washington, DC: U.S. Department of Health and Human Services.

*Active Play! Fun Physical Activities for Young Children* by Diane H. Craft, PhD and Craig L. Smith (2008)



# APPENDIX A

## Physical Activity Self Assessment

Date \_\_\_\_\_ Name of Person Completing Assessment \_\_\_\_\_

Child Care Name \_\_\_\_\_

**Instructions:** Answer each question as best you can. Refer to staff manuals, parent handbooks and other documents that state your policies and guidelines about physical activity. Recruit the help of key teachers and staff members who are familiar with day-to-day practices.

**1. A written policy that addresses the facility's physical activity practices:**

- Does not exist       Exists, but is not always followed       Exists and is followed by all staff       Exists, is followed by all staff and is communicated to parents

**2. The amount of unstructured physical activity (active free play) provided to toddlers and preschoolers each day is:**

- Less than 10 minutes       10-29 minutes       30-59 minutes       60 minutes or more

**3. The amount of structured physical activity (adult led) provided to toddlers and preschoolers each day is:**

- Less than 10 minutes       10-29 minutes       30-59 minutes       60 minutes or more

**4. Staff take the following role during children's active play time:**

- They supervise only       They supervise and verbally encourage physical activity       They supervise, verbally encourage, and sometimes participate in the activity       They supervise, verbally encourage, and often participate in the activity

**5. Training for current staff on children's physical activity has included how many of the following topics:**

- Importance of physical activity in early childhood
- Recommended amounts of daily physical activity for young children
- How to effectively encourage, lead, and incorporate physical activity throughout the day
- Children's motor skill development
- Communicating with families about encouraging children's physical activity
- Our facility's policies on physical activity

- None       1-2 topics       3-4 topics       5-6 topics

**6. As punishment for misbehavior, children are removed from physically active playtime for longer than 5 minutes:**

- Always       Often       Sometimes       Never

**7. The outdoor play area includes how many of the following features:**

- Shade
- Pathway for riding toys
- Natural elements such as grass, trees, rocks, logs
- Open area that allows most children to run around safely
- Portable play equipment such as balls, hula hoops, wagons, tricycles

- None       1 feature       2-3 features       4-5 features

## APPENDIX A (CONTINUED)

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**8. Staff incorporate physical activity into classroom learning activities:**

- Rarely or never       Several times per week       1 time per day       2 or more times per day
- 

**9. For children 2 years of age and older, the amount of screen time (TV, video, computer) allowed each week is:**

- 90 minutes or more       60-89 minutes       30-59 minutes       Less than 30 minutes
- 

**10. For children under 2 years of age, the amount of screen time allowed each week is:**

- 60 minutes or more       30-59 minutes       1-29 minutes       No screen time is allowed
- 

**11. When TV or videos are shown, this programming is educational and commercial free:**

- Rarely or never       Sometimes       Often       Always
- 

**12. Outside of nap and meal times, the longest that children are expected to remain seated at any one time is:**

- 60 minutes or more       45-59 minutes       31-44 minutes       30 minutes or less
- 

**13. Our facility's collection of posters, books, and other learning materials that promote physical activity includes:**

- Few or no materials       Some materials with limited variety       A variety of materials       A large variety of materials with items added or rotated seasonally
- 

**14. Our facility has the following portable play equipment available and in good condition:****Read list and mark response below.**

- *Riding and push-pull toys* such as tricycles, dump trucks, wagons and scooters.
- *Throwing, catching and striking toys* such as bean bags, pom poms, pool noodles, plastic bats, targets and a variety of balls.
- *Twirling toys* such as ribbons, scarves, batons and parachutes.
- *Balance toys* such as balance beams, stepping stones and rocking toys.
- *Crawling, tumbling and climbing equipment* such as mats, tunnels, ladders and big blocks.
- *Jumping toys* such as jumping balls, ropes, hoops, small hurdles and hopscotch grids.

- None       1-2 types       3-4 types       5-6 types
- 

**15. Our facility offers tummy time to non-crawling infants:**

- 1 time per day or less       2 times per day       3 times per day       4 or more times per day
- 

**16. Outside of nap and meal times, the longest that infants spend in seats, swings or ExerSaucers at any one time is:**

- 30 minutes or more       15-29 minutes       1-14 minutes       Infants are never placed in seats, swings, or ExerSaucers
- 

**17. During tummy time and other activities, teachers interact with infants to help them build motor skills:**

- Rarely or never       Sometimes       Often       Always
- 

**Understanding your results:** The answer choices in the right-hand column represent the **best practice** recommendations. To interpret your results, compare your responses to these recommendations. This will show you your strengths and the areas in which your program can improve.

Adapted from Go NAP SACC Self-Assessment. Ward D, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzucca S, Hanson P, Ammerman A, Neelon S, Sommers J, Ball S (2014). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2nd Edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. [www.gonapsacc.org](http://www.gonapsacc.org)

# Outdoor Activity and the Weather

## Understand the Weather



### Wind-Chill

- 30° is **chilly** and generally uncomfortable
- 15° to 30° is **cold**
- 0° to 15° is **very cold**
- -20° to 0° is **bitter cold** with significant risk of **frostbite**
- -20° to -60° is **extremely cold** and **frostbite** is likely
- -60° is **frigid** and exposed **skin will freeze** in 1 minute



### Heat Index

- 80° or below is considered **comfortable**
- 90° beginning to feel **uncomfortable**
- 100° **uncomfortable** and may be **hazardous**
- 110° considered **dangerous**

All temperatures are in degrees Fahrenheit

# Child Care Weather Watch

Wind-Chill Factor Chart (in Fahrenheit)											
		Wind Speed in mph									
Air Temperature	Calm	5	10	15	20	25	30	35	40		
	40	40	36	34	32	30	29	28	28	27	
30	30	25	21	19	17	16	15	14	13		
20	20	13	9	6	4	3	1	0	-1		
10	10	1	-4	-7	-9	-11	-12	-14	-15		
0	0	-11	-16	-19	-22	-24	-26	-27	-29		
-10	-10	-22	-28	-32	-35	-37	-39	-41	-43		

Comfortable for outdoor play
  Caution
  Danger

Heat Index Chart (in Fahrenheit %)													
		Relative Humidity (Percent)											
Air Temperature (F)	40	45	50	55	60	65	70	75	80	85	90	95	100
	80	80	80	81	81	82	82	83	84	84	85	86	86
84	83	84	85	86	88	89	90	92	94	96	98	100	103
90	91	93	95	97	100	103	105	109	113	117	122	127	132
94	97	100	103	106	110	114	119	124	129	135			
100	109	114	118	124	129	130							
104	119	124	131	137									

### Child Care Weather Watch

Watching the weather is part of a child care provider's job. Planning for playtime, field trips, or weather safety is part of the daily routine. The changes in weather require the child care provider to monitor the health and safety of children. What clothing, beverages, and protections are appropriate? **Clothe** children to maintain a comfortable body temperature (warmer months – lightweight cotton, colder months – wear layers of clothing). **Beverages** help the body maintain a comfortable temperature. Water or fruit juices are best. Avoid high-sugar content beverages and soda pop. **Sunscreen** may be used year around. Use a sunscreen labeled as SPF-15 or higher. Read and follow all label instructions for the sunscreen product. Look for sunscreen with UVB and UVA ray protection. **Shaded** play areas protect children from the sun.

**Condition GREEN** – Children may play outdoors and be comfortable. Watch for signs of children becoming uncomfortable while playing. Use precautions regarding clothing, sunscreen, and beverages for all age groups.

**INFANTS AND TODDLERS** are unable to tell the child care provider if they are too hot or cold. Children become fussy when uncomfortable. Infants/toddlers will tolerate shorter periods of outdoor play. Dress infants/toddlers in lightweight cotton or cotton-like fabrics during the warmer months. In cooler or cold months dress infants in layers to keep them warm. Protect infants from the sun by limiting the amount of time outdoors and playing in shaded areas. Give beverages when playing outdoors.

**YOUNG CHILDREN** – remind children to stop playing, drink a beverage and apply more sunscreen. **OLDER CHILDREN** – need a firm approach to wearing proper clothing for the weather (they may want to play without coats, hats, or mittens). They may resist applying sunscreen and drinking beverages while outdoors.

**Condition YELLOW** – use caution and closely observe the children for signs of being too hot or cold while outdoors. Clothing, sunscreen, and beverages are important. Shorten the length of outdoor time. **INFANTS AND TODDLERS** – use precautions outlined in Condition Green. Clothing, sunscreen, and beverages are important. Shorten the length of time for outdoor play.

**YOUNG CHILDREN** may insist they are not too hot or cold because they are enjoying playtime. Child care providers need to structure the length of time for outdoor play for the young child. **OLDER CHILDREN** need a firm approach to wearing proper clothing for the weather (they may want to play without coats, hats, or mittens), applying sunscreen and drinking liquids while playing outdoors.

**Condition RED** – most children should not play outdoors due to the health risk.

**INFANTS/TODDLERS** should play indoors and have ample space for large motor play.

**YOUNG CHILDREN** may ask to play outside and do not understand the potential danger of weather conditions.

**OLDER CHILDREN** may play outdoors for very short periods of time if they are properly dressed and have plenty of fluids. Child Care providers may be vigilant about maximum protection of children.

### Understand the Weather

The weather forecast may be confusing unless you know the meaning of the words

**Blizzard Warning:** There will be snow and strong winds that produce a blinding snow, deep drifts, and life threatening wind chills. Seek shelter immediately.

**Heat Index Warning:** How hot it feels to the body when the air temperature (in Fahrenheit) and relative humidity are combined.

**Relative Humidity:** The percent of moisture in the air.

**Temperature:** The temperature of the air in degrees Fahrenheit.

**Wind:** The speed of the wind in miles per hour.

**Wind Chill Warning:** There will be sub-zero temperatures with moderate to strong winds expected which may cause hypothermia and great danger to people, pets, and livestock.

**Winter Weather Advisory:** Weather conditions may cause significant inconveniences and may be hazardous. If caution is exercised, these situations should not become life threatening.

**Winter Storm Warning:** Severe winter conditions have begun in your area.

**Winter Storm Watch:** Severe winter conditions, like heavy snow and ice are possible within the next day or two.

## APPENDIX B (CONTINUED)



## APPENDIX C

# Managing and Leading Structured Physical Activity: Teacher Tips for Success

Active play time should be a happy time for both children and adults, yet most preschool teachers and caregivers have probably experienced a time when the activity became out of control and behavior issues took the fun out of it. You can learn to organize, plan and manage physical activity to prevent many problems before they start.

You do not have to be a PE teacher to effectively lead children in physical activities. Practice these suggestions and watch your teaching skills improve along with the children's motor skills.

- 1. Be Prepared.** Learn how to do the activity before you try to teach it to the children. Make sure you have enough of the equipment and materials needed for all children to participate. It's also good to have another activity planned in case the original plan does not go well.
- 2. Arrange Your Space.** Whether indoors or outdoors, have clearly marked boundaries to show children where they can be during the activity. Clear the space of any obstacles that might get in the way. Make sure there is enough space for the number of children in the group to move without crashing into each other.
- 3. Choose Activities that Keep the Children's Interest.**
  - Preschoolers like to imitate what adults do. One example is to give them a "steering wheel" (Frisbee or plastic plate) and let them "drive" through a course on the playground.
  - They like to do things that show how strong or how fast they are.
  - If an activity is exciting and fun, children will want to do it over and over.
- 4. Teach the Activity.**
  - Have children sit in their own spot to listen to instructions.
  - Give short, simple instructions by telling and then showing children what to do.
  - Continue to demonstrate the activity by doing it with them.
  - Once you teach the basics, give children some options and allow them to make some of their own rules.
  - Have a clear beginning and end to the activity. Music can be a good signal to start and stop. Teach a command that always means stop. "Freeze!" is a good example.
- 5. Give Prompts and Cues.**
  - Use verbal and visual cues to encourage and constructively correct children's movements. "Let's try holding out both arms to catch the ball!"
  - Focus on success. Even if a child is not able to do an activity well, praise him for trying and comment on any progress. "Look how much farther you threw the ball this time!"
  - Teach children to cheer for other children and be excited when they see their classmates succeed.
- 6. Find the Right Level of Difficulty.** Activities should provide a challenge for the children, but still allow them to succeed. Smaller or younger children in the group should have the opportunity to carry less weight, jump shorter distances, throw to a closer target and move at a slower pace than their older peers. Children with greater skills should be given harder tasks to keep them from getting bored. All children, regardless of ability can participate in some way.
- 7. Talk to the Children.** Ask them how they feel at the end of an activity. Explain how being active helps their heart and other muscles. Let them know that sweating and breathing hard is normal and is good for their bodies.

## APPENDIX D

# Gross Motor Developmental Milestones: Quick Reference Chart

AGE	TRAVELING SKILLS	BALANCING SKILLS	MANIPULATIVE SKILLS
Birth to 1 Year	<ul style="list-style-type: none"> <li>• Holds head up steadily</li> <li>• Lifts head/shoulders by propping up on arms</li> <li>• Rolls over from back to stomach</li> <li>• Crawls</li> <li>• Pulls to stand</li> </ul>	<ul style="list-style-type: none"> <li>• Sits alone momentarily</li> <li>• Stands momentarily without support</li> <li>• Can prop sit</li> <li>• Rocks back and forth on hands and knees</li> </ul>	<ul style="list-style-type: none"> <li>• Opens hand to release toy</li> <li>• Reaches with one hand</li> <li>• Bats at rattle that is held near</li> <li>• Reaches for toy with entire hand</li> </ul>
1 to 2 Years	<ul style="list-style-type: none"> <li>• Cruises while holding onto furniture</li> <li>• Walks across room, starting and stopping</li> <li>• Walks up and down stairs, with support</li> <li>• Walks independently</li> <li>• Moves body in new ways, such as tumbling</li> <li>• Walks sideways and backwards</li> <li>• Walks to a ball and kicks it</li> <li>• Runs alone</li> <li>• Runs with increasing speed</li> <li>• Jumps in place</li> <li>• Jumps over objects or off a step</li> </ul>	<ul style="list-style-type: none"> <li>• Squats to pick up toys</li> <li>• Stands on tiptoes to reach something</li> <li>• Gets in and out of adult chair</li> <li>• Kneels while playing</li> <li>• Straddles across beam or sandbox edge</li> <li>• Tries to stand on a flat board</li> </ul>	<ul style="list-style-type: none"> <li>• Carries a large ball while moving</li> <li>• Flings a beanbag</li> <li>• Throws a ball or other object by pushing it with both hands</li> <li>• Catches a large bounced ball against body with straight arms</li> <li>• Kicks a stationary ball</li> <li>• Holds object in one hand and bangs an object with the other</li> <li>• Dumps pail with one hand and retrieves shovel that falls out with other</li> <li>• Throws ball intentionally</li> <li>• Throws ball overhand, using both arms, while standing</li> </ul>
2 to 3 Years	<ul style="list-style-type: none"> <li>• Walks across room</li> <li>• Uses a hurried walk</li> <li>• Walks backwards</li> <li>• Pushes a riding toy with feet while steering</li> <li>• Uses a walker to get to the table</li> <li>• Marches around room</li> <li>• Walks up and down stairs alternating feet, holding handrail or with help</li> <li>• Jumps in place, two feet together</li> </ul>	<ul style="list-style-type: none"> <li>• Squats to pick up toys</li> <li>• Stands on tiptoes to reach something</li> <li>• Gets in and out of adult chair</li> <li>• Kneels while playing</li> <li>• Straddles a taped line on the floor</li> <li>• Sidesteps a taped line on the floor</li> <li>• Sidesteps across beam or sandbox edge</li> </ul>	<ul style="list-style-type: none"> <li>• Carries a large ball while moving</li> <li>• Flings a beanbag</li> <li>• Throws a ball or other object by pushing it with both hands</li> <li>• Catches a large bounced ball against the body with arms straight</li> <li>• Kicks a stationary ball</li> </ul>

<p>3 to 4 Years</p>	<ul style="list-style-type: none"> <li>• Runs</li> <li>• Avoids obstacles and people while moving</li> <li>• Walks up and down stairs alternating feet</li> <li>• Climbs at least two rungs of a jungle gym</li> <li>• Climbs up and down on playground equipment</li> <li>• Rides tricycle using feet to push forward</li> <li>• Rides tricycle using pedals</li> <li>• Gallops, but not smoothly</li> <li>• Jumps over objects or off a step</li> </ul>	<ul style="list-style-type: none"> <li>• Walks forward along sandbox edge, watching feet</li> <li>• Jumps off low step, landing on two feet</li> <li>• Jumps over small objects</li> </ul>	<ul style="list-style-type: none"> <li>• Throws a ball or other object</li> <li>• Traps thrown ball against body (bending arms when catching)</li> <li>• Strikes a balloon with a large paddle</li> <li>• Kicks ball forward by stepping or running up to it</li> </ul>
<p>4 to 6 Years</p>	<ul style="list-style-type: none"> <li>• Runs smoothly, quickly changes directions and stops/starts quickly</li> <li>• Jumps and spins</li> <li>• Marches</li> <li>• Moves through obstacle course</li> <li>• Gallops and skips with ease</li> <li>• Plays “Follow the Leader” using a variety of traveling movements</li> <li>• Plays games that require jumping or kicking a ball</li> </ul>	<ul style="list-style-type: none"> <li>• Hops across the playground; hops on one foot then the other</li> <li>• Walks across beam or sandbox edge, forward and backward</li> <li>• Attempts to jump rope</li> <li>• Hops, skips or twirls around and stops without falling</li> </ul>	<ul style="list-style-type: none"> <li>• Steps forward to throw ball and follows through</li> <li>• Catches a thrown ball with both hands</li> <li>• Throws a hand-sized ball</li> <li>• Dribbles a ball</li> <li>• Strikes a stationary ball</li> <li>• Bounces and catches a ball</li> <li>• Kicks moving ball while running</li> <li>• Pounds with, shakes, twists or swings an arm or leg</li> </ul>

From *Active Start: A Statement of Physical Activity Guidelines for Children From Birth to Age 5*, 2nd Ed. (2009), [www.AAHPERD.org](http://www.AAHPERD.org), National Association of Sport and Physical Education



## APPENDIX E Playground Stencils

# Playground Stencils

*Encourage Active Outdoor Play*

**Available for Loan to Missouri Child Care Facilities—No Charge!**

Painted playground designs are inexpensive and safe!

Children learn letters, numbers, colors, shapes, pathways and sequences while being physically active. They have fun as they practice agility, stretching, balance, eye/foot coordination and locomotor movement skills.



### You must have:

- ◆ A clean, paved play surface
- ◆ Ability to provide paint and other supplies
- ◆ People to do the painting
- ◆ Permission to paint from property owner

### We provide:

- ◆ Several stencil designs to choose from
- ◆ Instructions for painting
- ◆ Delivery of stencils to county health departments

**More information at [www.health.mo.gov/playgroundstencils](http://www.health.mo.gov/playgroundstencils)**

- ⇒ Complete list of available stencils
- ⇒ Stencil request form
- ⇒ Painting instructions

**To borrow stencils:  
Fill out a stencil request form  
and fax to 573-522-2856**



Missouri Department of Health and Senior Services  
Bureau of Community Health and Wellness  
573-522-2820



## APPENDIX F

# Books to Move to: Physical Activity and Literacy

- Amazon Sun, Amazon Rain**  
*By Ximena de la Piedra*
- Anna Banana, 101 Jump Rope Rhymes**  
*By Joanna Cole*
- The Ants Came Marching**  
*By Martin Kelly*
- The Aunts Go Marching**  
*By Maurie Jo Manning*
- Barnyard Dance**  
*By Sandra Boynton*
- Boom Chicka Rock**  
*By John Archambault*
- Bounce**  
*By Doreen Cronin*
- Brown Bear, Brown Bear, What Do You See**  
*By Bill Martin, Jr.*
- The Busy Body Book: A Kid's Guide to Fitness**  
*By Lizzie Rockwell*
- Catch the Ball!**  
*By Eric Carle*
- The Caterpillar Fight**  
*By Sam McBratney*
- Clap Your Hands**  
*By Lorinda Bryan Cavley*
- Down By the Bay**  
*By Raffi*
- Five Green and Speckled Frogs**  
*By Martin Kelly & Phil Legris*
- Five Little Ducks**  
*By Raffi*
- Five Little Monkeys Jumping on the Bed**  
*By Eileen Christelow*
- From Head to Toe**  
*By Eric Carle*
- Head, Shoulders, Knees and Toes**  
*By Annie Kubler*
- Hey! Wake Up!**  
*By Sandra Boynton*
- The Hokey Pokey**  
*By Larry La Prise*
- Hop! Hop! Hop!**  
*By Ann Whitford Paul*
- Hop Jump**  
*By Ellen Stoll Walsh*
- If You're Happy and Know It!**  
*By Jane Cabrera*
- Jump, Kangaroo, Jump!**  
*By Stuart J. Murphy*
- Just Like Josh Gibson**  
*By Angela Johnson*
- Millions of Snowflakes**  
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