

# Summary of Activity Guidelines for Young Children

## Physical Activity Guidelines for Children Birth to Five Years

### Infant Guidelines

1. Infants should interact with parents and/or caregivers in daily physical activities that are dedicated to promoting the exploration of their environment.
2. Infants should be placed in safe settings that facilitate physical activity and do not restrict movement for prolonged periods of time.
3. Infants' physical activity should promote the development of movement skills.
4. Infants should have an environment that meets or exceeds recommended safety standards for performing large muscle activities.
5. Individuals responsible for the well-being of infants should be aware of the importance of physical activity and facilitate the child's movement skills.

### Toddler Guidelines

1. Toddlers should accumulate at least 30 minutes daily of structured physical activity.
2. Toddlers should engage in at least 60 minutes and up to several hours per day of daily, unstructured physical activity and should not be sedentary for more than 60 minutes at a time except when sleeping.
3. Toddlers should develop movement skills that are building blocks for more complex movement tasks.
4. Toddlers should have indoor and outdoor areas that meet or exceed recommended safety standards for performing large muscle activities.
5. Individuals responsible for the well-being of toddlers should be aware of the importance of physical activity and facilitate the child's movement skills.

### Preschool Guidelines

1. Preschoolers should accumulate at least 60 minutes daily of structured physical activity.
2. Preschoolers should engage in at least 60 minutes and up to several hours of daily, unstructured physical activity and should not be sedentary for more than 60 minutes at a time except when sleeping.
3. Preschoolers should develop competence in movement skills that are building blocks for more complex movement tasks.
4. Preschoolers should have indoor and outdoor areas that meet or exceed recommended safety standards for performing large muscle activities.
5. Individuals responsible for the well-being of preschoolers should be aware of the importance of physical activity and facilitate the child's movement skills.

Source: NASPE (2009). Active Start: Statement of Physical Activity Guidelines for Children Birth to Five Years

## Premises of Quality Movement Programs for Children

1. Teachers of young children are guides and facilitators.
2. Children should engage in movement programs designed for their developmental levels.
3. Young children learn through interaction with their environment.
4. Young children learn and develop in an integrated fashion.
5. Planned movement experiences enhance play experiences.

Source: NASPE (2009). Appropriate Practices in Movement Programs for Children Ages 3-5

# Appropriate Practices in Movement Programs for Children Ages 3-5

## Learning Environment

- Indoor and outdoor movement spaces with various play props and materials.
- Includes movement in any or all learning environments, not just in a gym or playground.
- Allows and encourages skill acquisition in a playful and enjoyable manner.
- Provides movement tasks with multiple levels of complexity to help ensure that all children experience more success than failure while developing movement competence.

## Instructional Strategies

- ☐ Design active learning experiences maximizing learning and enjoyment.
- ☐ Participate in songs and activities with children.
- ☐ Provide enough play props and space so each child can participate.
- ☐ Provide equipment that is appropriate for child-sized bodies, not adult-bodies.
- ☐ Activities enhance maximum participation and discourage winners, losers, and eliminations.
- ☐ Provide opportunities to move in short-bursts; children tire fast, but recover quickly.

## Curriculum

- Plan purposeful adult-guided activities ahead of time instead of viewing activity as a way to keep children busy and happy.
- Provide ample time for children to practice and refine their skills.
- Use cue words to help children understand motor skills and concepts while building a movement vocabulary.
- Provide varied opportunities for children to develop non-locomotor, locomotor, and manipulative skills.

## Assessment

- ☐ Use developmentally appropriate assessment procedures that focus on an individual child.
- ☐ Perform assessments within simple authentic play environments.
- ☐ Teachers share assessment results in developmental terms with families.
- ☐ Use the information gathered from the assessment to help plan appropriate activities.

## Professionalism

- Attend conferences, workshops, and in-service trainings on physical activity
- Teachers act as movement experts and positive role models while contributing to a school culture of physical activity.

Source: NASPE (2009). Appropriate Practices in Movement Programs for Children Ages 3-5