



## What you will learn about Active Physical Play

QRIS Indicator for Step 3 Health and Safety: Items from Thinking Active Physical Play Checklist are observed in practice.

Each classroom completes a Vision and Action Plan for Active Physical Play annually.

Each center/program completes a Vision and Action Plan for Nutrition and Active Physical Play annually.

### ***ESSENTIAL KNOWLEDGE: CHILDREN ARE BORN WITH INTERNAL CUES TO BE PHYSICALLY ACTIVE AND TO REST***

Provide adult supervision and guidance for children's health and safety.

Promote trust, security, and exploration through nurturing relationship and safe, consistent, and stimulating environments.

Seek medical or developmental expertise if concerned about a child's learning and development.

(Idaho Early Learning eGuidelines, ELeG Essential Practice, Health and Safety)

Engage and play with children, supporting and encouraging their exploration. (ELeG, Essential Practice, Interaction and Activities)

Children are active learners who learn through play. Play is fundamental to a child's learning. Children learn through experiences and relationships with the people and object in their world. Experience through play, shared knowledge, curiosity, and sense of wonder are foundations for children's learning. (ELeG, Guiding Principles)

### **What does this look like in practice?**

- There is enough equipment so that children do not wait longer for a turn than is appropriate for age and level of skill. (Note: for toddlers, multiple sets of popular or new equipment are available.)
- Each day, children have opportunity to play in both structured outdoor and indoor physical activity (teacher-directed), and spontaneous, unstructured play (child-chosen).

- Equipment is available for moderate and strenuous vigorous play, including pedaling; climbing; running; lifting; carrying; pushing and pulling; digging; crawling; hanging using upper body; jumping to a distance, from a height, to a height ; balancing; projectile play (aiming, throwing, kicking, bouncing, striking, pitching); rolling; hopping; and sliding.
- Equipment is available for many levels of ability.
- When a child does not participate in active vigorous physical play over time, staff document and intervene with lesson plans and strategies to encourage that child's active physical play.
- Adults are intentional in observing children's physical skills, and support a child's attempts at advancing to the next skill level.

### ***ESSENTIAL KNOWLEDGE: CHILDREN NEED A VARIETY OF PHYSICAL ACTIVITIES FOR HEALTHY WEIGHT***

Promote trust, security, and exploration through nurturing relationships, and safe, consistent, and stimulating environments. (ELeG, Essential Practices, Health and Safety)

Engage and play with children, supporting and encouraging their exploration.

Provide multiple strategies to include the senses (sight, hearing, touch, smell, and taste).

(ELeG, Essential Practice, Interaction and Activities)

Provide a range of experience to all children even though their responses may differ and some children may need adaptations.

Individualize experiences, activities, interactions, and instructions to meet the needs of each child.

(ELeG, Essential Practices, Cultural Context)

**Learning is most meaningful when it is integrated across all areas of development.** Children construct knowledge and integrate new ideas and concepts into their existing understanding. Their achievements in language and learning are influenced by the social emotional aspects of their development. Communication influences mathematical and scientific understanding. There are no clear lines between the domains of development or areas of learning. (ELeG, Guiding Principles)

## What does this look like in practice?

- A variety of physical activities and time for active physical play are available for children throughout the day.
- A variety of play equipment is accessible (Permanent and portable).
- Materials and equipment for active physical play are rotated frequently in response to children's developmental progress and needs.
- Budgets include resources and funds for active physical play materials, equipment, and staff training.
- Staff have input about schedules and purchases of materials and equipment for active physical play.

### ***ESSENTIAL KNOWLEDGE: WHILE MOST CHILDREN WILL PLAY AND BE PHYSICALLY ACTIVE ON THEIR OWN, HOW MUCH AND TO WHAT INTENSITY EACH CHILD IS ACTIVE DEPENDS ON THE ENVIRONMENT AND WHAT IS MODELED FOR THEM***

Ensure that children are provided with caregivers who interact in consistent and caring ways.

Provide adult supervision and guidance for children's health and safety.

Promote trust, security, and exploration through nurturing relationships and safe, consistent, and stimulating environments.

(ELeG, Essential Practices, Health and Safety)

Engage and play with children; supporting and encouraging their exploration.

Use supportive verbal, visual, and physical cues in interactions and activities.

If the child needs extra support, simplify complicated tasks by breaking them into smaller parts or reducing the number of steps.

(ELeG, Essential Practices, Interaction and Activities)

Provide a range of experiences to all children even though their responses may differ and some children may need adaptations.

Strive for an environment that respects all people and is free of bias.

Individualize experiences, activities, interactions, and instructions to meet the needs of each child.

(ELeG, Essential Practices, Cultural Context)

## What does this look like in practice?

- Written policies exist and are reflected in the daily environment for active physical play.
- Curriculum for active physical play may include planned schedules, lesson plans, equipment and facilities, and intentional interactions among staff and children.
- Children have access to drinking water during active physical play.
- Storage is nearby so that staff can quickly and safely access equipment and props as children create play.
- Lesson plans include well-defined goals and objectives for daily active physical play.
- Appropriate attire is available for staff and for each child to play comfortably outside most days.
- The daily curriculum includes schedule active physical play indoors and outdoors.
- Materials and equipment for active physical play are rotated frequently in response to children's developmental progress and needs.
- Program and classroom policies for active physical play are written and available to staff and parents.
- Administrators take active steps for advancing policies, grants, and practices that support children's active physical play.

### ***ESSENTIAL KNOWLEDGE: CHILDREN LEARN TO BE PHYSICALLY ACTIVE WHEN ROUTINES AND ENVIRONMENTS ARE SAFE, RELIABLE, PREDICTABLE, AND APPROPRIATELY CHALLENGING***

Ensure that children are provided with caregivers who interact in consistent and caring ways.

Provide adult supervision and guidance for children's health and safety.

Promote trust, security, and exploration through nurturing relationships and safe, consistent, and stimulating environments.

(ELeG, Essential Practices, Health and Safety)

If the child needs extra support, simplify complicated tasks by breaking them into smaller parts or reducing the number of steps.

Use supportive verbal, visual, and physical cues in interactions and activities.

(ELeG, Essential Practices, Interaction and Activities)

### **What does this look like in practice?**

- When a child is trying a new skill, that child is protected from unwanted interference from other children in both high and lower intensity play areas.
- Each child receives frequent encouragement for effort and achievement of new skills.
- Adults adapt environments so that each child has opportunity to try challenging physical play activities comfortably.

### ***ESSENTIAL KNOWLEDGE: CHILDREN DEVELOP AND PRACTICE PHYSICAL SKILLS AND ACTIVITIES WHEN THEY FEEL CHALLENGED, BUT NOT FRUSTRATED***

Ensure that children are provided with caregivers who interact in consistent and caring ways.

Provide adult supervision and guidance for children's health and safety.

Promote trust, security, and exploration through nurturing relationships and safe, consistent, and stimulating environments.

(ELeG, Essential Practices, Health and Safety)

Use supportive verbal, visual, and physical cues in interactions and activities.

Encourage child to play and form relationships with other children.

(ELeG, Essential Practices, Interaction and Activities)

### **What does this look like in practice?**

- There is enough equipment so that children do not wait longer for a turn than is appropriate for age and skill level.
- Routines for taking turns with equipment are established and supported by adult supervision.
- Adults support children as they wait for a turn.

### ***ESSENTIAL KNOWLEDGE: ADULT BELIEFS, KNOWLEDGE, AND EXPECTATIONS ABOUT CHILDREN'S ACTIVE PHYSICAL PLAY EFFECTS WHAT THEY DO TO SUPPORT ACTIVE PLAY WHICH ULTIMATELY IMPACTS CHILDREN'S HEALTHY WEIGHT***

**Children are active learners who learn through play.** Play is fundamental to a child's learning. Children learn through experiences and relationships with the people and objects in their world. Experience through play, shared knowledge, curiosity, and sense of wonder are foundations for children's learning.

**Development and learning are rooted in culture and supported by the family.** A child's language, knowledge, traditions, and family expectations are the primary influences on development. Learning is enriched by stable, nurturing relationships within the family and community.

**Parents want their children to be happy and part of their community.** Early learning is the groundwork for learning from age five through the high school years and adult, life-long education. Early learning opportunities are best when children are healthy, well nourished, and safe. Engaged, healthy, and happy children are ready to explore through listening, watching, smelling, touching, and tasting.

**Children are supported by the greater community.** Children are regarded and respected as unique, competent individuals who have individual temperaments, learning styles, home environments, cultures, and ways of understanding. Families' and children's health and well-being is a community priority. The community supports children's growth with high quality early learning and development opportunities.

(ELeG, Guiding Principles)

#### **What does this look like in practice?**

- Staff model basic physical skills to help children learn or expand skills.
- Indoor and outdoor schedules for active physical play include sustained periods for high intensity activity. (For example, running, dancing, leaping, chasing games, that require lots of energy).
- Staff are vigilant in supervising playground activities to protect and support all levels of physical play. (Fast movers, beginning movers, fast tricycle riders, single-hop hoppers, multiple-hop hoppers.)
- Staff are within sight and sound of children's active physical play.
- Program and classroom policies for active physical play are written and available to staff and parents.
- Parents and staff communicate about children's active physical play at school.
- Staff orientation includes training about program policies and activities that support children's physical development and active physical play.

L.J. Branen, J.W. Fletcher, Susan L. Johnson, S.A. Ramsay; Thinking Active Physical Play: A Self-Reflection Inventory for Supporting Young Children's Active Physical Play in Group Settings. [www.childcaremap.org](http://www.childcaremap.org)