

BE ACTIVE KIDS® GUIDE TO EARLY CHILDHOOD PHYSICAL ACTIVITY: MOTOR SKILLS AND MOVEMENT CONCEPTS FOR CHILDREN BIRTH TO FIVE



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BE ACTIVE KIDS®

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Special Thanks To:

This project couldn't have been completed without the participation of numerous experts in the child care and physical activity field including Public Health faculty, child care center teachers and directors, and the children themselves.

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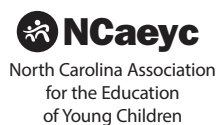
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Table of Contents

Getting Your Kids Moving: Introduction	4	Toddlers	50	Toddlers / Twos / Preschoolers	92
Decoder Page.....	12	Beginning Running Games.....	51	Let's Be Active.....	93
Let's Get Started	13	Catch The Bubble.....	52	Move Like The Animals	94
Warm-Up Activities 1: Head, Shoulders, Knees, And Toes	14	Kick Around	53	Music Box Party.....	95
Warm-Up Activities 2: Stretching	15	Lily Pad Walk	54	Obstacle Course	96
Heart Check	16	Let's Take A Walk.....	55		
Where Is My Heart?	17	What Do You See?.....	56	Twos / Preschoolers	97
Animal Yoga	18			Bean Bag Balance.....	98
Making Story Time Active	21	Twos	57	Drop And Catch.....	99
Meet The Be Active Kids.....	22	In The Hoop	58	Leap's Jumping Adventure.....	100
Going To The Park	23	Jump For The Sky.....	59	Let's Make A Healthy Pizza	101
A Trip To The Farm.....	24	Jumping In The Lily Pond.....	60	Road Blocks	102
		Kick It In	61	Roll And Run.....	103
Infants	25	Kick It Over	62	Strike It!.....	104
Going On A Bike Ride.....	26	Move To The Music.....	63	Tip Toe Through Puddles.....	106
Tummy Time.....	27			Track Meet	107
Sledding Adventure	28	Preschoolers	64	Walk The Line	108
Kick Like Leap The Rabbit	29	Balance Challenge: Balancing On One Foot	65	Glossary	109
Dart's Flip Flop.....	30	Bridges And Tunnels	66	Appendix A: Physical Activity Guidelines And Best Practices.....	111
Trunk Lift.....	31	Loose Feathers.....	68		
Swat Team	32	A Rainbow Of Fun.....	69	Appendix B: Classroom Management And Tips For Modifying Activities	112
Rock And Roll	33	Freeze Game	70		
Having A Ball	34	Hoop Bounce	71	Appendix C: Equipment And Loose Parts List	113
Dart's Water Kicks	35	Hop-A-Thon.....	72		
Sensory Bottle	36	Inchworm Wiggle	73	Appendix D: Alternative Equipment Solutions	114
Give Blue A Hand.....	37	Jump Like A Frog	74		
Flying Like Glide	38	Lean On Me	76	Appendix E: Child Care Weather Chart	115
Row, Row, Row Your Boat.....	39	Over The River: Sideways Jumping (Two-Footed Jump)	77		
Pat-A-Cake.....	40	Beginning Soccer.....	78	Appendix F: Motor Skills And Movement Concepts	116
Swing's Sway	41				
Arts And Crafts	42	Toddlers / Twos	80	Appendix G: North Carolina Child Care Rules Related to Physical Activity.....	118
Crawl Like Blue The Caring Cub.....	43	Ball Buddies.....	81		
Cruise-In.....	44	Roll Through The Goal.....	82	Appendix H: Environment Rating Scales Related to Physical Activity.....	119
Tunnel Crawl.....	45	Bean Bag Target Toss	83		
Doing The Bounce.....	46	Catch It!	84	Appendix I: Be Active Kids Characters	121
Mountain Climbing.....	47	Homerun Derby	85		
Stepping Out	48	Blue's Toss And Catch	86	Appendix J: References and Resources	124
I'm Right Behind You	49	Pop The Bubble	87		
		The Duck Walk: Marching And Walking	88		
		Dot-To-Dot Side Steps	89		
		Walk This Way	90		
		Worm Crawl	91		

Getting Your Kids Moving: Introduction

Get Them Outdoors

Think outside the box (or classroom) and get children outside in different types of weather conditions. This may take a little more planning and preparation but here are a few things to think about:

- Create a policy for your center or home that lets parents know their children will be going outside to play and learn in all weather conditions that are safe (i.e. – rain, snow, etc). Include things like suggested clothing to keep at school or to bring in during these weather conditions.
- Send home a letter ahead of time letting parents know of plans to go outside during these weather conditions and let them know they will likely get wet and dirty.
- Acquire a variety of weather appropriate clothing through donation, thrift stores, sales, etc and keep them stored in your classroom for those who need appropriate clothing (rain coats, rain ponchos, boots, galoshes, snow pants, snow jackets, gloves, hats, scarves, etc)
- Be prepared and plan for getting ready to go outside and cleaning up when they come back inside.
- Utilize appropriate weather charts and indices to determine “weather permitting” opportunities.

Refer to Appendix E for more information.

Rainy Day Ideas

A rainy day does not mean that children are not active, even when space is limited. If you **have** to stay indoors when the weather is not so good, here are a few ideas from the Be Active Kids activities to get you started:

- Create an obstacle course or obstructed pathway in the hall.
- Make stilts and walk around on them.
- Jump over hurdles.
- Put on a circus.
- Talk about healthy foods and do the activity Let's Make a Healthy Pizza.
- Skate on a Plate
- Walk like the Animals
- Have a Lily Pad Walk.
- Do an action story. See the Action Story section for ideas.

Adaptations for Making Physical Activity Available to All Children

Every child has different strengths and needs. Children grow and develop at different paces. To meet the needs of all children, the curriculum should be adaptable. This will allow for maximum participation by all children. Benefits for children include full access to all parts of the activity, the ability to grow and develop, active participation, and interaction with other children. Providing adaptations or modifications to physical activities will promote motor skill development for both the child who finds the activity too easy and the child who finds it too hard.

These activities are not designed for competition. They are designed for all children to reach their potential. By learning basic skills, they will have more confidence, engage in more activities, and be more active.

Universal Design for Learning (UDL) (Center for Applied Special Technology, 2011) – Eliminating barriers for learning

Principle I: Provide Multiple Means of Representation

Present ideas in multiple ways – explain, demonstrate, use pictures, have children touch and feel things, (e.g. when explaining about hopping, talk about animals that hop, demonstrate hopping, read a book about an animal that hops).

Principle II: Provide Multiple Means of Action and Expression

Introduce words that children need to know to understand what to do, (e.g. do children know what “balance” means? Talk about it before asking them to walk on a balance beam or balance on one foot). Use physical activities to reinforce and teach other concepts – spatial relationships (e.g. over, under, around), colors, shapes, and numbers.

Principle III: Provide Multiple Means of Engagement

Provide activities that interest children and spark their imagination. Encourage them to advance their skills and work towards independence (e.g. be sure children can stand on one foot before they try to hop). If any activity is too advanced for children, allow them to do the best they can and alter the situation and expectations.

The **NAME** of each activity appears here.

The **EQUIPMENT** section explains what equipment or materials are needed to conduct the activity

The **INSTRUCTION** section explains how to DO each activity.

The **TIPS** section gives important guidelines or additional information that may be needed when using each activity.

The **ALTERNATIVES/ADAPTATIONS** section provides ideas for how to make each activity simpler or more challenging depending on the needs of your children. Check here for information regarding children with special needs.

CUE WORDS provide key reminders that can be used during each activity to help focus the children.

Here is where you will find the title for side viewing and the age group the activity is appropriate for

Words in *italics* are suggestions for what the teacher can SAY.

The **HEART SYMBOL** indicates an activity designed to get children's hearts beating fast.

The **LEAF SYMBOL** indicates that this activity would be great to take outdoors and use things found in nature like branches, leaves, etc.

Ball Buddies

BE ACTIVE KIDS

Equipment:
Large ball

Instructions:
"Today we are going to roll balls. Can you get the ball to me?"

- Have the child sit opposite you; both of you have legs spread wide. Have your toes touch the child's toes. Roll the ball to the child. Have the child stop it with his/her hands. Say, *"Good, now roll the (say color of ball) ball back to me."*
- You can also have two children sit next to each other and take turns as you roll the ball to each child.
- "Now can you roll the ball to your friend?"* Next, have the children line up in two rows sitting opposite one another so each child has a partner. Have the children spread their legs and sit with their toes touching their partner's toes. Have the children roll the ball back and forth to each other.

Tips:

- Increase the distance between partners as they achieve success.
- Rolling a ball is really pushing – what other things can children push? Discuss pushing a shopping cart, a wagon, a sled.

Alternatives/Adaptations:

- Make it a game: Put a box or basket on its side and have the children roll the ball into it. Increase the distance as the children's skill increases.
- Roll the ball to the toddler while he/she is standing across the room and see if he/she can bend over, pick up the ball, and bring it back to you.
- For older children, have them try rolling the ball while kneeling or from a standing position, or crouching down to roll and trap the ball.
- For children who cannot sit on the floor, have partners sit opposite each other at a table and roll the ball across the table.

CUE WORDS

- Watch ball
- Push

TODDLERS / TWOS

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
Ball rolling	Bending, stretching	—	Relationship awareness	Language & literacy (colors), spatial relationships

78

The **LEGEND** gives you important information about each activity including the motor skill and movement concepts highlighted, and other concepts that can be tied in. Definitions and examples of these can be found in the glossary.

Where Is My heart?

BE ACTIVE KIDS®

Equipment:

Markers, red cut-out hearts (construction paper is fine), tape

Instructions:

Pin the Heart on the Chest

Children trace their bodies on large paper, tape the drawing to the wall, and jump up to pin the heart on their chest.

- Review the function of the heart.
- Also discuss the location of the heart in our chest — remember it is left of center.
- Next, cut out large pieces of paper so the children can trace their partner's body. After they are done, tape these up on the wall and hand each child a cutout heart for them to "pin" on their chest. You can use tape on the back of the heart so it will stick to the paper.

Tips:

- Talk about what the heart does.
- Talk about what blood does and how it circulates.

Alternatives/Adaptations:

- Show pictures of the body and where the heart is.
- Increase physical activity by having the children use different locomotor movements to travel from desk to picture.
- Talk about the heart in lessons about the way the body works.
- Have a lesson on blood and the circulatory system. A good example is at <http://www.altdotlife.com/?p=2255>, a home-school preschool curriculum.

CUE WORDS

- Heart
- Left side



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Body awareness	Science (circulation)
Various	—	—		

Name of Activity	Locomotor	Non-locomotor	Manipulative	Movement Concepts	Curricular Concepts
Meet the Be Active Kids	■	■		Body awareness, effort awareness, spatial awareness	Language & literacy (vocabulary), listening skills
Going to the Park	■	■		Body awareness, effort awareness, spatial awareness	Language & literacy, imagination
A Trip to the Farm	■	■		Body awareness, effort awareness, spatial awareness	Language & literacy, science

Overview of Be Active Kids Story Time

Story time does not have to be a time to sit around — make it active. Choose stories where kids can be moving around and involved in the story. Include action verbs such as running, jumping, walking, hiking, and climbing. Use these words throughout the story and add variations like fast or slow, high or low. Use an old favorite or make a new adventure. Have kids make up their own stories, too. Stories can promote language and literacy, imagination, numeracy, and even science, all while being active. You can adapt them to any age.

Here are some examples of action stories:

1. Meet the Be Active Kids
2. Going to the Park
3. A Trip to the Farm

Once you have tried these stories use your own ideas to make up or expand these or other stories. Be creative and have fun!

Tips for selecting books and stories that encourage movement:

- Look for sports related themes
- Look for books about the body and body parts
- Look for books with or about animals
- Look for books with transportation themes (buses, cars, trucks, bikes, etc.)
- Look for books based on nature and being outdoors
- Select large size books with big print and lots of pictures so all children can see
- Try and use projectors to have the story large enough for all to see and out of the way so that the adult can be active and modeling for the children

Equipment and Loose Parts List

Bikes
Boxes/baskets
CD of "Old MacDonald Had a Farm" (optional)
Large balls (such as beach balls, foam balls, playground balls)
Natural items (such as sticks, stones, pine cones, etc.)
Pictures or puppets of Be Active characters
Small balls
Supplies for a pretend picnic (or pictures of items for picnic)

Sample Books:

- *I Went Walking* by Sue Williams
- *The Bear Went Over the Mountain* by Rozanne Lanczak Williams
- *From Head to Toe* by Eric Carle
- *Quick as a Cricket* by Audrey Wood
- *Hokey Pokey: Another Prickly Love Story* by Lisa Wheeler
- *My Very First Book of Motion* by Eric Carle
- *Move* by Steve Jenkins and Robin Page
- *The Little Engine that Could* by Watty Piper
- *Clifford's Sports Day* by Norman Bridwell
- *Go, Dog. Go!* by P.D. Eastman
- *Wheels on the Bus* by Raffi
- *Jump Like a Frog* by Kate Burns
- *First Steps* by Lee Wardlaw and Julie Paschkis
- *Balancing Act* by Ellen Stoll Walsh
- *A Ball for Daisy* by Chris Raschka
- *Jump* by Scott Fischer
- *How to Catch a Star* by Oliver Jeffers
- *Barnyard Dance* by Sandra Boynton
- *The Bouncy Ball* by Hilda Cuervo and Alex Acayen
- *Catch the Ball* by Eric Carle
- *Hand, Hand, Fingers, Thumb* by Al Perkins and Eric Gurney
- *Here are My Hands* by Bill Martin Jr. and John Archambault
- *Rainy Day* by Patricia Lakin and Scott Nash
- *Look at Me* by Dianne Warren
- *Born to Move* by Dianne Warren

Name of Activity	Age	Locomotor	Non-locomotor	Manipulative	Movement Concepts	Curricular Concepts
Going on a Bike Ride	Birth-3 months		■		Body awareness	Language & literacy
Tummy Time	Birth-12 months		■		Body awareness	Language & literacy
Sledding Adventure	6 weeks-5 months	■		■	Body awareness	Language & literacy
Kick like Leap the Rabbit	1+ months		■		Body awareness	Language & literacy
Dart's Flip-Flop	1+ months		■	■	Body awareness	Language & literacy
Trunk Lift	2+ months		■		Body awareness	Language & literacy
Swat Team	2-4 months		■	■	Body awareness, relationship awareness	Language & literacy
Rock and Roll	3+ months		■		Body awareness, relationship awareness	Language & literacy
Having a Ball	3-6 months		■		Body awareness, relationship awareness	Language & literacy
Dart's Water Kicks	3-6 months		■	■	Body awareness	Language & literacy
Sensory Bottles	4+ months		■	■		Language & literacy
Give Blue a Hand	4-7 months	■	■		Body awareness	Language & literacy
Flying like Glide	4 months-1 year		■		Body awareness	Language & literacy
Row, Row, Row Your Boat	5-10 months		■		Body awareness, spatial awareness	Language & literacy
Pat-a-Cake	6+ months		■		Body awareness	Language & literacy, social interaction
Swing's Sway	8+ months		■		Body awareness, spatial awareness	Language & literacy
Arts and Crafts	8+ months			■		Cause & effect
Crawl like Blue the Caring Cub	9+ months	■			Body awareness, spatial awareness, relationship awareness	Language & literacy
Cruise-in	9+ months	■	■		Body awareness, spatial awareness	Language & literacy
Tunnel Crawl	9-12 months	■			Spatial awareness, relationship awareness	Language & literacy
Doing the Bounce	10+ months		■		Body awareness	Language & literacy
Mountain Climbing	10+ months	■	■		Body awareness, relationship awareness	Language & literacy
Stepping Out	10+ months	■	■		Body awareness, spatial awareness	Language & literacy
I'm Right Behind You	10+ months	■			Body awareness, spatial awareness	Language & literacy

Physical Development of Infants

Infants (birth-1 year) grow and develop quickly during their first year, gaining control over their heads and torsos, learning to roll over, reach, sit up; then moving around by cruising, creeping, and crawling to explore their environments; and ultimately beginning to walk, first with assistance and then on their own. When they are very young, it is important to give them plenty of tummy time to develop strength in their necks, arms, and chests. Later, infants can be encouraged to move and be active by stimulating them with your voice, attractive toys, and changes in environment such as exposing them to nature. This program will give you ideas about the kinds of physical activities infants can participate in.

Equipment and Loose Parts List

Baby bathtub or basin
 Blanket
 Bottles (filled with rice, beans, bells, etc.)
 Large mobility ball
 Newspaper or other paper
 Rattle
 String
 Music

Equipment:

Plastic bottles of various sizes filled with rice, beans, water, etc., sealed

Instructions:

This activity involves manipulating objects.

- Collect plastic bottles of various sizes and fill them with interesting items such as rice, water, beans, or feathers. Seal them securely.
- Sit with infants and help them roll and manipulate the bottles.
- Talk about what is in the bottles, what colors they are, the noises they make, etc.

Tips:

- Find other fun and interesting items to fill the bottles that will keep babies engaged.

Alternatives/Adaptations:

- As babies develop more skills and mobility, roll the bottles to them or away from them and encourage them to scoot or crawl after them.
- Later, more mobile babies can lift and carry the bottles and you can increase the bottles' weight.
- Have older babies fill milk crates with the bottles.
- Use the bottles as home-made instruments and shake to music.
- Adapt this activity to different outdoor settings (sand area, water area, grassy area).

CUE WORDS

- Rolls
- Grasp
- Watch
- Shake



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	—	Language & literacy
—	Pushing, pulling	Reaching, grasping		

Crawl like Blue the Caring Cub

BE ACTIVE KIDS®

Equipment:

Attractive toys

Instructions:

This activity works on locomotion on hands and knees.

- Place an attractive toy or natural Loose Parts on the floor in front of the baby, who is lying on his/her belly.
- Encourage the baby to get the toy by saying the name of the toy.
- Move the toy back as the baby approaches. Allow for success by letting the baby reach the toy.
- Use encouraging words and sounds.

Tips:

- Work on this activity with an infant who is able to support weight on his/her hands and knees.
- Encourage the infants to come to you by holding your arms out and calling to them.

Alternatives/Adaptations:

- Work on pushing up to hands and knees and balancing there. You may assist the baby into this position.
- Provide assistance by moving arm, leg, arm, leg, if needed.
- This is a great opportunity to provide experience with your outdoor learning environment and interaction with natural elements.



CUE WORDS

- Up
- Arm, leg, arm, leg

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Body awareness, spatial awareness, relationship awareness	Language & literacy
Crawling	—	—		

Name of Activity	Locomotor	Non-locomotor	Manipulative	Movement Concepts	Curricular Concepts
Beginning Running Games	■			Spatial awareness, effort awareness	Language & literacy (colors), numeracy
Catch the Bubble	■	■	■	Spatial awareness, effort awareness	Language & literacy (colors), numeracy
Kick Around	■	■	■		Language & literacy, spatial relationships
Lily Pad Walk	■			Spatial awareness, effort awareness	Language & literacy (colors, fast-slow)
Let's Take a Walk	■			Effort awareness, spatial awareness	
What Do You See?		■		Spatial awareness, body awareness	Language & literacy

Physical Development of Toddlers

Toddlers (age 1-2 years) are beginning walkers. They love to move around to explore their environment. The major gross motor development in this period is associated with locomotion. By age 2 children should be able to run fairly well. They use a wide stance for balance. They enjoy activities that encourage them to move around and are beginning to throw and kick balls. These activities will encourage toddlers to try these developing skills.

Equipment and Loose Parts List

Bean bags
 Boxes/baskets
 Bubble soap and wand
 Colored floor markers, spots or carpet squares
 Cones
 Chalk
 Foam noodles
 Foot cutouts
 Hula hoops
 Large balls (such as beach balls, foam balls, playground balls)
 Scarves
 Small balls
 Soft toys
 Music
 Natural items (such as sticks, stones, pinecones, etc.)
 Small stuffed animals
 Tape

Lily Pad Walk

BE ACTIVE KIDS®

Equipment:

Floor spots (or carpet squares) on floor

Instructions:

"This is Glide the Bird (show picture or puppet). Glide likes to walk around the lily pond but she does not like to get wet. She is going to walk from lily pad to lily pad so that she does not get her feet wet. Sometimes she likes to jump from lily pad to lily pad."

- Set out objects that children can step on — floor spots, carpet squares, stars, squares of paper. Tell children that these are the lily pads on a pond. The children are the frogs going from lily pad to lily pad. If they fall off they will get wet in the water!
- Have children step from spot to spot. Name the colors, shapes, body positions as they walk.
- Turn on music and have children dance on the spots.

Tips:

- Increase the distance between dots as children become more skilled.
- For toddlers, dots may need to be touching to allow for short jumps.
- Read a book such as *Jump* by Scott Fischer or make up a story about the frog going from lily pad to lily pad.

Alternatives/Adaptations:

- Have children walk different ways — fast, slow, high, low, etc. Add music that will give children fast and slow beats.
- Have children jump from dot to dot.
- If outdoors, try using natural materials such as stepping stones to walk or jump between. Jump in puddles!



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Spatial awareness, effort awareness	Colors, language & literacy (fast, slow)
Walking, jumping	—	—		

OBESITY – Obesity is an abnormal accumulation of body fat, usually 20% or more over an individual's ideal body weight, a BMI of over 30 for adults and BMI at or above the 95th percentile for children. Obesity is associated with increased risk of illness, disability, and death.

OVERWEIGHT – more than normal in body weight after adjustment for height, body build, and age, or 10% to 20% above the person's "desirable" body weight. A body mass index between 25.0 and 29.9 for adults and BMI at or above the 85th percentile and lower than the 95th percentile for children.

PHYSICAL ACTIVITY – movement using the larger muscles of the body; includes sports, dance and activities of daily life; may be done to accomplish a task, for enjoyment, or to improve physical fitness.

PHYSICAL EDUCATION – a planned, sequential program of curricula and instruction that helps students develop the knowledge, attitudes, motor skills, self-management skills and confidence needed to adopt and maintain physically active lifestyles (teacher directed).

PHYSICAL FITNESS – the ability of the body systems to work together efficiently.

PLAY – how young children physically explore their environment to facilitate language, creativity, and social skills. Play may or may not include moderate to vigorous physical activity (child directed).

PUNTING – the skill of kicking an object that has been released from the hands, while it is still in the air.

RECESS – unstructured playtime where children have choices; develop rules for play and release energy and stress. It is an opportunity for children to practice or use skills developed in physical education (teacher facilitated).

RELATIONSHIPS AWARENESS – how the body relates to objects and others (with objects, with people, with your body).

RUNNING – same as walking but at a faster rate with brief moments of flight when both feet are off the ground.

SCOOTING – moving in a crawling motion on one leg and dragging the other leg.

SEDENTARY – being inactive or participating in very little physical activity.

SKILL – the capacity for doing a specific task well; improves with practice.

SKILL – RELATED FITNESS – parts of fitness that help a person perform well in sports and activities requiring certain skills; includes agility, balance, coordination, power, reaction time, and speed.

SKIPPING – a combination of a step and a hop, alternating feet.

SLIDING – a combination of a step and a run in a sideways direction.

SPACE AWARENESS – where the body moves (location, directions, levels, pathways, extensions, etc).

STRETCHING – moving body parts away from the center of gravity in order to improve flexibility. Should be done in a slow and controlled motion to the point of tension not pain.

STRIKING – making contact with an object using another object.

STRUCTURED PHYSICAL ACTIVITY – developmental activity that is planned and supervised by a parent, caregiver, or teacher.

SWAYING – fluidly and gradually shifting the center of gravity from one body part to another.

SWINGING – rhythmical, smooth motion of a body part resembling a pendulum.

THROWING – propelling an object away from the body using your hands.

TURNING – rotating the body along the long axis.

TWISTING – the rotation of a selected body part around its long axis.

UNSTRUCTURED PHYSICAL ACTIVITY – also known as free play. It is child – initiated physical activity in which choice, freedom, and exploration are developed as the child moves throughout his or her environment. Children are likely to have structured activities but on their own terms.

VIGOROUS – INTENSITY PHYSICAL ACTIVITY – on an absolute scale, physical activity that is done at 6.0 or more times the intensity of rest. On a scale relative to an individual's personal capacity, vigorous – intensity physical activity is usually a 7 or 8 on a scale of 0 to 10. During this type of physical activity it would be hard to hold a conversation with someone.

VOLLEYING – making contact with an object using body parts.

WALKING – the process of alternately losing balance and recovering while moving forward or backward in an upright position .

WARM-UP – a series of activities, usually consisting of a heart warm-up and a muscle warm-up.

WELL – BEING: a state characterized by health, happiness, and prosperity.

WELLNESS – the process of adopting patterns of behavior that can lead to improved health and heightened life satisfaction .

YOGA – a system of exercises practiced as part of this discipline to promote control of the body and mind.

NOTE: Additional movement terminology can be found at www.beactivekids.org.

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