

### National Association for Sport and Physical Education Guidelines

#### Guidelines for Infants

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- Guideline 1. Infants should interact with caregivers in daily physical activities that are dedicated to exploring movement and the environment.
- Guideline 2. Caregivers should place infants in settings that encourage and stimulate movement experiences and active play for short periods of time several times a day.
- Guideline 3. Infants' physical activity should promote skill development in movement.
- Guideline 4. Infants should be placed in an environment that meets or exceeds recommended safety standards for performing large-muscle activities.
- Guideline 5. Those in charge of infants' well-being are responsible for understanding the importance of physical activity and should promote movement skills by providing opportunities for structured and unstructured physical activity.

#### Guidelines for Toddlers

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- Guideline 1. Toddlers should engage in a total of at least 30 minutes of structured physical activity each day.
- Guideline 2. Toddlers should engage in at least 60 minutes — and up to several hours — per day of unstructured physical activity and should not be sedentary for more than 60 minutes at a time, except when sleeping.
- Guideline 3. Toddlers should be given ample opportunities to develop movement skills that will serve as the building blocks for future motor skillfulness and physical activity.
- Guideline 4. Toddlers should have access to indoor and outdoor areas that meet or exceed recommended safety standards for performing large-muscle activities.
- Guideline 5. Those in charge of toddlers' well-being are responsible for understanding the importance of physical activity and promoting movement skills by providing opportunities for structured and unstructured physical activity and movement experiences.

#### Guidelines for Preschoolers

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- Guideline 1. Preschoolers should accumulate at least 60 minutes of structured physical activity each day.
- Guideline 2. Preschoolers should engage in at least 60 minutes — and up to several hours — of unstructured physical activity each day, and should not be sedentary for more than 60 minutes at a time, except when sleeping.
- Guideline 3. Preschoolers should be encouraged to develop competence in fundamental motor skills that will serve as the building blocks for future motor skillfulness and physical activity.
- Guideline 4. Preschoolers should have access to indoor and outdoor areas that meet or exceed recommended safety standards for performing large-muscle activities.
- Guideline 5. Caregivers and parents in charge of preschoolers' health and well-being are responsible for understanding the importance of physical activity and for promoting movement skills by providing opportunities for structured and unstructured physical activity.

# Appendix A

## Physical Activity Guidelines and Best Practices

Infant & Toddler Physical Activity	Best Practices
<b>Time Provided</b>	<ul style="list-style-type: none"> <li>• 120+ minutes of physical activity time is provided for children ages 2-5 (preschoolers) each day (indoors and outdoor).</li> <li>• 90+ minutes of physical activity time is provided for children ages 12-24 months (toddlers) each day (indoors and outdoors).</li> <li>• Tummy time is provided to non-crawling children ages 0-12 months (infants) 4+ times per day.</li> <li>• 60+ minutes of adult-led physical activity is provided to preschoolers each day.</li> <li>• Ensure that children are not seating for periods of more that 15 minutes (preschoolers) or placed in seats, swings, or ExerSaucers (infants).</li> </ul>
<b>Indoor Play Environment</b>	<ul style="list-style-type: none"> <li>• 3-4 of the following features are offered indoors:               <ul style="list-style-type: none"> <li>• space for all activities including jumping, running, and rolling</li> <li>• separate space for each age group</li> <li>• areas that allow play for individuals, pairs, small groups, and large groups</li> <li>• full access for children with special needs</li> </ul> </li> <li>• 5-6 types of portable play equipment are available to children.</li> <li>• Portable play equipment is always offered to children during indoor free play time.</li> <li>• Developmentally appropriate portable play equipment is always offered to infants during tummy time and other indoor activities.</li> <li>• A large variety of physically activity promoting materials throughout (posters, books, pictures, etc).</li> </ul>
<b>Teacher Practices</b>	<ul style="list-style-type: none"> <li>• Physical activity time should never be taken away (longer than 5 minutes).</li> <li>• Teachers supervise, verbally encourage, and often join in to increase children's physical activity.</li> <li>• Teachers always interact with infants during tummy time.</li> <li>• Teachers incorporate physical activity into classroom routines, transitions, and planned activities each time they see an opportunity.</li> </ul>
<b>Education &amp; Professional Development</b>	<ul style="list-style-type: none"> <li>• Children participate in planned lessons focusing on building gross motor skills 1+ times per week.</li> <li>• Teachers talk with children informally about the importance of physical activity each time they see and opportunity.</li> <li>• Teachers and staff receive professional development on children's physical activity 2+ times per year (5-6 different topics offered).</li> <li>• Families are offered education on children's physical activity 2+ times per year (4-5 different topics offered).</li> </ul>
<b>Policy</b>	<ul style="list-style-type: none"> <li>• Written physical activity related policies are in place (7-8 different topics addressed).</li> </ul>

Outdoor Play & Learning	Best Practices
<b>Outdoor Playtime</b>	<ul style="list-style-type: none"> <li>• Outdoor playtime is provided 3+ times per day.</li> <li>• 90+ minutes of outdoor playtime is provided to preschoolers each day.</li> <li>• 60 + minutes of outdoor playtime is provided to toddlers each day.</li> <li>• Infants are taken outdoors 2+ times each day.</li> <li>• 4-5 activity types are provided to children outdoors.</li> <li>• ½ to ¾ of the outdoor play space is shaded.</li> <li>• 8+ play areas are provided outdoors</li> <li>• A 5+ feet wide, paved, curved and looped path is available for wheeled toys (having 3 types of connections).</li> <li>• 6-8 types of portable play equipment are available and in good condition outdoors.</li> <li>• Portable play equipment is always available to children during outdoors playtime.</li> </ul>
<b>Education &amp; Professional Development</b>	<ul style="list-style-type: none"> <li>• Teachers and staff receive professional development on outdoor play and learning 2+ times per year (4 different topics offered).</li> <li>• Families are offered education on outdoor play and learning 2+ times per year (3 different topics offered).</li> </ul>
<b>Policy</b>	<ul style="list-style-type: none"> <li>• Written outdoor play and learning related policies are in place (6-7 different topics addressed).</li> </ul>

For additional information on NAP SACC or to view additional self-assessment instruments visit [www.gonapsacc.org](http://www.gonapsacc.org).

# Appendix B

## Classroom Management and Tips for Modifying Activities

Teacher Preparation/ Participation	<ul style="list-style-type: none"> <li>• <b>Be prepared</b> — you need to know how to do the activity in order to be able to lead it. Always familiarize yourself with the activity and adaptations before presenting it to the children.</li> <li>• Pay attention to classroom set-up — make materials accessible; allow sufficient space for activities; keep set-up as consistent as possible.</li> <li>• Structure the environment to prompt the desired behavior.</li> <li>• Have sufficient materials that are developmentally appropriate.</li> <li>• Build physical activity into other activities — use a warm-up for circle time, do yoga to quiet a class down, sing an action song while waiting in line.</li> <li>• Model for children when you are explaining an activity or game — do it in the beginning and during the activity.</li> <li>• Allow for both direct instruction and exploration. Allow for a variety of active responses.</li> <li>• For organized activities, keep groups small enough that children do not spend a lot of time standing around and waiting for a turn.</li> <li>• Engage children — if they are not interested, they will not participate.</li> <li>• Make activities motivating — children like to imitate adults. Also, children like some risk — add excitement with activities such as pretending to walk over an alligator pit.</li> <li>• Children like to make choices. Give options.</li> <li>• Use peer pairs — have one child help another child with a skill or activity.</li> <li>• Encourage sportspersonship — have children cheer for other children and be excited when they see their classmates succeed.</li> <li>• <b>Have a Plan B</b> (alternative) in case an activity does not go well.</li> </ul>
Rules, Prompts, and Cues	<ul style="list-style-type: none"> <li>• Stress competence and cooperation where appropriate — not competition.</li> <li>• Praise children's efforts, even if they do not succeed in a specific skill. Emphasize what they have achieved.</li> <li>• Give clear, age-appropriate directions. Break down an activity and use repetition as needed.</li> <li>• Provide rules such as how many children are allowed at an activity at a time.</li> <li>• Use music to start and stop activity. If you have students with hearing difficulties, be sure to also use a visual cue to start/stop.</li> <li>• Use multiple means to explain an activity or as reminders. Have pictures in the classroom showing activities. Use visual cues such as cut-outs of feet to remind children of foot placement.</li> <li>• Place children with disabilities near teachers so they can have extra help if needed.</li> <li>• Ensure all children understand directions.</li> <li>• If a child does not hear well, be sure you understand the best way to communicate (e.g., using interpreters, visual cues, lip reading).</li> <li>• If a child has a visual disability, be sure to describe instructions and environment in detail. Avoid changing the environment too often and without warning.</li> <li>• Children with cognitive disabilities can be guided by a partner. Use repetition and demonstration as well. Even if certain concepts cannot be grasped, it is still important to try to involve all children in physical activities.</li> </ul>
Equipment	<ul style="list-style-type: none"> <li>• Adapt equipment — use larger/lighter equipment when child needs it.</li> <li>• Vary size, weight, color, texture of balls and other equipment as needed.</li> <li>• Use Velcro.</li> <li>• Alter the target (lower, larger goal).</li> </ul>
Boundary/ Playing Field	<ul style="list-style-type: none"> <li>• Adjust distance as needed.</li> <li>• Use well-defined boundaries.</li> <li>• Adapt play area (smaller, obstacles removed).</li> </ul>
Actions	<ul style="list-style-type: none"> <li>• Change locomotor patterns.</li> <li>• Modify body positions.</li> <li>• Modify grasps.</li> <li>• Reduce number of actions.</li> </ul>
Time	<ul style="list-style-type: none"> <li>• Allow time for physical activity. Build it into the schedule several times during the day. Remember, two 20-minute or three 10-minute sessions may be more age appropriate than a 30- or 40-minute session.</li> <li>• Vary the tempo of activities — have some that are fast moving (e.g., walk fast or run) and others that might be slower (e.g., walk like a turtle).</li> <li>• Lengthen or shorten the activity time.</li> <li>• Slow the activity pace.</li> <li>• Provide frequent rest periods.</li> </ul>
Additional Learning	<ul style="list-style-type: none"> <li>• Enrich the experience by adding cognitive learning — add counting, numbers, colors. Discuss concepts such as over, under, around; discuss new words such as overhand or underhand.</li> <li>• Relate words and activities to things in everyday life (e.g., the pitcher throwing the ball or the farmer picking the fruit off the tree).</li> </ul>

# Appendix C

## Equipment and Loose Parts List

### Infants

Baby bathtub or basin  
Blanket  
Plastic bottles (filled with rice, beans, etc.)  
Large mobility ball  
Newspaper  
Rattle  
String

### Toddlers - Preschoolers

Balls  
• Large  
• Small  
• Geoball or O Ball\*  
• Slo-Mo balls\*  
• Flyweight balls\*  
• Beach balls\*  
• Bumps ball\*  
• Lighted or sound balls\*  
• Mobility ball\*  
Bath scrunchies  
Bean bags  
Beach accessories (Preschoolers)  
Blocks

Boxes/baskets  
Bubble soap and bubble wands (Toddlers)  
Bubble wrap (Toddlers and Twos)  
Carpet squares  
Carpet tubes – cut in half lengthwise and used as chute to roll balls down\*  
Chalk  
Cones  
Floor markers and shapes  
Floor spots or ploy dots (colored)  
Foam noodles  
Foot cut-outs  
Hacky sacks  
Hula hoops  
Gallon jugs (empty)  
Leaves  
Music  
Paper background of sky and clouds, stars, rockets, etc. with Velcro on each (Twos)  
Paper plates (Preschoolers)  
Parachute\*  
Pinecones  
Racquets  
Scarves\*

String\*  
Sticks and branches  
Tape  
Targets – large and small  
Tin cans (Preschoolers)  
Velcro gloves and other manipulative objects\*

### Optional

Drainage tubing  
Dress up clothing  
Inner tubes  
Jump ropes  
Mats  
Mattress  
Mirrors  
Planks of Lumber (2x4, 2x6, 4x4, 6x6, etc.)  
Plastic rain gutters  
Push toys  
PVC piping  
Road signs  
Rocks  
Sacks (burlap)  
Saw Horses  
Trikes and other ride-on toys

\*These materials may be helpful for children with disabilities and for any child who needs some additional help.

# Appendix D

## Alternative Equipment Solutions

### 1. Balance beams:

- These do not have to be actual beams. Put a line of tape on the floor for children who have poorer balance.
- Start by walking the line — if children cannot walk on the line, have them walk with one foot on each side of the line. Then progress to walking with one foot on the line, then walking with both feet on the line.
- Do you have curbs or landscape timbers outside? Use them as balance beams.
- Sidestep instead of walking forward.

### 2. Bridges and tunnels:

- Use the wall instead of the floor to make a tunnel. This will make a higher bridge for a wheelchair to go through. Have the children lean into the wall to make a tunnel.
- Help the children practice on their knees before making a bridge.
- Encourage push-ups to increase upper body strength. Children in wheelchairs could substitute wheelchair/seated push-ups (dips) if able.

### 3. Throwing:

- Post targets such as poly spots to throw toward, varying the distances and size of the poly spots /targets when possible.
- Put markers or feet cut-outs on the floor as a visual reminder to put feet apart and twist body.
- Use the hand-over-hand method to guide the child through the throwing motion (caregiver's hand over the child's hand).

### 4. Catching:

- Vary how inflated the ball is. A ball that is less inflated is easier to catch and grasp.
- Try catching a soft ball, Geoball, a bath scrunchie, ball with braids, or ball with bumps.
- Use a beanbag for children who can't catch a ball. Use a ball with sound and/or lights.
- Use a flyweight ball — it is easier to catch.

### 5. Striking:

- Put the cone on a block to increase its height from floor level.
- Vary the height with the size or number of blocks for raising the cone.
- Have children who have trouble standing strike while sitting — be sure to put the ball at the proper height.
- Secure a string across an open space. Hang wiffle balls or tie on foam balls for children to hit.

### 6. Balancing:

- For a child who is having difficulty balancing on one foot, start by holding his/her hands and have the child bend his/her knee. Allow the leg to be supported by the other leg.
- For children who cannot stand, have them test their balance by leaning to one side or the other with as little support as possible.

### 7. Sidestepping:

- For a child having difficulty with sidestepping, face the child and hold his/her hands. Have the child move sideways with you, telling (and showing) the child to move one foot and then the other.

### 8. Ball rolling:

- For children who cannot sit on the floor, have them sit at a table with a partner opposite them. Roll the ball on the table.
- For a child who is seated in a wheelchair, add a chute such as a carpet tube cut in half along its length. Prop the chute on an angle in front of the child. This will enable the child to roll the ball down the chute.

### 9. Hurdles:

- Prop up some hurdles so that non-ambulatory children can crawl under them.
- For children in wheelchairs, put hurdles higher so that they can roll under them.

### 10. Dancing:

- For children with limited mobility, have them participate by clapping, playing musical instruments, making hand and arm movements, or moving with their wheelchair or other assistive device (walker). Make sure there is enough space to maneuver. Note that these children may also move at a different pace.

### 11. Obstacle course:

- Set up activities that children with limited mobility can do — throw a ball into a basket, roll a ball across a table, ride under a hurdle, etc. They may need more space or ground to move around.
- Guide children with visual, cognitive, or hearing difficulties through the obstacle course or use partners. An adult may need to be the guide to ensure that children with visual disabilities go through the course safely.

### 12. Walking backwards:

- Many children have trouble starting to walk backwards. Have an adult stand behind them with their hands on the child's shoulders. The adult starts to walk backwards and takes the child with them.
- Some children in wheelchairs, depending on ability, may be able to roll backwards. Ensure that children have enough space to maneuver, realizing that they may not move in a straight line.

# Appendix E

## Child Care Weather Chart

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### Understand the Weather

#### Wind-Chill



- 30° is *chilly* and generally uncomfortable
- 15° to 30° is *cold*
- 0° to 15° is *very cold*
- 32° to 0° is *bitter cold* with significant risk of *frostbite*
- -20° to -60° is *extreme 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 Chart

Wind-Chill Factor Chart (in Fahrenheit)										
Air Temperature	Wind Speed in mph									
	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	
-20	-20	-34	-41	-45	-48	-51	-53	-55	-57	
-30	-30	-46	-53	-58	-61	-64	-67	-69	-71	

■ Comfortable for outdoor play
 ■ Caution
 ■ Danger

Heat Index Chart (in Fahrenheit %)																
Temperature (F)	Relative Humidity (Percent)															
	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	87			
84	83	84	85	86	88	89	90	92	94	96	98	100	103			
90	91	93	95	97	100	103	106	109	113	117	122	127	132			
94	97	100	102	106	110	114	119	124	129	135						
100	109	114	118	124	129	136										
104	119	124	131	137												
110	136															

2009

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? **Clothing** 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 child 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, have plenty of fluids. Child care providers must be vigilant about maximum protection of children.

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.

Child Care Weather Watch, Iowa Department Public Health, Healthy Child Care Iowa. Produced through federal grant (MCJ19T029 & MCJ19KCC7) funds from the US Department of Health & Human Services, Health Resources & Services Administration, Maternal & Child Health Bureau. Wind-Chill and Heat Index information is from the National Weather Service.

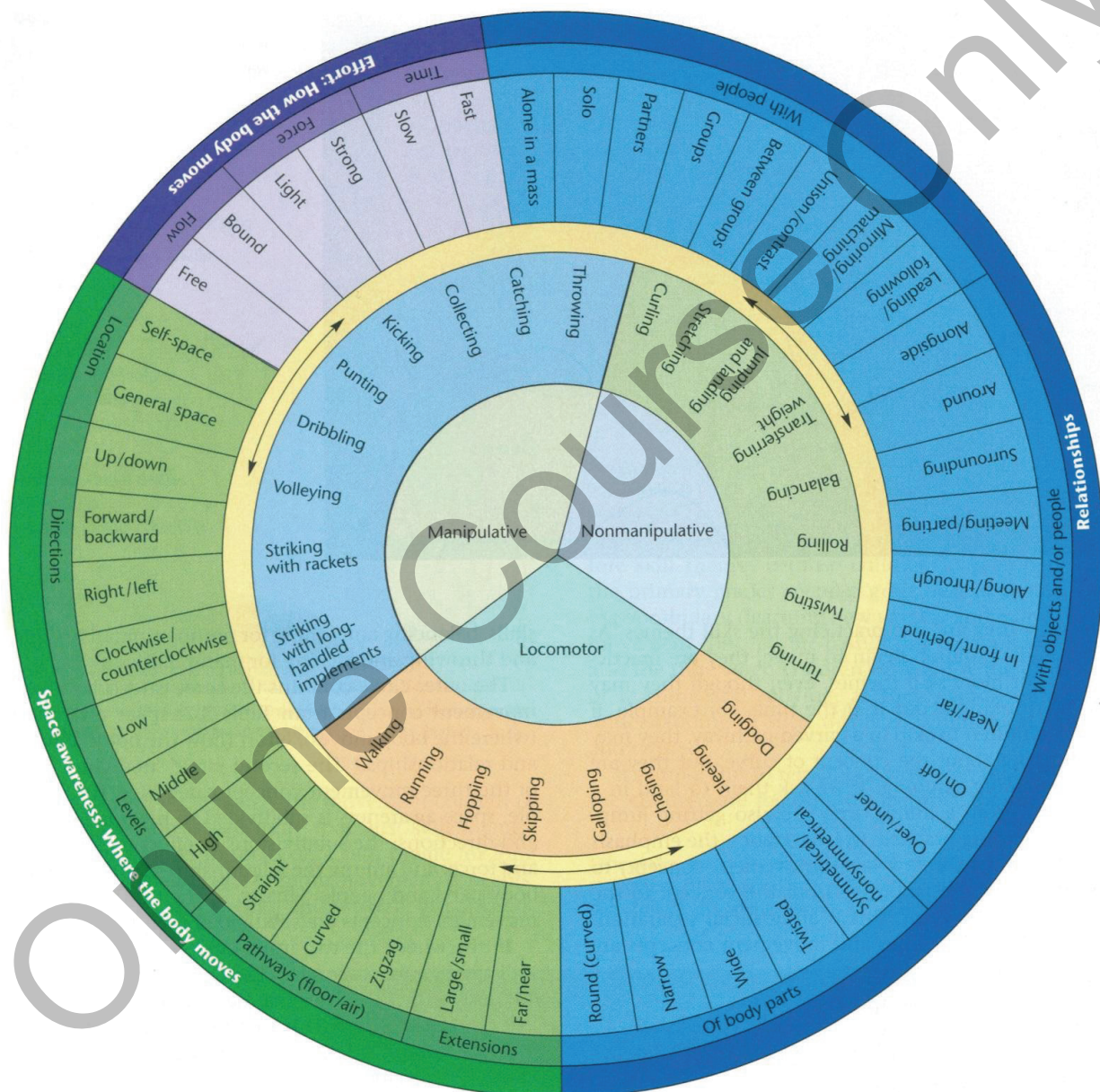
Also refer to the National Weather Service Heat Index Chart ([www.nws.noss.gov](http://www.nws.noss.gov)) and the Environment Rating Scales (ECERS-R and ITER) for information on weather considerations and guidelines.



# Appendix F

## Motor Skills and Movement Concepts

### Movement Analysis Framework - The Wheel



Graham, G., Holt/Hale, S.A., & Parker, M. (2013). Children moving: A reflective approach to teaching physical education. New York, NY: McGraw-Hill Companies, Inc. Reproduced with permission of The McGraw-Hill Companies.

# Appendix F continued

## Motor Skills and Movement Concepts

### Fundamental Motor Skills (Skill Themes)

Locomotor	Nonlocomotor	Manipulative
Walking	Turning	Throwing/Tossing
Running	Twisting	Catching
Hopping	Rolling	Collecting
Skiping	Balancing	Kicking
Gallopig	Transferring Weight	Punting
Chasing	Jumping and Landing	Dribbling
Fleeing	Stretching	Volleying
Dodging	Curling	Striking with rackets
Sliding	Swinging	Striking with long-handled implements
Climbing	Swaying	
Crawling	Muscle strength/support	
Creeping	Pushing	
	Pulling	

### Movement Concepts

Body Awareness	Space Awareness	Effort awareness	Relationship Awareness
Body Parts	Locations	Time	of body parts
Body shapes	Self-space	Fast	Round (curved)
Body comfort	General space/shared space	Medium	Narrow
	Directions	Slow	Wide
	Up/down	Force (degrees of)	Twisted
	Forward/backward	Strong	Symmetrical/
	Right/left	Medium	nonsymmetrical
	Sideways	Light	With objects and/or people
	Clockwise/counterclockwise	Force (creating)	Over/under
	Levels	Starting	On/off
	Low	Sustained	Near/far
	Middle	Explosive	In front/behind
	High	Gradual	Along/through
	Pathways	Force (absorbing)	Meeting/parting
	Straight	Stopping	Surrounding
	Curved	Receiving	Around
	Zigzag	Stabilizing	Alongside
	Extensions	Flow	With people
	Large/small	Bound	Leading/following
	Far/near	Free	Mirroring/matching
		Dimension	Unison/contrast
		Single movements	Between groups
		Combinations	Groups
		Transitions	Partners
			Solo

Note: Combining the motor skills and movement concepts above can provide rich movement experiences for young children. Think of them as *movement sentences* with the motor skills being your *verbs* and the movement concepts being your *adverbs*. Many child-directed and adult-lead activities will involve many of these important motor skills and movement concepts.

Adapted from the Movement Analysis Framework (wheel) on the previous page and I Am learning curriculum (<http://choosykids.com/CK2-resources/eventhost/Day%202/Body%20Language/The%201%20am%20Moving%20Curriculum.pdf>)



# Appendix G

## North Carolina Child Care Rules Related to Physical Activity

**Child Care Rule .0508 (b)(1)(2)** specifically require that the schedule reflects a block of time for both active and quiet play and activities in indoor and outdoor areas.

**Child Care Rule .0508 (b)(4)** requires at least one hour of play outdoors daily.

**Child Care Rule .0508 (c)** requires at least thirty minutes of outdoor time for children under two.

**Child Care Rule .0508 (d)(2)** requires that the activity plan include a daily gross motor activity that may occur indoors or outdoors.

**Child Care Rule .0509 (1)(2)(3)(4)** requires materials and equipment to be maintained in both the indoor and outdoor play areas. It must be sufficient to provide a variety of play experiences that promote physical development and allow for vigorous play and large muscle development. This equipment may be teacher-made or home-made as long as it is safe and developmentally appropriate. The center shall provide space and time for vigorous indoor activity when children cannot play outdoors.

**Child Care Rule .0511 (a)(b)** requires that developmentally appropriate toys and activities are provided to children under two years of age to promote physical well-being. This includes storage of materials, sufficient quantity for access and choice, time for playing, and promotion of physical development by caregivers.

**Section .0600** of the child care rules are the rules around safety and condition of the materials that are made available to the children in care. There are rules contained in this section around appropriate child-sized equipment, fall zones and surfacing. This section also covers storage of hazardous materials and maintenance of the equipment. Child Care Rule .0605 specifically covers the condition of the outdoor learning environment. This rule governs the specific fall zone requirements and the surfacing therein. The requirements around monthly playground inspections is also covered within this rule.

**Child Care Rule .0714 (f)** is the rule regarding supervision. This rule requires staff to provide adequate supervision. Adequate supervision shall mean that staff shall interact with the children while moving about the indoor and outdoor areas. In an outdoor environment, the interpretation would be that staff are engage in what the children are doing.

**Section .1400** of the child care rules are the rules around indoor and outdoor space requirements. This includes areas focusing on playground and outdoor play area space, shade, supervision and aquatic activities.

**Child Care Rule .2508 (c)(d)(e)** requires that child care facilities provide age appropriate activities to school-age children including games or manipulatives, health education or wellness activities, sand and water play, and structured or unstructured physical activities. Also included in this rule is developmentally appropriate equipment and criteria for providing screen time.

# Appendix H

## Environment Rating Scales Related to Physical Activity

### Scale-related information regarding active play, movement, and outdoors:

The following information highlights items on the Environment Rating Scales having indicators that relate to active play/movement and related considerations including characteristics or affordances of the gross motor space, presence of safety hazards, quality of supervision provided, facilitation of gross motor play, presence and types of gross motor equipment and other materials, and the frequency/length of outdoor play, weather permitting:

The **Early Childhood Environment Rating Scale, Revised (ECERS-R)** assesses child care environments for children ages 2 ½ through 5 years.

Item 7 Space of gross motor play	<ul style="list-style-type: none"> <li>• Characteristics/affordances of the gross motor space(s)</li> <li>• Presence of safety hazards</li> </ul>
Item 8 Gross motor equipment	<ul style="list-style-type: none"> <li>• Appropriateness of equipment</li> <li>• Variety and types of gross motor equipment</li> <li>• Minimum daily time requirement of 1 hour</li> </ul>
Item 14 Safety practices	<ul style="list-style-type: none"> <li>• Presence of safety hazards</li> <li>• Action on part of staff to prevent hazards</li> </ul>
Item 21 Music/movement	<ul style="list-style-type: none"> <li>• Movement/dance provided at least weekly</li> <li>• Access to music materials/dance props provided daily</li> </ul>
Item 24 Dramatic play	<ul style="list-style-type: none"> <li>• Props outside for more active dramatic play</li> </ul>
Item 29 Supervision of gross motor activities	<ul style="list-style-type: none"> <li>• Addresses quality of supervision provided</li> <li>• Facilitation of gross motor play</li> </ul>
Item 34 Schedule	<ul style="list-style-type: none"> <li>• Requires daily opportunities for both active and quiet play</li> <li>• Requires gross motor play and a minimum of 1 hour of outdoor time daily, weather permitting</li> </ul>
Item 35 Free play	<ul style="list-style-type: none"> <li>• Free play outside weather permitting</li> </ul>

The **Infant Toddler Environment Rating Scale, Revised (ITERS-R)** assesses child care environments for children from birth through 2 ½ years of age.

Item 11 Safety practices	<ul style="list-style-type: none"> <li>• Presence of safety hazards</li> <li>• Action on part of staff to prevent hazards</li> </ul>
Item 16 Active physical play	<ul style="list-style-type: none"> <li>• Characteristics/affordances of the gross motor space(s)</li> <li>• Presence of safety hazards</li> </ul>
Item 20 Dramatic play	<ul style="list-style-type: none"> <li>• Props outside or other large areas for more active dramatic play</li> </ul>
Item 21 Music and movement	<ul style="list-style-type: none"> <li>• Facilitation of music/movement activities daily</li> <li>• Staff encourage children to dance, clap, sing, etc.</li> </ul>
Item 22 Nature/science	<ul style="list-style-type: none"> <li>• Outdoor experiences with nature at least twice a week</li> </ul>
Item 25 Supervision of play and learning	<ul style="list-style-type: none"> <li>• Addresses quality of supervision provided both indoors and outdoors</li> </ul>
Item 29 Schedule	<ul style="list-style-type: none"> <li>• Requires gross motor play and a minimum of 1 hour of outdoor time daily, weather permitting</li> </ul>
Item 30 Free play	<ul style="list-style-type: none"> <li>• Free play outside weather permitting</li> </ul>

# Appendix H continued

## Environment Rating Scales Related to Physical Activity

The **School Age Care Environment Rating Scale (SACERS)** assesses supplementary (before/after school, summer programs) care provided for children from 5 through 12 years of age.

Item 2 Space for gross motor activities	<ul style="list-style-type: none"> <li>Quality of indoor and outdoor spaces used for gross motor play</li> </ul>
Item 8 Furnishing for gross motor activities	<ul style="list-style-type: none"> <li>Appropriateness of equipment</li> <li>Variety and types of gross motor equipment</li> </ul>
Item 9 Access to host facilities	<ul style="list-style-type: none"> <li>Program has use of areas like a gymnasium, playground, tennis court/ball field, etc.</li> </ul>
Item 15 Safety practices	<ul style="list-style-type: none"> <li>Presence of safety hazards</li> <li>Action on part of staff to prevent hazards</li> </ul>
Item 21 Music and movement	<ul style="list-style-type: none"> <li>Variety of music materials/dance props accessible daily</li> <li>Opportunities for children to have music or movement instruction</li> </ul>
Item 31 Staff supervision of children	<ul style="list-style-type: none"> <li>Addresses quality of supervision provided both indoors and outdoors</li> <li>Staff coach team sports</li> </ul>
Item 37 Schedule	<ul style="list-style-type: none"> <li>Requires gross motor play daily, weather permitting</li> </ul>
Item 40 Use of community resources	<ul style="list-style-type: none"> <li>Opportunities to use recreational resources within the community</li> </ul>

The **Family Child Care Environment Rating Scale, Revised (FCCERS-R)** assesses the care provided in a residence/home setting for small groups of children from birth through 12 years of age. These items have indicators that relate to active play.

Item 2 Safety practices	<ul style="list-style-type: none"> <li>Presence of safety hazards</li> <li>Action on part of providers to prevent hazards</li> </ul>
Item 18 Music and movement	<ul style="list-style-type: none"> <li>Providers to encourage children to dance, clap, sing, etc.</li> </ul>
Item 20 Dramatic play	<ul style="list-style-type: none"> <li>Props outside or other large areas for more active dramatic play</li> </ul>
Item 22 Nature/science	<ul style="list-style-type: none"> <li>Outdoor experiences with nature at least twice a week</li> </ul>
Item 26 Active physical play	<ul style="list-style-type: none"> <li>Characteristics/affordances of the gross motor space(s)</li> <li>Presence of safety hazards</li> </ul>
Item 21 Supervision of play and learning	<ul style="list-style-type: none"> <li>Addresses quality of supervision provided both indoors and outdoors</li> </ul>
Item 31 Schedule	<ul style="list-style-type: none"> <li>Requires gross motor play and a minimum of 1 hour of outdoor time daily, weather permitting</li> </ul>
Item 32 Free play	<ul style="list-style-type: none"> <li>Free play outside weather permitting</li> </ul>

### For more information and additional resources:

While preparing for the assessment process, review information and materials found on the website [www.ncrlap.org](http://www.ncrlap.org) such as the NC Additional Notes and NCRLAP's Requirements for Gross Motor Space and Equipment. Several training resources related to children's active play and gross motor spaces are also found at this website.

See Appendix K for environment rating scales references.

The following information highlights the goals and developmental indicators that fall under Health and Physical Development domain that relate to physical health and motor development.

### Foundation Domain: Health and Physical Development • Subdomain: Physical Health and Growth

<b>Goal(s):</b> Goal HPD-2: Children engage in active physical play indoors and outdoors. <b>Developmental Indicator(s):</b> 18 developmental indicators	
Infants (3 developmental indicators)	<ul style="list-style-type: none"> <li>HPD-2a: Engage in physically active movements (spending time on their tummy, repeating actions, kicking, waving arms, rolling over).</li> <li>HPD-2b: Move their bodies to explore the indoor and outdoor environment.</li> <li>HPD-2c: Develop strength and stamina by continuing movements over short periods of time.</li> </ul>
Younger Toddlers (4 developmental indicators)	<ul style="list-style-type: none"> <li>HPD-2d: Show they enjoy active play and seek to be physically active (choose to play often on climber, laugh and squeal while moving).</li> <li>HPD-2e: Anticipate and ask for outdoor play (point at door and say, "Out!", resist coming indoors).</li> <li>HPD-2f: Engage in regular and sustained movement (push toys around play yard, go up and down slide over and over).</li> <li>HPD-2g: Develop strength and stamina as they use large muscles and participate in physical activity for longer periods of time.</li> </ul>
Older Toddlers (3 developmental indicators)	<ul style="list-style-type: none"> <li>HPD-2h: Develop strength and stamina by spending moderate periods of time playing vigorously.</li> <li>HPD-2i: Show satisfaction with new active skills and strengths (ask others to watch them say, "I'm big and strong!").</li> <li>HPD-2j: With guidance and support, transition from active to quiet activities.</li> </ul>
Younger Preschoolers (4 developmental indicators)	<ul style="list-style-type: none"> <li>HPD-2k: Develop strength and stamina by spending moderate periods of time playing vigorously.</li> <li>HPD-2l: Choose a variety of structured and unstructured physical activities indoors and outdoors.</li> <li>HPD-2m: Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching).</li> <li>HPD-2n: Transition from active to quiet activities with limited guidance and support.</li> </ul>
Older Preschoolers (4 developmental indicators)	<ul style="list-style-type: none"> <li>HPD-2o: Develop strength and stamina by spending extended periods of time playing vigorously.</li> <li>HPD-2p: Communicate ways exercise keeps us healthy and makes us feel good.</li> <li>HPD-2q: Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play).</li> <li>HPD-2r: Transition independently from active to quiet activities most of the time.</li> </ul>

North Carolina Foundations Task Force. (2013). North Carolina foundations for early learning and development (Page 71). Raleigh: Author.

### Example Physical Health and Growth Strategies:

**Infants & Toddlers:** (11) Some infants and toddlers are highly sensitive to light, noise, and the way they are touched. Provide spaces that offer less stimulation so they can feel calm and comfortable. Work with families and specialists to offer appropriate physical activity for these children. (1 of 14 strategies for infants and toddlers)

**Preschoolers:** (7) Share information about programs or activities in the community that encourage physical activity for families, including children with special needs: parks, greenways, playgrounds, swimming pools, lakes, and gyms. (1 of 11 strategies for preschoolers, others include 6, 8, and 9)

# Appendix I continued

## North Carolina Foundations for Early Learning & Development

The following information highlights the goals and developmental indicators that fall under Health and Physical Development domain that relate to physical health and motor development.

### Foundation Domain: Health and Physical Development • Subdomain: Motor Development

<b>Goal(s):</b> Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment. <b>Developmental Indicator(s):</b> (18 developmental indicators)	
Infants (4 developmental indicators)	<ul style="list-style-type: none"> <li>HPD-4a: Gain control of arm and leg movements.</li> <li>HPD-4b: Maintain upright posture when sitting and standing.</li> <li>HPD-4c: Move in and out of various positions by rolling, pushing up, and pulling to stand.</li> <li>HPD-4d: Move from place to place as their abilities allow (squirm, roll, scoot, crawl, cruise, or walk).</li> </ul>
Younger Toddlers (3 developmental indicators)	<ul style="list-style-type: none"> <li>HPD-4e: Develop strength, balance, and coordination by repeating movements (pull up and sit down; bend and straighten, squat to pick something up from the floor).</li> <li>HPD-4f: Move their arms and legs together to climb, push and pull (push a stroller, use riding toys, crawl up steps).</li> <li>HPD-4g: Move through the world with more independence (crawl, cruise, walk, run, use therapeutic walker).</li> </ul>
Older Toddlers (4 developmental indicators)	<ul style="list-style-type: none"> <li>HPD-4h: Move their arms and legs to complete a task (kick, jump, step, pedal, push away).</li> <li>HPD-4i: Move through the world with a variety of movements and with increasing independence (run, jump, pedal).</li> <li>HPD-4j: Use familiar objects that encourage large motor movements (riding toys, crawl tubes, large ball in basket, slide).</li> <li>HPD-4k: Perform actions smoothly with balance, strength, and coordination (dance, bend over to pick up a toy, reach up high on a shelf, walk up and down steps).</li> </ul>
Younger Preschoolers (4 developmental indicators)	<ul style="list-style-type: none"> <li>HPD-4l: Demonstrate strength and balance by managing uneven surfaces such as hills, ramps, and steps.</li> <li>HPD-4m: Refine movements and show generally good coordination (e.g., throwing and catching).</li> <li>HPD-4n: Use a variety of toys and equipment that enhance gross motor development (balls, slides, pedaling toys, assistive technology).</li> <li>HPD-4o: Move their bodies in space with good coordination (running, hopping in place, galloping).</li> </ul>
Older Preschoolers (4 developmental indicators)	<ul style="list-style-type: none"> <li>HPD-4p: Coordinate movement of upper and lower body.</li> <li>HPD-4q: Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another).</li> <li>HPD-4r: Move quickly through the environment and be able to stop (run fast, pedal fast).</li> <li>HPD-4s: Show awareness of own body in relation to other people and objects while moving through space.</li> </ul>

North Carolina Foundations Task Force. (2013). North Carolina foundations for early learning and development (pp. 75-76). Raleigh: Author.

### Example Physical Health and Growth Strategies:

**Infants & Toddlers:** (1) Play with infants and toddlers both indoors and outdoors. Make sure the environment is safe. Include play on a variety of surfaces and provide open spaces for free movement. (1 of 14 strategies for infants and toddlers, others include 2, 3, 8, 9, 10, 11, 12, 13, and 14)

**Preschoolers:** (9) Change materials routinely to encourage discovery, engagement, and participation. (1 of 15 strategies for preschoolers, others include 8, 10, 11, 12, 13, 14 and 15)