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Dedicated to improving the health and well-being of North Carolinians

Be Active Kids® is a signature program of the

Endorsed by:

Blue Cross Blue Shield of North Carolina Foundation

North Carolina Association for the Education of Young Children

Start Smart

Frank Porter Graham Child Development Institute

UNC
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 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.
Ball Buddies

Decoder Page

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.

Decoder Page

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.

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.

The MOTOR SKILLS, MOVEMENT CONCEPTS, and CURRICULAR CONCEPTS table provides a summary of the concepts associated with the activity.

<table>
<thead>
<tr>
<th>MOTOR SKILLS</th>
<th>MOVEMENT CONCEPTS</th>
<th>CURRICULAR CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locomotor</td>
<td>Non-Locomotor</td>
<td>Manipulative</td>
</tr>
<tr>
<td>Ball rolling</td>
<td>Bending, stretching</td>
<td>—</td>
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<tr>
<td></td>
<td></td>
<td>Relationship awareness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Language &amp; literacy (colors), spatial relationships</td>
</tr>
</tbody>
</table>
**Where Is My heart?**

**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](http://www.altdotlife.com/?p=2255), a home-school preschool curriculum.

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**CUE WORDS**
- Heart
- Left side

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<table>
<thead>
<tr>
<th>MOTOR SKILLS</th>
<th>MOVEMENT CONCEPTS</th>
<th>CURRICULAR CONCEPTS</th>
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<tr>
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<td>Non-locomotor</td>
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</tr>
<tr>
<td>Various</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td></td>
<td>Body awareness</td>
<td>Science (circulation)</td>
</tr>
</tbody>
</table>
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

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

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)
### INFANTS

#### BE ACTIVE KIDS®

**INFANTS**

**6 Weeks to 12 Months**

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<th>Non-locomotor</th>
<th>Manipulative</th>
<th>Movement Concepts</th>
<th>Curricular Concepts</th>
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<tr>
<td>Sledding Adventure</td>
<td>6 weeks-5 months</td>
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<td></td>
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<td>Body awareness</td>
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<tr>
<td>Kick like Leap the Rabbit</td>
<td>1+ months</td>
<td></td>
<td></td>
<td></td>
<td>Body awareness</td>
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</tr>
<tr>
<td>Dart’s Flip-Flop</td>
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<tr>
<td>Trunk Lift</td>
<td>2+ months</td>
<td></td>
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<td>Body awareness</td>
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<tr>
<td>Swat Team</td>
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<td>Body awareness, relationship awareness</td>
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<tr>
<td>Rock and Roll</td>
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<td></td>
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<td>Body awareness, relationship awareness</td>
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<tr>
<td>Having a Ball</td>
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<td></td>
<td>Body awareness, relationship awareness</td>
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</tr>
<tr>
<td>Dart’s Water Kicks</td>
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<tr>
<td>Sensory Bottles</td>
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<tr>
<td>Give Blue a Hand</td>
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<tr>
<td>Flying like Glide</td>
<td>4 months-1 year</td>
<td></td>
<td></td>
<td></td>
<td>Body awareness</td>
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<tr>
<td>Row, Row, Row Your Boat</td>
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<td>Body awareness, spatial awareness</td>
<td>Language &amp; literacy</td>
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<tr>
<td>Pat-a-Cake</td>
<td>6+ months</td>
<td></td>
<td></td>
<td></td>
<td>Body awareness</td>
<td>Language &amp; literacy, social interaction</td>
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<tr>
<td>Swing’s Sway</td>
<td>8+ months</td>
<td></td>
<td></td>
<td></td>
<td>Body awareness, spatial awareness</td>
<td>Language &amp; literacy</td>
</tr>
<tr>
<td>Arts and Crafts</td>
<td>8+ months</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cause &amp; effect</td>
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<tr>
<td>Crawl like Blue the Caring Cub</td>
<td>9+ months</td>
<td></td>
<td></td>
<td></td>
<td>Body awareness, spatial awareness, relationship awareness</td>
<td>Language &amp; literacy</td>
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<tr>
<td>Cruise-in</td>
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<tr>
<td>Tunnel Crawl</td>
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<td>Spatial awareness, relationship awareness</td>
<td>Language &amp; literacy</td>
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<tr>
<td>Doing the Bounce</td>
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<td></td>
<td></td>
<td></td>
<td>Body awareness</td>
<td>Language &amp; literacy</td>
</tr>
<tr>
<td>Mountain Climbing</td>
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<td></td>
<td></td>
<td></td>
<td>Body awareness, relationship awareness</td>
<td>Language &amp; literacy</td>
</tr>
<tr>
<td>Stepping Out</td>
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<td>Body awareness, spatial awareness</td>
<td>Language &amp; literacy</td>
</tr>
<tr>
<td>I’m Right Behind You</td>
<td>10+ months</td>
<td></td>
<td></td>
<td></td>
<td>Body awareness, spatial awareness</td>
<td>Language &amp; literacy</td>
</tr>
</tbody>
</table>

### 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
Sensory Bottles

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

<table>
<thead>
<tr>
<th>MOTOR SKILLS</th>
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<th>CURRICULAR CONCEPTS</th>
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</thead>
<tbody>
<tr>
<td>Locomotor, Non-locomotor, Manipulative</td>
<td>—</td>
<td>Language &amp; literacy</td>
</tr>
</tbody>
</table>
Crawl like Blue the Caring Cub

**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.

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**CUE WORDS**
- Up
- Arm, leg, arm, leg

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<table>
<thead>
<tr>
<th>MOTOR SKILLS</th>
<th>MOVEMENT CONCEPTS</th>
<th>CURRICULAR CONCEPTS</th>
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<tr>
<td>Crawling</td>
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**INFANTS 9+ months**

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## 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

<table>
<thead>
<tr>
<th>Name of Activity</th>
<th>Locomotor</th>
<th>Non-locomotor</th>
<th>Manipulative</th>
<th>Movement Concepts</th>
<th>Curricular Concepts</th>
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<tbody>
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<td>Beginning Running Games</td>
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<td>Language &amp; literacy (colors), numeracy</td>
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<tr>
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<td>Language &amp; literacy, spatial relationships</td>
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<td>Lily Pad Walk</td>
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<td>Language &amp; literacy (colors, fast-slow)</td>
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<tr>
<td>Let’s Take a Walk</td>
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<tr>
<td>What Do You See?</td>
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<td></td>
<td>Spatial awareness, body awareness</td>
<td>Language &amp; literacy</td>
</tr>
</tbody>
</table>
Lily Pad Walk

**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!

---

**CUE WORDS**
- Step
- Jump
- Eyes on the lily pad

---

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

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 — rhythmic, 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.

REFERENCES: