**DRAFT**

**ECERS-R and CLASS Pre-K Crosswalk for CDC H3118**

**Physical Activity Opportunities for Quality Improvements in Early Learning Settings**

**The following illustrates connections between ECERS-R and CLASS Pre-K quality measures and ways to promote physical activity in early learning settings.**

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| **Preschool (3-5 years)** | | |
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| **Quality Category** | **Example of Physical Activity** | **Rationale** |
| **SUBSCALE: Space and Furnishing** | | |
| CLASS Pre-K: Instructional learning formats  ECERS-R Item 4: Room arrangement for play.  ECERS-R Item 7: Space for gross motor play  ECERS-R Item 8: Gross motor equipment | * **Use physical activity as one of a variety of modalities to effectively interest students and gain their participation in activities and lessons, e.g. jump on the spot, now “freeze.”** * **Provide designated areas to play active games.** **Add a physical activity center for one or two children to use independently e.g. suspend a covered balloon in a corner for striking or place rolled socks in a basket and a target on the wall for throwing or on the floor for tossing.** * **Place low bookshelves and heavy tables on rollers so they can be repositioned to alternately discourage rough play in the classroom but then moved to create an open space for safe indoor physical activities.** * **Provide gross motor equipment that may include floor spots; ribbon wands; scarves; 6’ parachute; bowling set; targets; riding toys; yoga mats; 24” hula hoops; and soft, light weight balls such as yarn balls, beach balls, and light plastic balls. For larger spaces equipment might include mats for climbing, rolling, and bouncing. In addition, offer physical activity equipment options such as yoga mats, foam bats for striking, and chalk for drawing lines to jump over.** | * Children respond well to being physically active as they are learning a variety of concepts. When given the opportunity to be physically active, children tend to bring their best work to the task because the physical activity helps with their focus, attention, and retention of information. * Some young children need much more physical activity than others. Providing safe, developmentally appropriate physical activity choices within the classroom meets the need of these very active children. * Preschool child benefit from exposure to a variety of age and stage appropriate equipment to promote the development of large muscle movements and activities. |

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| **SUBSCALE: Personal Care Routines** | | |
| ECERS-R Item 13: Health practices | * **Written policies promoting physical activity include the expectation that children will go outdoors daily in all but extreme weather conditions. (See accompanying Weather Watch chart.)** * **Written policies specifically define the weather conditions in which children are to be outdoors.** * **Clothing appropriate to a variety of weather conditions is available to children.** * **Staff members participate in physical activities daily with the children.** * **Children practice putting on and taking off outdoor clothing before and after playing outdoor multiple times daily. Place outdoor clothing in the dress-up area to enable children to practice putting on and taking off winter and other outdoor clothing.** * **Lead physical activities with themes that teach good health practices. One example is a tag game in which children posing as teeth keep away other children posing as germs. This activity reinforces the importance of tooth brushing to prevent germs from attaching teeth.** | * Written physical activity policies that are shared with all staff and families are likely to be sustained across time and personnel changes. * Include in the policies a definition of the weather conditions under which children are to go outside to remove the judgment of individual staff members who may want to go outside only in mild weather. * Have extra clothing available (supplied by families or other sources) to enable children who lack appropriate clothing for the weather conditions to still go outside with the rest of the group. * Staff members who are physically active with the children are modeling regular exercise as a good health practice. * Children learn to manage health practices independently when they learn to put on and take off their own outdoor clothes. Children can learn to conduct their own safety checks related to physical activity such as checking that shoes are tied or fastened and there is nothing in the mouth. * Games are enjoyable ways to reinforce health practices. |
| ECERS-R Item 14: Safety practices | * **Continuously supervise children engaged in physical activities.** * **Use only safe, age-appropriate equipment, e.g. no trampolines, choking hazards, sharp edges that can cut.** * **Have all children run in the same direction in tag games, e.g. *What Time is It, Mr. Fox?*** * **Provide clear boundaries to indicate where children may and may not go.** * **Have children practice cues for starting and stopping through leading physical activities such as *Red Light Green Light*.** * **Inspect the play area and equipment for cleanliness and safety prior to the start of the day.** * **Wipe down outdoor play at the beginning of the day to remove excess water and moisture.** * **Establish routines for staff and children to place equipment away after use, e.g. yarn balls are placed into a basket, scarves in a bag.** | * Play areas are arranged to avoid safety problems. Preschool children may not be skilled in dodging. They may have difficulty judging speed and distances so they may unintentionally collide with others. Reduce the need for dodging others by having all children run in the same direction, e.g. clockwise in a large circle around an object in the middle. * Enhance safety through teaching children to respond to cues for starting and stopping. * Staff inspects the play area to remove any toys or equipment that are broken or pose a safety issue and report any areas that may be deemed unsafe to the director. * Removing excess water on outdoor play equipment avoids slippery sneaker bottoms, improves hand gripping, and prevents wet clothing on riding toys. * Placing toys in their “home” ensures obstacles are removed and can be found for the next users. |

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| **SUBSCALE: Language-Reasoning** | | |
| ECERS-R Item 15: Books and pictures | * **Encourage children to act out the actions occurring in a story.** * **Encourage children to form shapes (e.g., round, wide, narrow, long, straight), express emotion, and point to and move body parts when mentioned in the story.** * **Ask children to create their own stories using items that promote physical activity (e.g. scarves, rolled socks, hula hoops).** * **Read books such as *Going on a Bear Hunt* and *The Hungry Caterpillar*. Another reference is Story Walk,** [**www.letsgo.org**](http://www.letsgo.org) | * Promote children’s interest in books through encouraging children to act out stories. This technique can help promote children’s comprehension and expand their movement vocabulary while also providing the opportunity to be physically active during an otherwise sedentary story time. |
| CLASS Pre-K: Language modeling  ECERS-R Item 16: Encourage children to communicate | **Teach and encourage children to communicate using the following movement concepts:**   * **Spatial relationships**   + **Relationship of different parts of the body in relationship to each**   + **Relationship to other people and objects**   + **Spatial awareness - developing the concept of general space and self-space**   + **Positions - up, down, forward, backward, left, right**   + **Levels - high middle, low**   + **Pathways - curve, straight, zigzag**   + **Extensions – near/far; make your body large/small**   + **Effort**   + **Move quickly/slowly**   + **Use a lot of force/use little force**   + **Move in a free, flowing way or in a jerky, bound way** | * Adult-led physical activity provides an especially rich environment for promoting language around movement concepts including spatial relationships, spatial awareness, and effort. The movement concepts (listed in the center column) take on meaning when linked to children’s movements. * Physical activity provides the opportunity to model and strengthen language because of the chance to observe a person’s actions and pair it with the descriptive language. * Physical activities also lend themselves to frequent opportunities to ask children what they plan to do or describe what they did before or after observing their movements. * Engaging in adult-led physical activities as well as free active play typically prompt children’s oral communication. The excitement and fun of the activity as well as the large muscle movements may be particularly useful in prompting children, especially reticent children, to use expressive language. * When engaged in imaginative and physically active play children often are able to communicate and perform at a higher level than otherwise evident. |
| CLASS Pre-K: Concept development  ECERS-R Item 17: Using language to develop reasoning skills | * **Use obstacle courses to practice sequencing.** * **Use carry games to practice matching same/different objects.** * **Use carry games to identify and categorize objects by size or shape.** * **The concepts of color, size, or shapes can be practiced using a carry game in which children run from one end of an open space to the other end. Each child carries an item and looks for its exact match at the other end.** * **Ask children to explain why they sorted objects into different groups, or to explain in what way are two objects/pictures the same or different.** * **Sorting can be practiced in carry games that involve identifying healthy and less healthy foods*.*** | * Reasoning skills can be developed while children are enjoyably engaged in a variety of adult-led physical activities. These activities provide the opportunity for adults to have conversations with children regarding their reasoning when matching/categorizing objects. Further explanations of examples follows: * Obstacle courses are based on children moving from one obstacle to another in a defined sequence. Obstacle course make it easy for adults to observe children who may have difficulty sequencing movements and give them corrective feedback. * Carry games involve children picking up an object at one end of the open space to then run, walk, run, jump, hop, slide, log roll, and so forth to the other end of the open space where they look for the object’s match, or to place the object in its category. * Carry games provide opportunities for adults to help children identify or categorize objects/pictures/ numbers/letters that are the same or different with regard to color, size, shape, etc. |
| CLASS Pre-K: Concept development  ECERS-R Item 18: Informal use of language | * **Give the children feedback on their movements during adult-led physical activities.** * **Ask open-endedquestions of children that can be answered through movements, e.g. how many ways can you move across the floor on two different body parts, or on three body parts, or without using your feet, or with a partner.** * **Promote staff-child conversations during free play.** * **Ask the children questions about their movements during adult-led physical activities.** * **Use language to explain how to play adult-led physical activities.** * **Use language to give verbal prompts and feedback throughout adult-led physical activities, e.g. stand *behind* the barrier, step *forward* as you throw, throw *hard* with a lot of *force*, stand *behind* your partner, bend your knees then jump *forward*.** | * It is easy for the adult to provide quality feedback regarding children’s movements when observing them during adult-led physical activities. * Open-ended movement questions provide children with opportunities to develop their creativity. Physical activities also provide the opportunity to ask *why* and *how* questions about movement * It is natural and easy to have staff-child conversations while engaged in playful physical activities together. * Language is key to explaining how to play an adult-led physical activity and to give verbal prompts and feedback throughout the activity. Physical activities also provide especially rich and meaningful language environments to convey a variety of movement concepts involving effort, spatial relationships, and spatial awareness. |
| ECERS-R Item 21: Music/movement | * **Play music with lyrics that dictate a range of movements for children to do.** * **Play music and the adults/children add movements to do to the music.** * **Prompt children to respond to music cues through dancing then abruptly stop (freeze) in response to music that starts and stops.** * **Add rhythmic equipment such as ribbon wands, scarves, or crepe paper streamers for children to explore movements with music.** * **Ask children to clap/stomp as they imitate and follow the lead of an adult in repeating simple rhythmic beats.** | * Moving to music can help children develop rhythm and express the feelings that the music evokes. * The importance of rhythm extends beyond movement. A sense of rhythm is also integral to smooth, fluid spoken language. There appears to be a connection between various elements of music to math skills. Rhythmic activities alone and combined with movement may help children regulate themselves when upset.   *Note: Item 21 is focused almost exclusively on music with only one indicator mentioning movement.* |
| ECERS-R Item 23: Sand/water | * **Promote physical activities involving sand/water such as challenging preschoolers** **to carry objects as they walk. Children can carry jugs filled with water or sand while acting out dramatic scenarios in which they are making deliveries to customers. Vary the size and weight of the jugs to match each child’s ability.** | * Carrying gallon (or half-gallon or quart) jugs of water or sand from place to place provides ample opportunity for the children to develop their muscular strength and endurance. * Working together to fill various size containers with water can be a cooperative activity. |

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| SUBSCALE: Activities | | |
| CLASS Pre-K: Concept development  ECERS-R Item 24: Dramatic play | * **Use dramatic play to promote and enrich physical activities.** * **Use physical activities to promote and enrich dramatic play.** * **Provide children with opportunities for dramatic play outdoors as well as indoors.** * **Add props such as scarves, sports jerseys, and capes to promote play.** | * Many adult-led physical activities can be designed to incorporate dramatic play in them. Both dramatic play and physical activity tend to be especially engaging for young children. Combining physical activity with dramatic play can enrich both aspects of the activity. * Providing opportunities for dramatic play while outdoors enables children to engage in vigorous physical activity as part of their play. |
| ECERS-R Item 25: Nature/science | * **Design physical activities to also teach nature/science concepts. An example is an activity in which children imitate the movements of animals that eat other animals, e.g. birds fly around catching mosquitoes. Use the activity as the stimulus to present the concept of the food chain.** * **Use throwing activities to discuss basic physics concepts such as force and speed.** * **Imitate the movements and behaviors of a variety of animals, e.g. turtles and dogs. elephants. monkeys** * **Identify and point to the most prominent muscles and bones used in varying physical activities, e.g. the bicep muscle during a pulling activity.** | * Engaging children in an imaginative physical activity provides fertile opportunities to incorporate nature/science concepts. * The ability to experience movements can help make somewhat complex concepts more understandable. Discuss how the varying animals’ bodies influence how the animals move, e.g. as children crawl on their bellies imitated turtles then creep on all fours imitating dogs, they may better comprehend why turtles move more slowly than dogs. * As children’s hearts are pounding after playing a vigorous running game, they may be receptive to a simple explanation of how their hearts beat faster when they are moving fast to more quickly pump energy to the muscles used in running. * Children are often fascinated to learn the name and location of the most prominent muscles and bones of their own bodies. |
| ECERS-R Item 26: Math/number | * **Infuse physical activity into math/number activities. One example is a carry game in which children carry a card with a number on it across the open space and place it in a pocket labeled with the same number.** * **Ask children to count aloud the number of times the group performs a movement. Alternatively, ask a child volunteer to select how many times the group will do the movement.** * **Incorporate throwing into number identity by asking children to name the numbers on the paper targets that they try to hit with rolled socks.** | * Physical activity can be helpful in promoting children’s focus, attention, and memory. Infusing physical activities into the practice of math/number learning can enhance children’s engagement with the concepts. Carry games in which children carry something from one end of the open space to the other and back are a way to practice their locomotor skills while also rehearsing math/number concepts. * These can be cooperative activities with children helping each other and learning from this peer assistance. |
| ECERS-R Item 27: Use of TV, video, and/or computers | * **Only occasionally use exercise programs in which the children are active along with the characters displayed on the TV, video, and/or computers.** | * Exercise videos in which children and staff are actively involved are ways to further promote physical activity. * The American Academy of Pediatrics *New Recommendations for Media Use* recommends the following:   For children younger than 18 months, avoid use of screen media other than video chatting. Parents of children 18 to 24 months of age who want to introduce digital media should choose high quality programming, and watch it with their children to help them understand what they're seeing.  For children ages 2 to 5 years, limit screen use to 1 hour per day of high-quality programs. Parents should co-view media with children to help them understand what they are seeing and apply it to the world around them. Problems begin when media use displaces physical activity, hands-on exploration and face-to-face social interaction in the real world, which is critical to learning. Too much screen time can also harm the amount and quality of sleep. Organizations like Common Sense Media can help parents evaluate media content and make decisions about what is appropriate for their family. |
| ECERS-R Item 28: Promote acceptance of diversity | * **Actively promote acceptance of children with varying skill levels and modes of moving during physical activity.** * **Be flexible with rules and expectation, e.g. some children may need consistent reinforcement of the instructions.** * **Modify the environment and task as needed to enable children with disabilities to participate in physical activities with their typical peers.** * **Lead minimally competitive, open-ended adult-led physical activities, modified as needed.** * **Avoid overly competitive physical activities that place high skill demands on children.** * **Keep the focus on cooperative, non-elimination physical activities. No child should be eliminated from an activity. Lead cooperative activities such as *Musical Hoops* in which children cooperate and share the hoops rather than compete against each other in *Musical Chairs*.** * **Play simple games that reflect the specific cultures of those in the class.** In**fuse preschool games that originated from other countries and cultures.** * **Display posters of both male and female athletes with disabilities excelling in their sports.** | * During physical activities children’s (and adults) varying skill levels are on full display for others to observe. This provides a rich opportunity to discuss individual differences and promote acceptance of people with varying skill levels and modes of moving. * It is important to be flexible with rules and expectations to be truly inclusive of children with widely varying abilities. * Most minimally competitive, open-ended adult-led physical activities can be modified to enable children with disabilities to participate with their typical peers. * Including children with disabilities in physical activities with their typical peers sends the important message that children of differing abilities are similar enough that they can all enjoy playing together. * Introducing physical activities that are inherent in diverse cultures expands the program offerings while simultaneously providing recognition, appreciation, and validation for diverse cultures and the children who are part of them. |

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| SUBSCALE: Interaction | | |
| ECERS-R Item 29: Supervision of gross motor activities | **All apply to gross motor activities** | * *Caring for Our Children, Third Edition*, Best Practice recommends that staff members participate, to the extent that they are physically able, in active play with the children. While doing so, the staff need to maintain their balance to avoid falling onto any children. They also need to maintain supervision of all children while participating in the physical activity. |
| CLASS Pre-K: Behavior management  ECERS-R Item 31: Discipline | * **Provide frequent opportunities for children to be physically active.** * **Use physical activities to teach social skills.** | * Young children are designed to be physically active. Often potentially disruptive behavior can be averted through providing frequent opportunities for children to be physically active throughout the day. * Playing physical activities together, whether adult-led or free active play, provide ample opportunities for staff to help children understand and develop social skills such as turn taking, sharing equipment, working together toward a common goal, negotiating conflicts that may arise, etc. |
| CLASS Pre-K: Positive climate  ECERS-R Item 32: Staff-child interaction | * **Use non-competitive, inclusive, cooperative physical activities, whether adult-led or free play, to support a positive climate.** * **As the adult, play developmentally appropriate, inclusive physical activities together with the children. The physical activities mentioned as examples elsewhere in this document meet this criterion.** | * All of the aspects of a positive climate can be supported through adults and children playing adult-led physical activities together. Playing and laughing together involves physical proximity while enjoying a shared activity. Leading non-competitive, inclusive, cooperative physical activities can involve peer assistance, opportunities for matching affect, and spark social conversations as adult and children play together toward a common goal. Active play is a powerful way to build positive relationships. * Further, a positive affect can be strengthened through playing developmentally appropriate, inclusive physical activities together. Adults and children naturally smile, laugh, and show enthusiasm when playing fun adult-led physical activities together. * Having fun while playing physical activities together can be an especially powerful way for staff to show they enjoy being with the children. It also provides fertile opportunity to develop and maintain mutual respect. Contact Theory suggests that to develop a more positive attitude toward someone perceived as the “other” it is valuable to provide a situation in which everyone is working together toward a common goal in an enjoyable, low stress environment that promotes cooperation among group members. |

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| SUBSCALE: Interaction | | |
| CLASS Pre-K: Behavior management  ECERS-R Item 31: Discipline | * **Use physical activities to teach social skills, e.g. turn taking, sharing equipment, working together toward a common goal, and negotiating conflicts.** * **Use yoga, breathing star, and other breathing techniques to help children calm themselves. One example is the *breathing star* prop, a star cut out of construction paper that children open and close with each inhalation and exhalation, according to teacher modeling. Another example is the adult narrating a story about a journey to a garden. Each child reaches, picks a few beautiful flowers, then blows the pedals a few times. The adult emphasizes slow breaths to help children become calm.** | * Young children are designed to be physically active. Often potentially disruptive behavior can be averted through providing frequent opportunities for children to be physically active throughout the day. * The off-task, disruptive, and at times aggressive behaviors children exhibit often stem from traumatic events in their lives. These behaviors represent biological dysregulation. Movement activities are being increasingly shown to help children regulate themselves biologically when they are upset. The staff may find using movement may help children calm down and regulate the biological effects of trauma. * Social skills are strong predictors of success as older children and adults. Young children need much assistance and practice in learning these social skills. Playing physical activities together, whether adult-led or free active play, provide ample opportunities for staff to help children understand and develop these essential social skills. |
| CLASS Pre-K: Positive climate  ECERS-R- Item 32: Staff-child interactions | * **Lead physical activities that promote a positive climate. Developmentally appropriate, non-competitive, inclusive, and cooperative physical activities are often the best choices for achieving a positive climate.** | * All of the aspects of a positive climate can be supported through adults and children playing adult-led physical activities together. Playing and laughing together involves physical proximity while enjoying a shared activity. These activities involve all children participating and no elimination. Adult and children playing together toward a common goal can involve peer assistance, provide opportunities for matching affect, and can spark social conversations. Active play is a powerful way to build positive relationships. * Further, a positive affect can be strengthened through playing developmentally appropriate, inclusive physical activities together. Adults and children naturally smile, laugh, and show enthusiasm when playing fun adult-led physical activities together. * Having fun while playing physical activities together can be an especially powerful way for staff to show they enjoy being with children. It also provides fertile opportunity to develop and maintain mutual respect. Contact Theory suggests that to develop a more positive attitude toward someone perceived as “other” it is valuable to provide a situation in which everyone is working together toward the successful achievement of a common goal in an enjoyable, low stress environment that promotes cooperation among group members. |
| CLASS Pre-K: Negative climate | * **Lead well-organized developmentally appropriate physical activities to avoid a negative climate.** | * All of the aspects of a negative climate can be present during a poorly selected and conducted adult-led physical activity. Consider the following.   + Highly competitive physical activities that are beyond the children’s level of understanding and physical skills and pits children against each other to determine winners and losers can prompt negative affect.   + An adult who is attempting to lead poorly organized, developmentally inappropriate, unsafe physical activities can become overwhelmed and resort to punitive control, sarcasm/disrespectful comments, and severe negativity in a frustrated attempt to establish control. * In contrast, a well-organized developmentally appropriate physical activity can prompt a positive climate. |
| ECERS-R Item 33: Interactions among children | **The examples and rationale for Item 33 are the same as in Item 32 above - except the examples apply to child-child interactions.**   * **During free play the children direct their own physical activities whether it be playfully chasing each other around the playground, acting out a real or imagined scenario, or exploring their physical capabilities on playground equipment.** * **Take action to be sure children are not consistently marginalized by their peers during free play.** * **Give children practice moving with control and without bumping into others such as through playing *Red Light, Green Light*.** | * Play “is a process that is freely chosen, personally directed and intrinsically motivated (Leichter-Saxby & Law, 2015, p. 97).” During free play children direct their play (with adult supervision to assure all children’s physical and emotionally safety). While they are doing so, they are developing executive functions, using creativity, and honing their social skills. * All of the aspects of a positive climate can be supported through children engaging in physical activities together. Playing and laughing together involves physical proximity while enjoying a shared activity. Children playing together toward a common goal can involve peer assistance, provide opportunities for matching affect, and can spark social conversations. Active play is a powerful way to build positive relationships. * Providing an inclusive environment in which all children are accepted and included is important. * Developing children’s spatial awareness, including the ability to move with control and avoid collisions with others, is foundational to positive peer interactions. |

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| SUBSCALE: Program Structure | | |
| ECERS-R Item 34: Schedule | * **Provide at least 60-90 minutes of physical activity daily for toddlers** * **Provide at least 90-120 minutes of physical activity daily for preschoolers.** * **Include at least two bouts of adult-led physical activities daily.** * **To achieve the recommended minutes of daily physical activity it may be most practical to intersperse short periods (5-15 minutes) of physical activity throughout the day. This could include multiple brief active transitions, three or more bouts of 10-minute adult-led whole group physical activities, and an hour or more of outdoor free play.** | * *Caring for Our Children, Third Edition*, Best Practice recommends daily opportunities for both adult-led physical activities and child-initiated free play because these two types of activities offer complementary benefits for children. * Adult-led physical activities increase the likelihood that most if not all children will be participating. The adult can plan activities that provide practice in a wide variety of motor skills. * Child-initiated free play gives children practice in planning and conducting their own creative physical activities, important executive functions. It also places upon the children the responsibility for setting and following the rules as well as determining how to handle the situation when a child breaks the mutually agreed upon rules. * Note: While the adult is not leading the activity during free play, adult supervision is still essential to assure the physical and emotional safety of all children and to help guide children in developing healthy skills for resolving conflicts. |
| ECERS-R Item 35: Free play | * **Supervise and interact with children who are engaged in free play.** | * Child-initiated free play gives children practice in planning and conducting their own creative physical activities, important executive functions. It also places upon the children the responsibility for setting and following the rules as well as determining how to handle the situation when a child breaks the mutually agreed upon rules. * Historically the nature of young children’s free play is to be physically active with bursts of moderate to vigorous physical activity interspersed with brief periods of rest. This free play provides a rich opportunity for adults to supervise children in a way that encourages educational interaction. * Indicator 7.1 notes that free play provides opportunities for staff to help children think through solutions to conflicts, encourage children to talk about activities, and introduce concepts in relation to play. |
| ECERS-R Item 36: Group time | * **Intersperse short periods (5-15 minutes) of adult-led whole-group physical activities throughout the day to promote children’s fundamental movement skill development.** * **Use two or more stations to allow children to engage in adult-led physical activities in self-selected small groups.** * **Provide a physical activity center in the room. Include picture cards with various physical activities that children can do.** | * Fundamental movement skills are basic movements such as run, jump, hop, (locomotor skills), throw, catch, kick (object control skills), and bend, stretch, and balance (stability skills). Toddlers and preschoolers need many, many opportunities to practice these skills in order to become skillful movers who seek to be physically active now and across their lifespan. Offering multiple adult-led whole-group physical activities daily provides children with the needed practice to develop these fundamental movement skills that are the foundation of children’s skillful movement * Observe the children closely in order to end the whole-group physical activity before children begin to lose interest. This will serve to maintain the children’s interest in playing the activity again another time and help keep children enthusiastically participating in whole-group physical activities. * Providing a physical activity center in the room gives individual children the additional choice to be physically active when they need it. |
| ECERS-R Item 37: Provisions for children with disabilities | * **Modify the environment and task as needed to enable children with disabilities to participate in physical activities with their typical peers.** * **Lead minimally competitive, open-ended adult-led physical activities, modified as needed.** * **Avoid overly competitive physical activities that place high skill demands on children.** | * Minimally competitive, open-ended adult-led physical activities can be modified for enable children with disabilities to participate with their typical peers. * Including children with disabilities in physical activities with their typical peers sends the important message that diversity is valued and that the program is inclusive. |

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| SUBSCALE: Parents and Staff | | |
| ECERS-R Item 38: Provisions for parents | * **Include policies that promote physical activity in the program handbook provided to all parents.** * **Include a discussion of the program’s practices that promote children’s daily physical activity during admissions meetings with parents.** * **Share information with parents about the physical activities in which the children engage on a regular basis.** * **Use an assessment such as the *Test of Gross Motor Development (TGMD)* to report to parents the progress children are making toward developing mature fundamental movement skills.** * **Hold Family Fun Nights on occasion to promote children, families, and staff enjoying physical activities together.** | * Inform parents of the physical activity policies and practices to encourage their support and cooperation promoting their children’s physical activity. * Involve parents in physical activities with their children through hosting Family Fun Nights. These events serve to develop rapport among parents, children, and staff. They also provide an opportunity to share examples of physical activities that the children play while in care and can potentially be played by the families at home. * The TGMD-2 is a user-friendly tool for observing and breaking down the components of the fundamental movement skills. |
| ECERS-R Item 39: Provision for personal needs of staff | * **Promote physical activity options for staff during breaks.** | * Modeling physical activity and experiences first-hand its benefits can help staff become advocates of physical activity for young children. |
| ECERS-R Item 43: Opportunities for professional growth | * **Conduct staff professional development on the benefits of and strategies for promoting young children’s physical activity.** | * Staff who receive ongoing training and library resources on early childhood physical activity become equipped with the knowledge, skills, and attitudes needed for them to lead children in adult-led physical activities, promote children’s development of fundamental movement skills and physical fitness, and develop creative ways to infuse physical activity into other curricular activities throughout the child care day. |

Citations:  
ECERS-R: Harms, T., Clifford, R. M., Cryer, D. (2005). *Early Childhood Environmental Rating Scale – Revised Edition*. New York: Teachers College Press

CLASS Pre-K: Pianta, R. C., La Paro, K. M., Hamre, B.K. (2008). *Classroom Assessment Scoring System: Manual Pre-K.* Baltimore, MD: Paul H. Brookes

This ECERS-R and CLASS Pre-K Crosswalk with Physical Activity was created by

Author: Diane H. Craft, Ph.D., Professor of Physical Education, SUNY Cortland and ECE Physical Activity consultant with the CDC.

Contributor: Catherine Dewar Paul, RN, MPH, Child Care Health Consultant RN.

Reviewers: Adrienne Dorf, MPH, RD, CD Washington State Department of Early Learning; Megan MacDonald, Ph.D., Associate Professor, College of Public Health and Human Services, Oregon State University.

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**ATTACH WEATHER WATCH CHART**