

Sedentary activity/behaviour

Sedentary behaviour is any activity that requires very little movement and is often done sitting or lying down, such as watching television, playing on a computer or other type of screen, or sitting in a motor vehicle or stroller.

Sedentary activities and healthy development

Recent evidence shows that a lot of time spent in sedentary activities may affect brain development and too much inactivity could result in an increased risk for some chronic diseases. Children who are inactive are also more likely to have lower school grades, less confidence, lower self-esteem, and poor social skills. Increasing physical activity and limiting sedentary time offers many benefits to a child's overall health and development.

According to the [2018 ParticipACTION Report Card on Physical Activity for Children and Youth](#), 76 per cent of three to four year olds and 51 per cent of five to 17 year olds in Canada have more screen time than what is recommended in the Canadian 24-Hour Movement Guidelines for recreational screen-based sedentary behaviours.

For healthy growth and development, the time infants and young children spend being sedentary while awake should be minimized. Caregivers can play an important role in reducing the amount of time children spend being sedentary each day. Be sure to build in opportunities for children to move and be active when planning daily schedules and curriculum.

Remember the message: **“move more...move often.”**

Physical activity

Physical activity is any activity that gets a child moving, uses energy to move their muscles, raises their heart rate and increases their breathing. Physical activity is how children develop physical literacy.

Physical activity and healthy development

Physical activity is important for healthy growth and supports the development of the whole child, which includes their physical, cognitive, social, and emotional development. Participation in regular physical activity supports healthy brain development, brain function and better mental health. Physical activity helps prevent and reduce symptoms of depression and anxiety in children and youth.

Table 5. Examples of how physical activity supports the development of the whole child

Developmental Areas	How physical activity supports child development:
Physical Development	<ul style="list-style-type: none">• Builds strong bones and muscles.• Strengthens the heart and lungs.• Helps a child to grow and to have a healthy body weight.• Helps a child develop good posture, strength, endurance, balance, coordination and flexibility.• Supports the development of large and small motor control.• Offers opportunities to learn and practice fundamental movement skills.• Improves a child's energy level.• Helps a child sleep better at night.
Cognitive Development	<ul style="list-style-type: none">• Encourages early brain development.• Provides experiences that help build connections in the brain.• Improves a child's ability to pay attention and concentrate.• Helps a child to focus, be ready to learn and succeed in school.• Improves a child's ability to learn and problem-solve (develop thinking skills).
Emotional Development	<ul style="list-style-type: none">• Provides fun experiences that help a child feel happy and good about themselves (builds self-esteem).• Helps a child to deal with worry and stress.• Reduces feelings of depression.
Social Development	<ul style="list-style-type: none">• Helps a child to develop self-control and to have positive behaviours.• Provides opportunities for a child to interact and learn to get along with others.

Developmental Areas How physical activity supports child development:

- Helps a child to develop confidence and leadership skills.

Physical activity should be fun for children and can be built into their day in a variety of ways, including:

- Play
- Games
- Active transportation (such as walking or biking)
- Recreation
- Physical education

Ideally children should have opportunities to be physically active in all environments including:

- On the ground (such as running, kicking, throwing)
- In the air (such as jumping, swinging)
- In the water (such as swimming)
- On snow and ice (such as sledding and skating)

According to the **2018 ParticipACTION Physical Activity Report Card on Physical Activity for Children and Youth**, 62 per cent of three to four year olds are reaching their recommended physical activity levels for their age group, while only 35 per cent of five to 17 year olds are reaching the recommended activity levels for their age group. This tells us that Canadian children move too little to get all the benefits of physical activity.

For the full [2018 ParticipACTION Physical Activity Report Card](#).

Caregivers can play an important role in increasing the amount of time children spend being active each day.

- Build in opportunities for children to move and be active when planning daily programs (see page 25 for ideas).
- Provide lots of ways that children can be physically active; avoid offering the same activities over and over again.
- Encourage children to try new activities and focus on having fun together.
- Remember to plan both indoor and outdoor activities.
- Consider safety when planning activities (see page 20).
- Make sure no child is left out of an activity; see page 22 for things to consider.

How much physical activity, sedentary activity and screen time should children have?

The [Canadian 24-Hour Movement Guidelines](#) replace the previous physical activity and sedentary behaviour guidelines. They are the first evidence-based guidelines that look

at the inter-relationship of physical activity, sedentary behaviour and sleep over a day; if one is increased, something else has to decrease. **The whole day matters!**

The Guidelines can be used to help make sure children get a healthy balance of physical activity, sleep and sedentary behaviours each day by providing direction on how much and what kind of physical activity, sedentary activities and sleep children need for good health. Children have greater health benefits when they have more physical activity and less screen time than what is recommended, provided that children get enough sleep each day.

The health benefits of high levels of physical activity are less if children have too much screen time or do not get enough sleep. Let parents know that it is important for children to develop healthy sleep behaviours; the following things will help with this:

- A calming bedtime routine
- Consistent bedtimes and wake-up times
- Avoiding screen time before sleep
- Keeping screens out of the bedroom

There are two sets of guidelines; one for the early years (0-4 years) and another for children and youth (5-17 years). The guidelines apply to all healthy children. Children not currently meeting the guidelines can be helped to gradually adjust their behaviours towards meeting them. Children should be provided with opportunities to play on their own, with adults, and with other children in a variety of settings such as: in the home, at child care/school and in the community.

The Canadian 24-Hour Movement Guidelines

Early years (0-4 years)

For healthy growth and development, children should have the recommended balance of physical activity, high-quality sedentary behaviour and sufficient sleep. A healthy 24-hours includes three concepts: move, sleep and sit.

Infants (0-12 months)

Move

Infants should be physically active several times a day in a variety of ways, including through interactive, floor-based play. This includes tummy time, reaching for toys, playing or rolling on the floor and crawling.

Infants not yet mobile should have at least 30 minutes of supervised tummy time spread throughout the day while awake. Tummy time is play time with the baby on a hard surface while on their stomach, with a caregiver within reach. Being on their stomach helps babies to develop their neck muscles, arm strength, and helps prepare them for crawling. Before starting tummy time with a baby, talk to the parents. If tummy time is new for baby, start with one or two minutes once a day and gradually increase the amount of time baby spends on their tummy. It is important to pick the baby up as soon as they start to fuss. Suggest parents have tummy time at home.

Sleep

- Infants from birth to three months of age should have 14 to 17 hours of good quality sleep, including naps.
- Infants from four to 11 months of age should have from 12 to 16 hours of good quality sleep, including naps.

Sit

- Infants should not be restrained for more than one hour at a time, such as in a swing, high chair, stroller, wagon or car seat.
- When sedentary, reading and story-telling with a caregiver is encouraged.
- It is recommended that infants have **no screen time**.

Toddlers and preschoolers (one-two years and three-four years)

Move

Toddlers should have a total of at least 180 minutes (three hours) of physical activity at any level (intensity) spread throughout the day, including energetic play.

Preschoolers should have a total of at least 180 minutes (three hours) of physical activity at any level (intensity) spread throughout the day, with at least 60 minutes of this being engaged in energetic play.

Young children should participate in a variety of developmentally appropriate, enjoyable, and safe play-based and organized physical activities, including those that build movement skills and help in the development of physical literacy. For toddlers and preschoolers, this includes any activity that gets a child moving, such as crawling, walking, running, climbing stairs and dancing.

Sleep

- Toddlers (one-two years) should have 11 to 14 hours of good quality sleep, including naps, with consistent bedtimes and wake-up times.
- Preschoolers (three-four years) should have 10 to 13 hours of good quality sleep, which may include a nap, with consistent bedtimes and wake-up times.

Sit

- Toddlers and preschoolers should **not** be restrained for more than one hour at a time, such as in a high chair, stroller, wagon or car seat.
- Young children should **not** sit for extended periods of time.
- When sedentary, reading, story-telling, singing songs and other non-screen based activities such as doing puzzles with a caregiver is encouraged.
- Screen time should be avoided or limited. It is recommended that:
 - Children younger than two years have **no screen time**.
 - Children from two to four years have **no more than one hour a day of screen time** – less is better.

See the [24-Hour Movement Guidelines for the Early Years](#) resource.

Children over five years of age

For the greatest health benefits, children and youth should have high levels of physical activity, low levels of sedentary behaviour, and get enough sleep each day. A healthy 24-hours includes four concepts: sweat, step, sleep and sit:

Sweat

- Get at least 60 minutes of moderate to vigorous physical activity each day.
- Include vigorous physical activities and muscle and bone strengthening physical activities at least three days a week.

Step

- Spend several hours a day doing a variety of structured and unstructured light physical activities.

Sleep

- Children five to 13 years of age should have nine to 11 hours of uninterrupted sleep, with consistent bedtimes and wake-up times.

Sit

- Have no more than two hours a day of recreational screen time.
- Limit sitting for extended periods of time.

The 24-hour Movement Guidelines suggest that children will have greater health benefits if they:

- Trade indoor time for outdoor time.
- Replace sedentary behaviours with light intensity physical activities.
- Have additional moderate to vigorous intensity physical activity every day.

See the [Canadian 24-hour Movement Guidelines for Children and Youth: An Integration of Physical Activity, Sedentary Behaviour, and Sleep](#) resource for more details.

When talking to parents, let them know that:

- **More physical activity is better.**
- **Less screen time is better.**

More about screen time

The Canadian Paediatric Society (CPS) statement [Screen time and young children: Promoting health and development in a digital world](#) discusses the potential benefits and risks of screen media use in children under five years old. The statement warns that a child's early screen use can increase the likelihood of overuse later in life. To promote child health and development the CPS recommends that sedentary screen time **not** be a routine part of child care for children younger than five years old and that:

- An adult should be present and engaged when screens are used and, when possible, view with children.
- Caregivers should be aware of content and prioritize educational, age-appropriate and interactive programming.
- Strategies that teach self-regulation, calming and limit-setting should be used.
- Too much screen time means lost opportunities for teaching and learning. There is no evidence to support the introduction of technology at an early age.
- Caregivers should model healthy screen use:
 - Choose healthy alternatives, such as reading, outdoor play and creative, hands-on activities.
 - Advise parents to:
 - Turn off devices at home during family time.
 - Turn off screens when not in use and avoid background TV.
 - Avoid screens for at least one hour before a child's bedtime.

Physical activity and play

For young children, physical activity usually happens during play time, and is often called the 'work' of children. Children need to be given daily opportunities to experience different kinds of play both inside and outdoors.

The following different types play should be offered to children each day in the child care setting.

Unstructured physical activity (child-led play)

In unstructured free-play time, children can choose what to play with and how to play; on their own or with other children. This allows children to use their imaginations, pretend-play and make up their own games. The adult's role is to oversee at a level that makes sense for the age and developmental stage of the child. If an adult joins in during unstructured play time, the child should lead the activity.

Structured physical activity (adult-led play)

Structured activities are planned and led by an adult. They include group activities that get everyone moving, and games that everyone plays together. These activities can be used to improve basic movement skills and create chances for children to learn the rules to a game.

Active play

Active play can vary in intensity and helps children meet the physical activity needs for their age. Energetic play results in the child breathing faster and deeper, and their heart beating faster. It also helps children build their ability and confidence with basic movement skills.

Outdoor play

Children tend to be more energetic, play longer and sit less when they are outside. The outdoors allows children to have fun, be creative, experience nature and learn about their environment.

The [Child Care and Early Years Act \(2014\)](#) program requirements for outdoor play found in Section 47 requires that children in licensed child care for six hours or more a day, **spend time outdoors for at least two hours each day** when the weather allows, unless the parent or physician of the child provides other directions in writing.

Children should be dressed for the weather and have protection from the sun if needed. For information about weather and safety considerations for outdoor play, see page 20 in this chapter.

Active outdoor play

Outside activity helps children develop physical literacy skills by providing a setting where they can be active in many ways, using their large muscles and whole body in vigorous play, such as running, jumping, climbing and throwing. It can also provide opportunities for children to challenge themselves, problem solve, become more aware of their abilities and helps them to be confident, bounce back when they struggle and self-regulate.

The **Position Statement on Active Outdoor Play** was developed by experts using the best available evidence and promotes active outdoor play as being **essential for healthy child development, even if there is some risk**. It recommends “increasing children’s opportunities for self-directed play outdoors in all settings—at home, at school, in child care, the community and nature.”

The position statement recommends that educators and caregivers:

- Regularly encourage outdoor play in various weather conditions (rain and snow).
- Provide natural play settings.
- Support children to participate in risky active play, recognizing the difference between danger and risk.

See the entire [Position Statement on Active Outdoor Play](#) at the CHEO Research Institute website.

How Does Learning Happen? Ontario’s Pedagogy for the Early Years also discusses the role of risky play in the development of a child’s sense of self, health and well-being. “Children need to engage in vigorous physical play in natural outdoor spaces

and playgrounds that present manageable levels of challenge.” It recommends that we let children take a reasonable degree of risk in a safe play environment.

Play that involves age-appropriate risk allows children to challenge themselves and develop decision-making skills. Risky play could include:

- Climbing
- Swinging
- Exploring natural environments

Physical activity and safety in a child care setting

Safety is important when providing physical activity opportunities for children, both inside and outdoors. Child care providers should think about how to reduce or eliminate the risk of injury when planning activities and teach children how to stay safe during play.

The role of the caregiver in risky play is to:

- Make sure that the playground is safe by removing any risks that the child is not aware of, or the child is developmentally unable to manage.
- Make sure that the level of risk makes sense for the child’s stage of development (the child has the skills to manage the risk).
- Help children learn to identify, assess and manage a risk.
- Support children to make good decisions about whether or not to take a risk.

The following tips help child care providers provide safe play and activity opportunities for children in the child care setting:

- Supervise the children at all times:
 - Be able to see the children at all times and pay attention to them.
 - Be in reach of young children, especially when on play equipment.
 - Teach children to wait their turn and not to push.
 - Join in with activities when appropriate.
- Plan fun activities for the children’s stage of development and abilities, while still pushing them to improve their skills.
- Teach the activity to the children first to make sure everyone understands how to do the activity or play the game safely:
 - Include warm up and cool down times.
 - Start by showing the movement skill(s) first and then show how they are used in the activity.
 - Teach the safety rules for the game/activity.
 - Encourage cooperative play.
- Make sure the setting and facilities are suitable:
 - Area is clear - furniture and toys are put away inside; there is no glass, garbage or other hazards outside.
 - There is enough space for everyone to move to do the activity.

- There is a proper surface (flooring or ground) that is not slippery.
- Dress children for the weather conditions and the activity:
 - Proper type of clothing (mittens, hat, warm clothes when cold).
 - Clothing is non-restrictive and safe; no drawstrings or loose scarves, no hanging jewellery.
 - Proper footwear is worn (rubber soled shoes or boots) and footwear is securely fastened (shoelaces are tied, Velcro is fastened).
- Ensure children wear protective gear if needed (bike helmets, safety glasses).
- Take care to protect against the sun when appropriate (sunscreen, hat, long sleeves or pants, shade).
- Ensure children's eyeglasses are secure and made of shatterproof lenses or a safety strap is used.
- Provide water for thirst so that children stay hydrated.
- Provide equipment that is safe and appropriate for the stage of development of the children:
 - Teach children how to use the play equipment and watch to make sure it is used as intended.
 - If a child is not able to reach the play equipment on their own, they probably should not be on it.
 - Ensure all equipment meets the safety guidelines as outlined in the Child Care and Early Years Act, 2014.

The Canadian Sport for Life resource [**PLAY SAFE: Physical Literacy and Injury Prevention Guide for Leaders**](#) helps those organising activities to understand the process that leads to injury and, where possible, strategies that can be used to prevent or minimize risk in their programs.

Physical activity and an inclusive environment

When planning activities for children, make sure that everyone can participate and that no one will be left out. Modify and individualize the activity as necessary. Things to consider include:

- The various abilities and interests of the children:
 - Have realistic expectations, but keep it challenging.
 - Provide assistance only as needed.
 - Respect and support a child's right to take a reasonable risk and their choice not to.
 - Lead activities using a variety of different teaching styles.
 - Provide equipment that can be adapted or modified for different abilities.
 - Offer physical activity opportunities equally to girls and boys.
- The cultural backgrounds of the children in the child care setting:
 - Use music and activities that reflect various cultures, including songs, instruments and dances.
 - Ask families to provide information and instructions for traditional games and activities from their cultural backgrounds.

For information about [creating programs that are inclusive of all abilities](#)

See the checklist [Planning for a Multicultural Child Care Environment](#) for examples of things to consider for an inclusive multicultural environment in the child care setting.

Physical activity policy

An environment that promotes active living should be a part of the normal culture of the child care setting. One way to influence the active living culture within a child care centre is through the development and enforcement of policies. A physical activity policy can help ensure that:

- Daily physical activity is embedded in the curriculum and programming
- Individual abilities and cultural backgrounds of children are considered in programming and when planning activities
- Sedentary activity is limited
- Parents are informed
- Training is provided for staff

It is important to educate staff so that they are aware of and understand the policy and how it will be monitored and enforced. Make sure that all new staff are given information about the policy and provide an annual review for all staff to keep the policy active.

How to develop a physical activity policy

Step 1: Identify a leader and form a committee.

The person leading the committee should have an understanding of the role of physical activity in the child care setting and have the skills to facilitate the process.

- Committee members should include representatives from those who will be affected by the policy, such as child care centre board members, child care management/supervisors, child care staff, and parents of children attending the centre. Other stakeholders such as the Ministry advisor or health professionals may be helpful as well.
- Set a realistic time frame and review progress on a regular basis.

Step 2: Create a vision statement that reflects the purpose and goals of the policy.

The statement should capture what is important and what the environment will look like once the policy is in place.

Step 3: Review current practices and policies.

Look at what is presently being done to see what supports or interferes with the goal of the policy and identify areas for improvement.

The resource [Jump into Play: Increasing Children’s Physical Literacy in Early Learning Settings](#) can be used to help assess the physical activity environment of a child care setting and prepare an action plan to address areas for improvement.

Step 4: Develop a draft policy.

Include items that were discussed in the purpose and goals discussion. A physical activity policy could include guidelines that:

- Help to support and encourage children to be active and provide direction by:
 - Including all children in activities.
 - Incorporating active living themes throughout the curriculum, such as reading stories about being active.
 - Using discipline measures that do not include making a child do physical activity or withholding physical activity.
 - Role modeling by staff so that they are active and play with children at appropriate times.
 - Providing information to parents about the importance of physical activity and how they can include opportunities for physical activity and limit screen time at home.
 - Providing events and opportunities for parents and children to play together at the centre.
- Provide a variety of opportunities to be active throughout the day and reduce time spent sedentary by:
 - Setting a schedule of daily opportunities for different types of play.
 - Ensuring that children spend at least two hours outdoors as specified in Section 47 of the CCEYA.
 - Separating sedentary activities with opportunities to move and be physically active.
 - Setting screen time limits.
 - Adjusting program plans with indoor physical activity when extreme weather conditions prevent outdoor active play.

- Ensuring children have appropriate clothing for outdoor activities.
- Providing a variety of indoor and outdoor equipment; both fixed and portable.
- Ensure safety regulations under Section 24 of the CCEYA regulations are met by:
 - Developing a playground safety policy to outline roles and responsibilities of staff regarding safety on playgrounds.
 - Doing regular safety inspections of outdoor play spaces, fixed play structures and surfaces under structures; and developing a plan on how to address concerns identified during inspections.
 - Completing a daily safety inspection log.
 - Provide direction for professional development for staff. This could include:
 - Understanding the importance of physical activity and physical literacy in early child development.
 - Incorporating physical activity into programs and interactions with children.

Step 5: Get feedback on the draft content and finalize the policy.

Consult with the larger child care centre board, staff, parent groups and other identified stakeholders. Adjust the policy as needed based on the feedback.

Step 6: Develop a process to monitor the policy.

Set up a procedure to check on how the policy is working; assign the task to a specific person.

Step 7: Develop a plan to communicate the new policy.

Communicate the final policy to staff and parents so that they can understand any changes that are needed and have time to get used to them. Educate staff on how to implement the policy and how it will be monitored and enforced.

Step 8: Review and evaluate the policy regularly and update as needed.

Determine what is working and what needs to be changed to improve the policy.

- Assess the policy at least once a year and make changes to the items that are not working.
- When assessing the policy get feedback from the groups that are affected by the policy, such as parents, staff, board members and supervisors/management.
- Re-educate staff and parents around the policy as needed.

The [Workbook for Influencing Physical Activity Policy](#) can be used to help develop a physical activity policy.

Building physical activity into activities and learning

Child care providers can help children begin to develop healthy habits by building physical activity into the curriculum, and teaching positive attitudes towards physical activity.

Child care providers can include physical activity and active living values into the daily curriculum in a number of ways:

- Encourage children to act out the words in books and songs.
- Read books about people who are active.
- Go on a nature walk to talk about nature and the environment.
- Have children use their bodies to create shapes, numbers and letters.
- Ask children to count the number of different movements they can do.
- Display pictures of children doing different movements or playing actively.
- Be an active role model by participating in structured and unstructured physical activities with the children.

Table 6. Examples of activities to offer according to a child's age

Age of child	Examples of activities according to a child's age
Infants (birth to 12 months)	<p>Infants need time to explore their environment in a safe setting that does not restrict their movement.</p> <ul style="list-style-type: none"> • Provide time on their stomach (tummy time); put a toy out of reach and encourage them to reach for it and move about. • When an infant can sit up, put a toy where they need to bend or reach for it. • Play peek-a-boo and pat-a-cake with them. • Give the infant a variety of objects with different shapes, sizes, weights and textures. • Encourage older infants to grasp large soft toys with two hands and to give them back so they learn to release the toy. • Once an infant is mobile: <ul style="list-style-type: none"> ○ Move a toy and encourage the infant to creep or crawl after it. ○ Give the infant balls to push, kick and bring back. ○ Provide toys that can be pushed and offer some support to encourage walking.
Toddlers (one to two years)	<p>Once a child starts to walk, child care providers can provide toddlers with opportunities to practice and learn this new skill.</p> <ul style="list-style-type: none"> • Organize activities such as follow the leader and mirroring games. • Schedule creative movement times. • Provide different kinds of balls for rolling, kicking, throwing and catching. • Practice climbing stairs when appropriate. • Provide toys that toddlers can push. • Provide toys that toddlers can sit on and move with their feet. • Play games such as run and stop, and tag with toddlers who are able to run.
Preschoolers (three to five years of age)	<p>As children get older they need more energetic play such as hopping, jumping, skipping and bike riding.</p> <ul style="list-style-type: none"> • Help children use and combine the movement skills they have learned and help them learn new movement skills. • Have the group act like an animal, such as hopping like a rabbit, leaping like a frog, stretching like a giraffe. • Play games as a group such as red light green light, hopscotch, follow the leader, marching to drums or other music. • Provide appropriate sized tricycles or riding toys with pedals that children can ride and learn how to pedal (provide helmets). • Provide child-sized equipment that children can climb on. • Encourage balance activities such as walking along a skipping rope on the ground. Be sure to place the skipping rope in different patterns to add a bit of a challenge.

Age of child	Examples of activities according to a child's age
Children five years and older	<p>Older children need lots of chances to combine the movement skills they have learned to play energetic games and sports (such as using the skills of running and kicking to play soccer).</p> <ul style="list-style-type: none"> • Provide age-appropriate bicycles for children to ride (provide helmets). • Provide outdoor play structures that they can use to strengthen their muscles by lifting themselves, and climbing on. • Organize games of tag or catch the flag. • Have a dance party. • Encourage children to make up their own games. • Organize games that use more than one movement skill, and teach children to follow a set of rules. For example, baseball uses the skills of running, hitting, throwing, and catching and has rules to need to be followed to play the game. • Set up obstacle courses that require children to use a variety of movement skills, coordination and balance.

More ideas for increasing physical activity and decreasing sedentary time in the child care setting can be found in some of the resources and websites provided on pages 29 to 32 of this chapter. In particular, you may want to check out:

- [Have a Ball Together! website](#)
- [Rainbow Fun Program from Toronto Public Health](#)
- [A Hop, Skip, and a Jump: Enhancing Physical Literacy](#)

Documents and reports related to physical activity

- [Canada's Physical Literacy Consensus Statement](#)
- [Canadian 24-Hour Movement Guidelines for the Early Years \(0-4 years\)](#)
- [Canadian 24-Hour Movement Guidelines for Children and Youth \(5-17 years\): Integrating physical activity, sedentary behaviour, and sleep](#)
- [2018 ParticipACTION Report Card on Physical Activity for Children and Youth](#)
- The [Ontario Children's Outdoor Charter](#) encourages children and their families to get outdoors to explore and connect with nature by participating in 12 recommended activities.
- [Evidence Brief: Kids Have You Played Today? Promoting Active Play for Children 0-12: A Review of Community-Based Interventions.](#)
- [Evidence brief: The Positive Impacts of Physical Activity on the Whole Child examines the positive impacts of physical activity on a child's physical, mental and social well-being.](#)

- [Position Statement on Active Outdoor Play](#) can be seen at the CHEO Research Institute website
- [Expert Statement on Physical Activity and Brain Health in Children and Youth](#)

Additional information and resources for child care providers

The following website links have information, resources and/or videos that can be used to help with program planning, staff training, or to share information with families.

Table 8. Where to go for more information and resources

Name and link	Description
<p>Active for Life</p> <ul style="list-style-type: none"> • activity ideas for children up to three years old • lesson plans for children from three to 12 years old 	<p>This website has information, resources and videos about physical literacy and ideas for getting children to be active.</p>
<p>Have a Ball Together! (Best Start)</p> <ul style="list-style-type: none"> • activity ideas for children up to three years old • lesson plans for children from three to 12 years old 	<p>This website has information, resources and videos about physical literacy and ideas for getting children to be active.</p>
<p>Have a Ball Together! Toolkit</p>	<p>This toolkit has ideas for promoting physical activity opportunities to children in child care and to their parents. Most child care centres in Waterloo Region were given a copy of this toolkit; however, if your centre does not have one, it can be borrowed from the Region of Waterloo Library.</p>
<p>Physical Literacy in the Early Years Toolkit</p>	<p>This kit provides information about the role of physical activity in the development of physical literacy skills in young children. It includes the DVD “Hands up for physical and health literacy” and the activity cards from the Opeha Early Learning Resource. This kit can be borrowed from the Region of Waterloo Library.</p>
<p>The Canadian Paediatric Society</p>	<p>The Active Kids, Healthy Kids section of this website has information and videos about the importance of physical activity for children’s health.</p>

Name and link	Description
ParticipACTION	This website has information about physical activity and sedentary behaviour, as well as the most recent Physical Activity Report Card for Children and Youth.
Sport for Life	This website has information about the importance of learning fundamental movement skills for the development of physical literacy. It also has information about how physical literacy impacts a child's ability to play sports and to enjoy being active for life.
Physical literacy	Two organizations (Sport for Life Society and Physical Literacy for Life) developed to provide information about programs, partnerships, best practices, research, and opportunities within the physical literacy movement. This website also has tools for assessing the physical literacy skills of children.
Rainbow Fun program	This program on the Toronto Public Health website is a physical activity and healthy eating program for children three to six years. It includes information and interactive activities for child care providers, educators and parents.
The 60 Minute Kids Club videos	These videos help educators to teach fundamental movement skills to children by showing how to do a skill with step-by-step instructions. Each video links to a document that explains the skill and provides activity ideas and games to help children to practice and develop the skill.
<p>Raising Our Healthy Kids videos</p> <ul style="list-style-type: none"> • Active Every Day • Active for life • Playing is Learning • Get outdoors and explore 	<p>These short video-clips highlight some key messages about physical activity and are great to share with families and staff:</p>
<p>Eat Right Be Active booklets (2015)</p> <ul style="list-style-type: none"> • toddler booklet (18-36 months) • preschooler booklet (three to five years) 	<p>These booklets for parents and caregivers provide information about healthy eating and physical activity for children of different age groups.</p>

Name and link	Description
A Hop, Skip, and a Jump: Enhancing Physical Literacy	This resource describes activities that promote the development of physical literacy in preschool children. It includes structured physical activities that use basic equipment found in most child care centres.
Fundamental Movement Skills Game Cards	These cards can be used to create fun, developmentally appropriate games that develop children’s locomotor and manipulative skills. Use the game cards as part of fundamental movement skills learning experiences with a skill specific warm up and cool down, five minutes long.
Early Learning Resource	This resource consists of a series of cards that provide instructions for 50 different activities that support the development of physical literacy as well as other health topics such as healthy eating.
OPHEA	This website has information and resources and supports related to physical activity for children in kindergarten to grade 12.
It Takes a Village: Taking Action for Healthy Children	This free online course is for service providers who work with children aged two to 11 years, and parents. The focus is on healthy weights in children, in the context of healthy child development. Module six is on movement and describes the 24-Hour Movement Guidelines as well as the factors that influence a child’s activity level and sedentary behaviour. You can complete the whole course or individual modules. A certificate is provided upon completion.
Healthy Kids Community Challenge (HKCC) physical activity kit	The HKCC toolkit helps those who work with children understand and execute games and activities that will help increase the physical literacy of children from birth to 12 years.
Outdoor Play Canada <ul style="list-style-type: none"> • The Nature Playbook 	Outdoor Play Canada has a number of resources to encourage outdoor play among children.

Factsheets and resources

1. [Canadian 24-Hour Movement Guidelines for the Early Years \(0-4 years\)](#)
2. [Canadian 24-hour Movement Guidelines for Children and Youth: An Integration of Physical Activity, Sedentary Behaviour, and Sleep](#)
3. [What is Physical Literacy? infographic](#)