

Blue



The right 'B' hand is shaken slightly at the wrist

I am *moving* I am *learning* #

Green



Hold the right 'G' hand to the right while shaking it from the wrist.

I am *moving* I am *learning* #

Orange



The right 'C' hand is held at the mouth. The hand opens and closes deliberately, as if squeezing an orange.

I am *moving* I am *learning* #



I am *moving* A Proactive Approach for Addressing Childhood Obesity in Head Start Children

I am *learning*

A Commitment to Healthy Preference Development

I am *moving* I am *learning* #



The Commitment Continued

OHS Launches IMIL Phase II

May '08 (National Training of Facilitators)

OHS Launches Early Head Start

May '08 Early Head Start's "Little Voices for Healthy Choices" Pilot Project Initiated

I am *moving* I am *learning* #

The National Center for Physical Development and Outdoor Play



Resources

- Monthly Physical Activity Calendar
- Body Smart Blog
- Newsletter
- Useful Fact Sheets

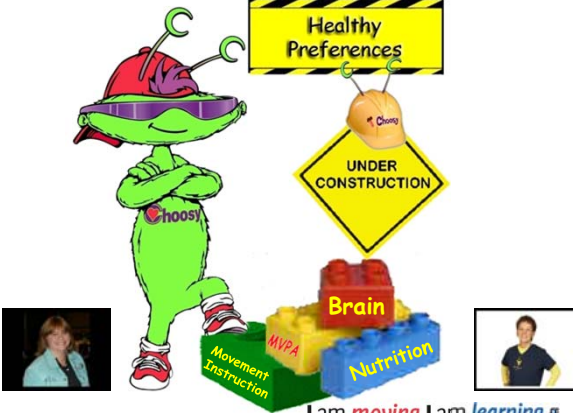
Education on Demand

- Webinars on a variety of topics:
 - Move, Play & Learn at Home Series
 - Movement Across the Curriculum Series
 - Nutrition & *More!*

Grants

- \$5,000 Play Space Enhancement Grants for Head Start Centers

I am *moving* I am *learning* #



Healthy Preferences

UNDER CONSTRUCTION

Brain

Nutrition

Movement Instruction

I am *moving* I am *learning* #

Linda Carson, Ed.D.




Body Language

- Ware Distinguished Professor Emerita, WVU
- Director, WV Motor Development Center
- Founder Choosy Kids
- Speaker, Author, Song Writer
- Early Childhood Motor Development Expert

I am *moving* I am *learning* #

Brandon Williams, M.A.




Body Language

- MA in Child Development
- Certified in Physical Education and Health Education
- 3-☆ Director's Credential
- Experienced Early Childhood Teacher and Trainer

I am *moving* I am *learning* #

Patty Kimbrell, M.Ed.




MVPA Every Day!

- San Diego State University
- Author and Speaker
- Consultant for Navajo Nation, WIC, Head Start
- Childhood Movement Expert

I am *moving* I am *learning* #

Joe Smith, M.S., NBCT



Moving With the Brain in Mind

- Teacher, Primary PE
- Elementary Teacher of the Year in WV
- NBCT
- Speaks Nationally About Early Childhood Physical Activity

I am *moving* I am *learning* #

Amy Requa, M.S.N., CRNP



Nutrition Building Blocks

- Certified Pediatric Nurse Practitioner
- Speaks Nationally on Early Childhood Health and Safety Issues
- Specialist in Health Topics Related to Young Children and Families
- Child Health Content Specialist
- Former National TA IMIL Project Lead

I am *moving* I am *learning* #

New Content Components

Birth to Five:
Introduction to Motor Development

Teaching Across Cultural Horizons
Activities for All
Move, Play, Learn at Home
HSBS Resources: MVPA Year Round
Take it Outside

I am *moving* I am *learning* #

Goals

1. Increase M-V-P-A During Daily Routines
2. Improve Quality of Structured Movement Activities Intentionally Facilitated by Adults
3. Promote Healthy Food Choices Each Day

I am *moving* I am *learning* #

Learning Outcomes

1. Describe promising practices and developmentally appropriate physical activity guidelines for preschool children.
1. Describe current research related to obesity prevention and recommended strategies to improve the quality of physical activity and nutrition choices for young children and their families.

I am *moving* I am *learning* #

Learning Outcomes

3. Describe the key elements, strategies, and resources needed to increase Moderate to Vigorous Physical Activity (MVPA) in classroom routines and augment high-quality movement and nutrition choices within the Head Start Child Outcomes Framework–Domain #8 (Physical Health and Development).

I am *moving* I am *learning* #

Learning Outcomes

4. Develop program-specific action steps, using a team approach, to meet the goals of *I Am Moving, I Am Learning* and achieve successful outcomes for children, staff, parents, and communities.

I am *moving* I am *learning* #

I am *moving* A Proactive Approach for Addressing Childhood Obesity in Head Start Children 
 **I am *learning***

Opportunity Knocks:

Reversing Current Obesity Trends



I am *moving* I am *learning* #

**This Is My Body
I'm Going To Treat It Right
My Bones & Muscles
My Heart & My Mind**



**This Is My Body
It's Mine, All Mine
My Arms & My Legs
My Ears & My Eyes**



I am *moving* I am *learning* #

Fasten Your Seat Belts



I am *moving* I am *learning* #



~~CARDIOVASCULAR DISEASE
IS A CHILDHOOD DISEASE
THAT BECOMES MOST
EVIDENT IN ADULTHOOD~~

I am *moving* I am *learning* #

From This...



I am *moving* I am *learning* #

What Happened?



I am *moving* I am *learning* #



I am *moving* I am *learning* #



I am *moving* I am *learning* #

Our Children Inherit More Than Our Genes

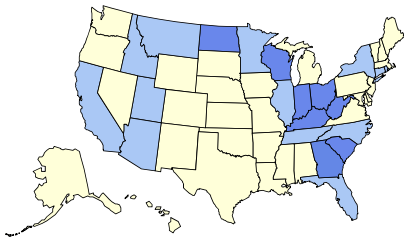
They Inherit Our Lifestyles...

I am *moving* I am *learning* #

Obesity Trends* Among U.S. Adults

BRFSS, 1985

(*BMI ≥ 30 , or ~ 30 lbs overweight for 5' 4" person)



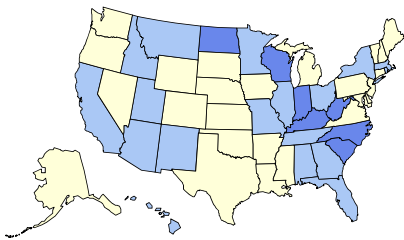
No Data <10% 10%–14%

I am *moving* I am *learning* #

Obesity Trends* Among U.S. Adults

BRFSS, 1986

(*BMI ≥ 30 , or ~ 30 lbs overweight for 5' 4" person)



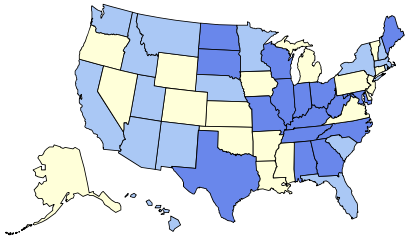
No Data <10% 10%–14%

I am *moving* I am *learning* #

Obesity Trends* Among U.S. Adults

BRFSS, 1987

(*BMI ≥ 30 , or ~ 30 lbs overweight for 5' 4" person)



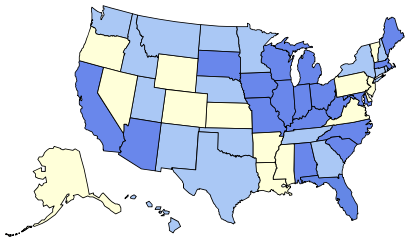
No Data <10% 10%-14%

I am *moving* I am *learning* #

Obesity Trends* Among U.S. Adults

BRFSS, 1988

(*BMI ≥ 30 , or ~ 30 lbs overweight for 5' 4" person)



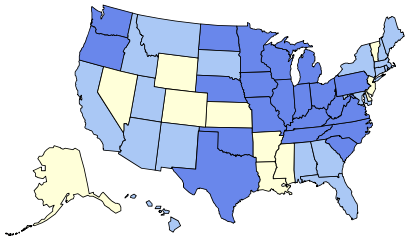
No Data <10% 10%-14%

I am *moving* I am *learning* #

Obesity Trends* Among U.S. Adults

BRFSS, 1989

(*BMI ≥ 30 , or ~ 30 lbs overweight for 5' 4" person)



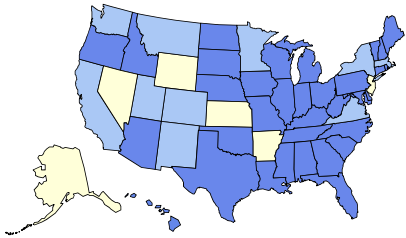
No Data <10% 10%-14%

I am *moving* I am *learning* #

Obesity Trends* Among U.S. Adults

BRFSS, 1990

(*BMI ≥30, or ~ 30 lbs overweight for 5' 4" person)



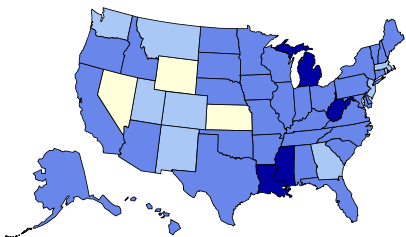
Legend: No Data, <10%, 10%-14%

I am *moving* I am *learning* #

Obesity Trends* Among U.S. Adults

BRFSS, 1991

(*BMI ≥30, or ~ 30 lbs overweight for 5' 4" person)



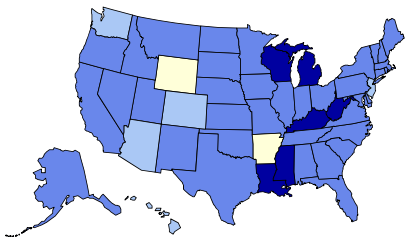
Legend: No Data, <10%, 10%-14%, 15%-19%

I am *moving* I am *learning* #

Obesity Trends* Among U.S. Adults

BRFSS, 1992

(*BMI ≥30, or ~ 30 lbs overweight for 5' 4" person)



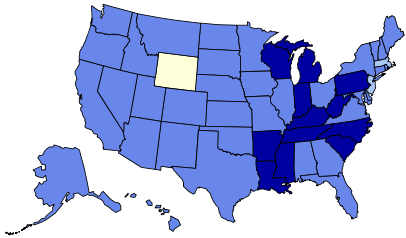
Legend: No Data, <10%, 10%-14%, 15%-19%

I am *moving* I am *learning* #

Obesity Trends* Among U.S. Adults

BRFSS, 1993

(*BMI ≥30, or ~ 30 lbs overweight for 5' 4" person)



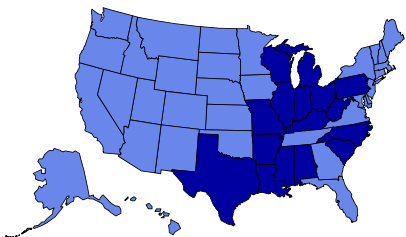
No Data
 <10%
 10%–14%
 15%–19%

I am *moving* I am *learning* #

Obesity Trends* Among U.S. Adults

BRFSS, 1994

(*BMI ≥30, or ~ 30 lbs overweight for 5' 4" person)



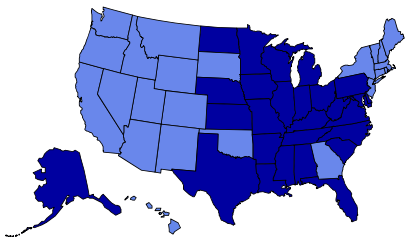
No Data
 <10%
 10%–14%
 15%–19%

I am *moving* I am *learning* #

Obesity Trends* Among U.S. Adults

BRFSS, 1995

(*BMI ≥30, or ~ 30 lbs overweight for 5' 4" person)



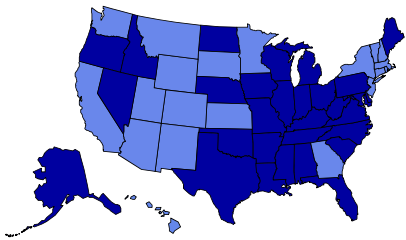
No Data
 <10%
 10%–14%
 15%–19%

I am *moving* I am *learning* #

Obesity Trends* Among U.S. Adults

BRFSS, 1996

(*BMI ≥30, or ~ 30 lbs overweight for 5' 4" person)



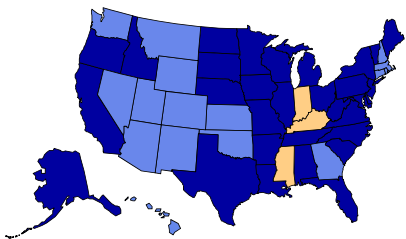
No Data
 <10%
 10%–14%
 15%–19%

I am *moving* I am *learning* #

Obesity Trends* Among U.S. Adults

BRFSS, 1997

(*BMI ≥30, or ~ 30 lbs overweight for 5' 4" person)



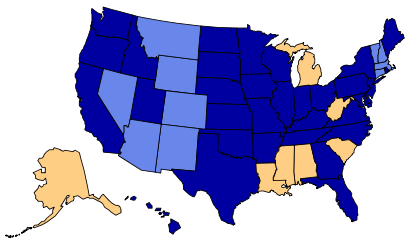
No Data
 <10%
 10%–14%
 15%–19%
 ≥20%

I am *moving* I am *learning* #

Obesity Trends* Among U.S. Adults

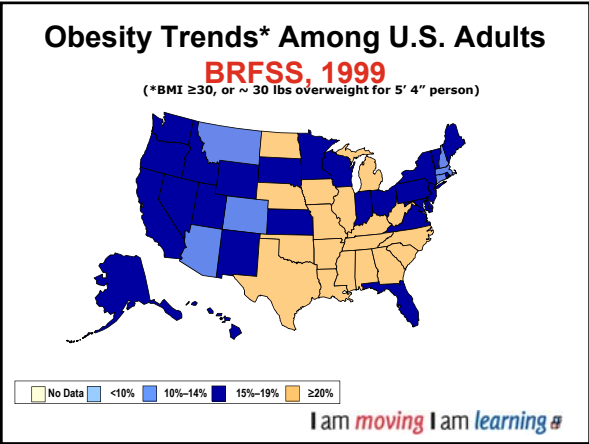
BRFSS, 1998

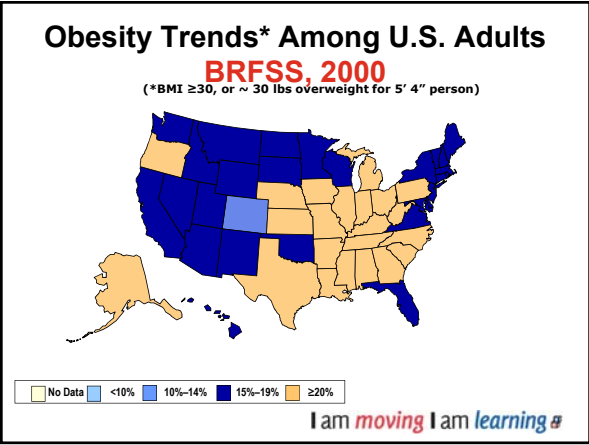
(*BMI ≥30, or ~ 30 lbs overweight for 5' 4" person)

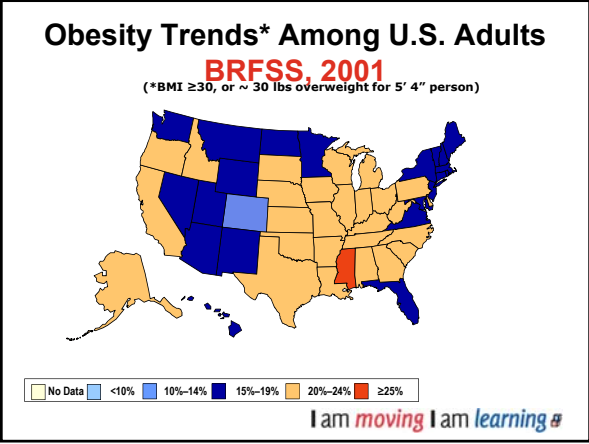


No Data
 <10%
 10%–14%
 15%–19%
 ≥20%

I am *moving* I am *learning* #



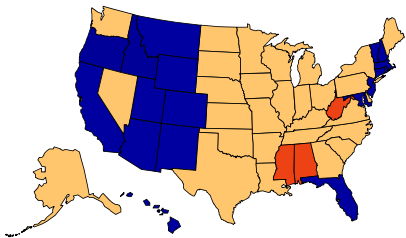




Obesity Trends* Among U.S. Adults

BRFSS, 2002

(*BMI ≥30, or ~ 30 lbs overweight for 5' 4" person)



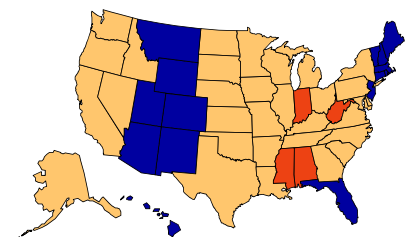
No Data <10% 10%-14% 15%-19% 20%-24% ≥25%

I am *moving* I am *learning* #

Obesity Trends* Among U.S. Adults

BRFSS, 2003

(*BMI ≥30, or ~ 30 lbs overweight for 5' 4" person)



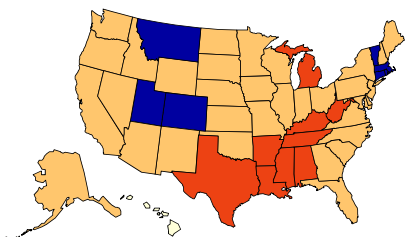
No Data <10% 10%-14% 15%-19% 20%-24% ≥25%

I am *moving* I am *learning* #

Obesity Trends* Among U.S. Adults

BRFSS, 2004

(*BMI ≥30, or ~ 30 lbs overweight for 5' 4" person)



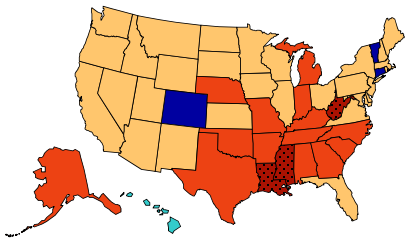
No Data <10% 10%-14% 15%-19% 20%-24% ≥25%

I am *moving* I am *learning* #

Obesity Trends* Among U.S. Adults

BRFSS, 2005

(*BMI ≥30, or ~ 30 lbs overweight for 5' 4" person)

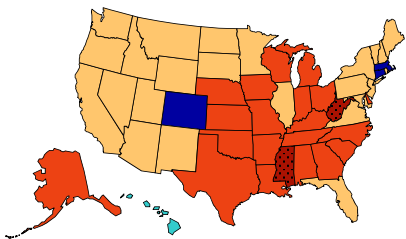


I am *moving* I am *learning* #

Obesity Trends* Among U.S. Adults

BRFSS, 2006

(*BMI ≥30, or ~ 30 lbs. overweight for 5' 4" person)

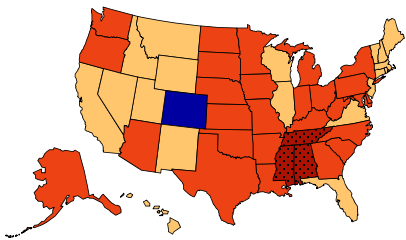


I am *moving* I am *learning* #

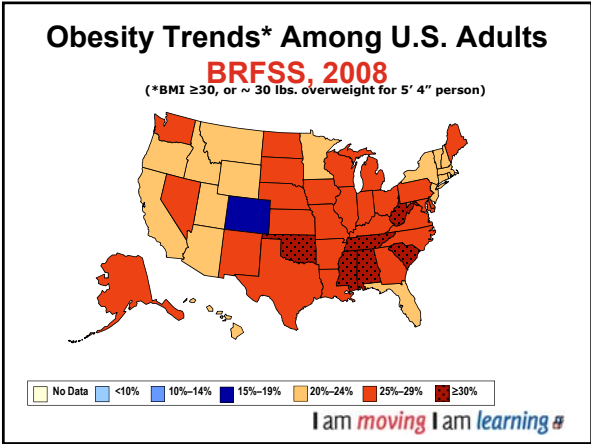
Obesity Trends* Among U.S. Adults

BRFSS, 2007

(*BMI ≥30, or ~ 30 lbs. overweight for 5' 4" person)



I am *moving* I am *learning* #



Childhood Obesity: A Public Health Threat



I am *moving* I am *learning* #

Our Bodies were designed to....

1. Move
2. Be Nourished by Fruits and Vegetables
3. Be Hydrated by Water



I am *moving* I am *learning* #

At one time, we had to move to stay alive.
Survival of the fittest.....

Early humans moved an average of
5-10 miles per day in order to fulfill daily
living tasks.

Whole-Natural Foods were the only
OPTIONS available



I am *moving* I am *learning* #

Hunting & Gathering Now



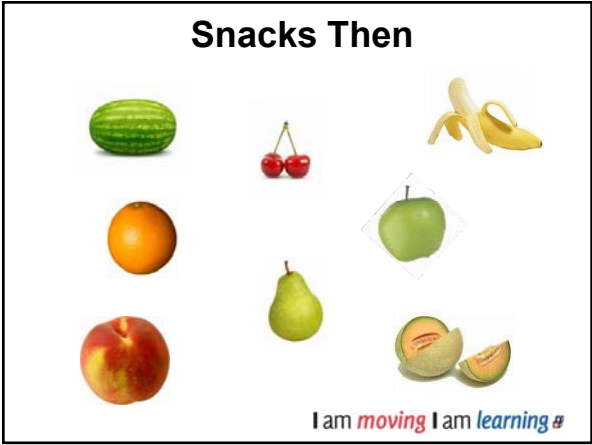
I am *moving* I am *learning* #

Drinking Options Then



I am *moving* I am *learning* #







What Will **MY** Future Be Like?



I am *moving* I am *learning* #

**SOLVING THE PROBLEM OF
CHILDHOOD OBESITY
WITHIN A GENERATION**

May 11, 2010

White House Task Force on Childhood
Obesity Report to the President



I am *moving* I am *learning* #



**Early Childhood
Recommendations**



1. Improve the quality of child care settings to support healthy development.
2. Increase physical activity, improve nutrition, and reduce screen time in early child care settings.
3. Strengthen licensing standards to support physical activity, and screen time in early education and child care settings.

I am *moving* I am *learning* #



Early Childhood Benchmarks of Success



1. More stringent licensing standards that include nutrition, physical activity, and screen time

I Am Moving I Am Learning was one of three examples of innovative, evidenced informed initiatives showcased in the President's Task Force Report!

I am *moving* I am *learning* #



Empowering Parents and Care Givers Recommendations



1. Food retailers should avoid in-store marketing that promotes unhealthy products to children.
2. All media and entertainment companies should limit the licensing of their popular characters to food and beverage products that are healthy.
3. All media and entertainment companies should limit the licensing of their popular characters to food and beverage products that are healthy.

I am *moving* I am *learning* #



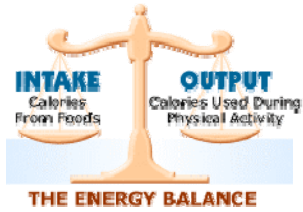
Empowering Parents and Care Givers Recommendations



1. Within three years, the majority of food and beverage advertisements directed to children promote healthy foods.
2. Within three years, licensed characters are used only to promote healthy foods and beverages.
3. All parents and caregivers should receive nutrition and physical activity counseling (health messages) from health care providers by 2012.

I am *moving* I am *learning* #

Obesity Prevention Involves A Focus on Energy Balance



I am *moving* I am *learning* #

Obesity Prevention & Intervention Involves a Focus on Energy Balance



Physical Activity & Nutrition



I am *moving* I am *learning* #

Be Choosy Be Healthy

I'm a Healthy Eater (3 x) Every Day

I'm a Busy Player (3 x) Every Day

Be Choosy Be Healthy (3 x) Every Day

I'm a Choosy Snacker (3 x) Every Day

I'm a Body Shaker (3 x) Every Day

Be Choosy Be Healthy (3 x) Every Day



I am *moving* I am *learning* #

Obesity Prevention Should Begin Early in Life When Preferences Are Being Formed



I am *moving* I am *learning* #

Obesity Is...



A biological predisposition
that is shaped by our
policies and practices

I am *moving* I am *learning* #

Promising Practices Developing Healthy Preferences in Young Children



I am *moving* I am *learning* #

Three Promising Practices Documents:



• Bright Futures in Practice



• Active Start: A Statement of Physical Activity Guidelines for Children Birth to Five Years (NASPE, 2009)



• Appropriate Practices in Movement Programs for Young Children Ages 3-5 (NASPE, 2009)

I am *moving* I am *learning* #



Bright Futures in Practice (Maternal and Child Health Bureau)

Promising Practices in Nutrition Education

1. Nutrition must be integrated or woven into all aspects of daily living
2. Good nutrition requires balance
3. Nutrition should be pleasant and FUN!

I am *moving* I am *learning* #

Goal

Promote Healthy Food Choices Each Day



“Nutrition Building Blocks”

I am *moving* I am *learning* #



Thank You
Thank You
Thank you



When I Eat My Fruit, My Heart Says Thanks
 When I Eat My Veggies, My Heart Says Thanks
 When I Drink My Milk, My Heart Says Thanks
 When I Rest and Sleep, My Heart Says Thanks
 But When I Move---Jump---Hop---Run
 My Happy, Healthy Heart Says
 Thank You, Thank You, Thank You



I am *moving* I am *learning* #

The CDC has concluded that:

- People of all ages benefit from physical activity
- Significant health benefits are obtained by moderate physical activity
- Greater health benefits can be gained through greater amounts of physical activity

I am *moving* I am *learning* #

Active Start:
A Statement of Physical Activity Guidelines for Children Birth to Five Years (NASPE, 2009)



Infants
Toddlers
Preschoolers

I am *moving* I am *learning* #

Guidelines for Infants



- Environments that meet or exceed safety standards
- Infants should interact with caregivers in daily physical activities that promote exploring movement and the environment
- Activities should promote skill development and active play short periods of time several times a day
- Teachers and parents need to be informed

I am *moving* I am *learning* #

Guidelines for Toddlers



- 30 minutes of accumulated daily **STRUCTURED** physical activity
- At least 60 minutes and up to several hours of daily unstructured PA and not sedentary for more than 60 minutes
- Develop foundational movement skills
- Access to indoor and outdoor areas that meet or exceed safety recommendations
- Teachers and parents need to be informed so they can enhance the child's movement skills.

I am *moving* I am *learning* #

Active Start: Guidelines for Preschoolers

- 60 minutes of **accumulated** daily **STRUCTURED** physical activity (MVPA) in short bursts.
- At least 60 minutes of daily unstructured (MVPA)
- Children should not be sedentary for extended periods of time, except while resting.
- Develop competence in movement skills
- Safe indoor and outdoor areas
- Teachers and parents need to be informed so they can enhance the child's movement skills



I am *moving* I am *learning* #

Goal: Increase MVPA During Daily Routines



MVPA Everyday!

I am *moving* I am *learning* #

Move Beyond the Circle Time Rug



I am *moving* I am *learning* #



Appropriate Practices in Movement Programs for Young Children
Ages 3–5 (NASPE, 2009)

- Facilitate maximum participation
- Design active learning environments
- Develop movement skills and concepts
- Plan for repetition and variation of practice
- Practice at a high rate of success
- Make fitness a by-product of play



I am *moving* I am *learning* #

Goal

Improve Quality of Structured Movement Activities Intentionally Facilitated by Adults



**“Body Language” &
“Moving with the Brain in Mind”**
I am *moving* I am *learning* #

Do Preschools Currently Meet the NASPE Guidelines?

I am *moving* I am *learning* #

Physical Activity Among Children Attending Preschools

- Most preschools do NOT meet NASPE guidelines for PA
- Boys are engaged in more MVPA
- 4 - and 5-year-old children were less active than 3-year-old children

Pate et al, 2004

I am *moving* I am *learning* #

Physical Activity Among Children Attending Preschools

- PA levels were highly variable among preschools
- Educational policies and practices have an important influence on the PA levels of children
- Educational policies and practices have a greater influence on the PA levels of children than do demographics

Pate et al, 2004

I am *moving* I am *learning* #

How Can I Possibly Meet the NASPE Guidelines?



I am *moving* I am *learning* #

MOVE ME!



Preschool children spent less time in sedentary activity, and more time in MVPA in preschools that had:

- higher quality scores (ECERS)
- less fixed playground equipment
- more portable playground equipment
- lower use of electronic media
- and larger playgrounds

Dowda, et al (2009)

I am *moving* I am *learning* #

I am *moving* A Proactive Approach for Addressing Childhood Obesity in Head Start Children 
I am *learning*

IMIL Promotes:

- Increasing MVPA
- Modifying existing activities and routines to include physical activity and nutrition learning experiences
- Intentionally facilitating movement experiences
- Developing a movement vocabulary
- Helping the body train the brain
- Sharing information with parents
- Being a healthy role model

I am *moving* I am *learning* #

**IMIL promotes:
Being a Healthy Role Model**

- Messengers**
- Influential**
- Consistent**



I am *moving* I am *learning* #



Choose
Healthy
Options
Often and
Start
Young



Meat Cheesy

I am *moving* I am *learning* #

A Consistent Role Model for Physical Activity & Nutrition

I am *moving* I am *learning* #



We are all role models for our children, our families, our co-workers and our friends. Whether or not we wear a costume.

I am *moving* I am *learning* #

IMIL: A Comprehensive Framework For Action

IMIL is Not:
a “flavor of the month,”
“cookie-cutter approach”
an “add-on”

IMIL Does:
Increases energy and fun for all!
Stimulates creativity in each program
Enhances classroom management
Produces health benefits for staff

I am *moving* I am *learning* #

IMIL: A Comprehensive Framework For Action

- **Enhances** what teachers already do
- **Embeds** quality movement experiences and healthy nutrition choices within daily routines
- **Augments** your existing curriculum approach (Creative Curriculum, High Scope, and others)
- **Provides** a comprehensive movement vocabulary framework



I am *moving* I am *learning* #

I Am Moving, I Am Learning Framework

WHAT WHAT WHAT (Action Awareness)

HOW HOW HOW (Effort Awareness)

WHERE WHERE WHERE (Space Awareness)

WITH WITH WITH (Relational Awareness)

I am *moving* I am *learning* #

I'm Learning

WHAT WHAT WHAT (Repeat)

What My Body Does (Repeat)

Like Bend and Stretch



I am *moving* I am *learning* #



I'm Learning

HOW HOW HOW (Repeat)

How My Body Moves (Repeat)

Like Fast and Slow



I am *moving* I am *learning* #

I'm Learning

WHERE WHERE WHERE (Repeat)

Where My Body Moves (Repeat)

Like High and Low



I am *moving* I am *learning* #

I'm Moving

WITH WITH WITH (Repeat)

With My Choosy Friends (Repeat)

Everybody Dance and Sing (Repeat)



I am *moving* I am *learning* #

I'm Moving, I'm Learning (repeat)

I'm Learning to Move And

I'm Moving to Learn

So C'Mon Everybody

Help Me Sing This Song



I am *moving* I am *learning* #

I'm Moving, I'm Learning (repeat)

I'm Learning to Move And

I'm Moving to Learn

So I'll Have a Healthy Body

My Whole Life Long



I am *moving* I am *learning* #

I'm Learning

WHAT WHAT WHAT (Repeat)

WHAT My Body Does (Repeat)

Like Twist and Turn



I am *moving* I am *learning* #

I'm Learning

HOW HOW HOW (Repeat)

How My Body Moves (Repeat)

Like Start and Stop



I am *moving* I am *learning* #

I'm Learning

WHERE WHERE WHERE (Repeat)

Where My Body Moves (Repeat)

Like Forward and Backward



I am *moving* I am *learning* #

I'm Moving

WITH WITH WITH (Repeat)

With My Choosy Friends (Repeat)

Everybody Dance and Sing (Repeat)



I am *moving* I am *learning* #

I'm Moving, I'm Learning (repeat)

I'm Learning to Move And

I'm Moving to Learn

So C'Mon Everybody

Help Me Sing This Song



I am *moving* I am *learning* #

I'm Moving, I'm Learning (repeat)

I'm Learning to Move And

I'm Moving to Learn

So I'll Have a Healthy Body

My Whole Life Long



I am *moving* I am *learning* #

I am *moving* A Proactive Approach for Addressing Childhood Obesity in Head Start Children 
 **I am *learning***

Opportunity Knocks!

I am *moving* I am *learning* #
