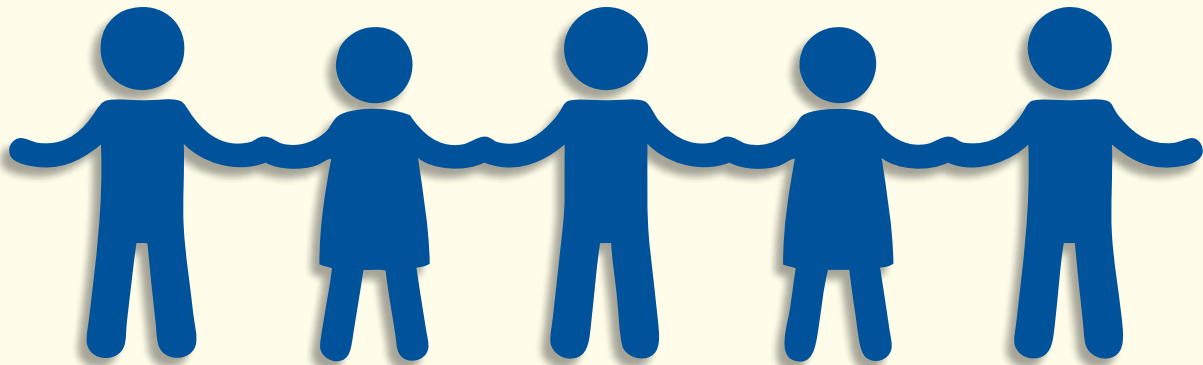




Guidelines

for Childcare





Practitioner Guidelines for Physical Activity and Screen Time

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Early Learning Practitioner Guidelines

Preschools and early childhood education centres play an important role in teaching children and their families about healthy eating and physical activity. Active and healthy children are better prepared to learn and can develop lifelong healthy habits. The following guidelines have been developed based on the average amount of time a child spends in their early childhood education facility. These guidelines have been developed based on best practices, research, and a combination of national and provincial policies and guidelines.

Physical Activity and Screen Time Guidelines

The average child in childcare spends seven hours a day in care. Guidelines were built based on a seven-hour day. Half-day guidelines have also been developed for children in care three to three and a half hours.

National guidelines state that toddlers (aged one to two years) and preschoolers (aged three to four years) should accumulate at least 180 minutes of physical activity per day. In a full day (seven hours or more), this can be broken down to:

- 60 minutes led by the early learning practitioner
- 60 minutes of free play/unstructured while in childcare
- 60 minutes outside of childcare

Physical Activity: Full day, seven hours

- Children will accumulate at least 120 minutes of moderate to vigorous physical activity daily, while in childcare.
 - ✓ Ideally, some outdoor playtime will be included and where possible, play should be planned across a variety of settings (e.g. backyard, playground, rec room, park, etc.).
 - ✓ To follow children's natural rhythm, play in smaller sessions of 15 minutes or longer to add up to at least 120 minutes over the day.
- At least 60 minutes of the physical activity is led by the early learning practitioner.
- At least two activities the early learning practitioner leads will target fundamental movement skills (such as running, hopping, jumping, balancing, throwing, catching and kicking);
 - ✓ At least one skill will target throwing, catching, kicking or batting an object.
- Children will accumulate at least 60 minutes of free play/unstructured physical activity.
- Avoid games where a child could be a target. Use soft equipment when throwing, batting, kicking and catching.

Physical Activity: Half day, three to three and a half hours

- Children will accumulate at least 60 minutes of moderate to vigorous physical activity daily, while in childcare.



GUIDELINES FOR CHILDCARE



- ✓ Ideally, some outdoor playtime will be included and where possible, play should be planned across a variety of settings (e.g. backyard, playground, rec room, park, etc.).
- ✓ To follow children's natural rhythm, play in smaller sessions of 15 minutes or longer to add up to at least 60 minutes over the day.
- At least 30 minutes of the physical activity will be led by the early learning practitioner.
- At least two activities the early learning practitioner leads will target basic movement skills (such as running, hopping, jumping, balancing, throwing, catching and kicking);
 - ✓ At least one skill will target throwing, catching, kicking or batting an object.
- Children will accumulate at least 30 minutes of free play/unstructured physical activity.
- Avoid games where a child could be a target. Use soft equipment when throwing, batting, kicking and catching.

Screen time

- Children will be exposed to 30 minutes or less of screen time daily while in childcare.
 - ✓ Alternatively, no more than 150 minutes of screen time will be accumulated through the week in childcare. Less is better.
 - ✓ This includes computers, movies, video games, tablets, smart phones, active video games, etc.
- Do not expose children under two years to any screen time.
- Video games: If screen time includes video games, physically active games are considered more desirable than sedentary games. Active video games do not replace physical activity time.

General

- All attempts should be made to avoid exposing children to marketing and advertising.

These guidelines have been developed based on recommendations from the Canadian Society for Exercise Physiology (CSEP) and the National Association for Sport and Physical Education (NASPE).