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| Supplementary Table 1. *Module Content Areas Generated by the Physical Activity/Sedentary Behaviour Expert Panel (n = 19).* |
| ***Module 1: An Introduction to Physical Activity and Sedentary Behaviour in the Early Years*** |
| 1. *Defining Physical Activity and Sedentary Behaviour*  * What is physical activity, and what does this behaviour look like in infants (<1y), toddlers (1-2y), and preschoolers (3-4y)?   + What are the intensities of movement behaviours? (i.e., sedentary, light, moderate, and vigorous activity)   + Structured vs. unstructured physical activity   + What is active play? * What is sedentary behaviour, and what does this behaviour look like in infants, toddlers, and preschoolers? * What is screen-viewing?   + Active vs. passive screen-viewing   + Media usage in childcare – appropriate for educational purposes? |
| 1. *The Canadian 24-Hour Movement Guidelines for the Early Years*  * How much light, and moderate-to vigorous-intensity physical activity should young children engage in each day? * How much continuous sitting time should young children be limited to? * How much screen-viewing should young children be limited do each day? * How can these guidelines be adapted to the childcare day? |
| 1. *Prevalence of Physical Activity, Sedentary Behaviour, and Screen-Viewing Among Young Children*  * Overall prevalence rates, and in various childcare settings (home-based childcare vs. centre-based childcare vs. full-day kindergarten) * How do these compare to guidelines? * Sociodemographic differences in movement behaviours |
| 1. *What are the Benefits of Physical Activity in the Early Years?*  * Links with improved physical, psychosocial, and cognitive development (e.g., improved bone and skeletal health, weight status, brain development, emotional regulation) * Importance of the early years for establishing physical activity habits that set the foundation for an active childhood, adolescence, and adulthood |
| 1. *Physical Literacy and Fundamental Movement Skills*  * Fundamental movement skills and sport skills * APPLE Model – Active Play and Physical Literacy Every day * Building confidence and competence in a variety of physical activity settings (via mastery experiences, vicarious experiences, verbal persuasion) * Importance of physical literacy for lifelong participation in physical activities |
| 1. *What are the Risks of Excessive Sedentary Behaviour, Particularly Screen-Viewing?*  * Independent of physical activity, links with physical health (e.g., weight status), behaviour, cognitive development (including language development), irregular sleep patterns * Establishing sedentary behaviour and screen-viewing habits that set the foundation for a healthy future |
| ***Module 2: Physical Activity and Sedentary Behaviour in the Childcare Environment*** |
| 1. *Factors Influencing Physical Activity and Sedentary Behaviour in Childcare*  * Early childhood educators are important influences on young children’s movement behaviours (in terms of programming, role modeling, and training in physical activity) * Presence/size of indoor and outdoor play areas * Fixed and portable play equipment * Scheduling of outdoor time * Physical activity and screen-viewing policies |
| 1. *Outdoor Play*  * Importance of outdoor play for physical, psychosocial, and cognitive health (e.g., increased physical activity, improved mood and creativity) * Outdoor play in various climates (cold, rain, snow, extreme heat) and solutions if outdoor time is not an option * How to make the most out of outdoor space for physical activity * What to do if outdoor play is not an option |
| 1. *Risky Play*  * Importance of risky/adventurous play (building confidence through appropriate challenge) * Difference between risky and dangerous/hazardous play * How to encourage risky play among young children * Cost/benefit analysis of engaging in risky play |
| ***Module 3: How to Promote Physical Activity and Minimize Sedentary Time in Childcare*** |
| 1. *Monitor Physical Activity and Sedentary Time in Your Classroom*  * How are movement behaviours measured in research? * How can movement behaviours be monitored by early childhood educators? * How can early childhood educators create goals and track progress after implementing physical activity-promoting changes? * Models of behaviour change to inform physical activity promotion strategies |
| 1. *Become a Role Model and Champion for Physical Activity*  * Benefits of role modeling and co-participation * Actively participating in outdoor play (not simply supervising) |
| 1. *Promote Physical Activity and Minimize Sedentary Time through Instruction and Interaction*  * Avoid withholding physical activity and outdoor time as punishment, or using screens as a reward * Involve children in daily activities (hanging coats, clearing the table, etc.) * Notice individual differences and learn how each child responds to forms of encouragement to be active * How to facilitate active play |
| 1. *Program Time for Physical Activity and Active Breaks to Limit Sitting Time*  * How to design curriculum to be supportive of physical activity and minimize sitting time * Teacher-led physical activity * Developing physical activity opportunities for children of all abilities * Scheduling indoor free play time * How to incorporate muscle and bone-strengthening activities into programming * Programming active breaks between sedentary tasks to break up prolonged sitting * How to minimize sedentary behaviour during transition times |
| 1. *Incorporate Physical Activity into Other Educational Objectives*  * How to integrate physical activity into other curriculum areas and typically sedentary activities (e.g., reading circles, arts and crafts) |
| 1. *Create and Make Use of Environments to be Supportive of Physical Activity*  * How to set up your classroom to promote movement * Making use of limited spaces/resources (moving furniture, using hallways) |
| 1. *Suggest the Creation of Physical Activity and Screen-Viewing Policies at your Centre*  * Having a written physical activity and screen-viewing policy will aid in achieving goals to increase physical activity and minimize screen-viewing * This will help parents understand that the centre prioritizes their child’s health |
| 1. *Get Parents/Guardians on Board!*  * Communicate with parents about the importance of physical activity and minimizing screen-viewing in early childhood * Communicate with parents about their child’s movement behaviours at childcare, and how they can support progress at home |
| ***Module 4: Training, Resources, and Practical Examples of Activities*** |
| 1. *Resources and Professional Development*  * Importance of background training in physical activity and sedentary behaviour, and on-going professional development * Many childcare organizations provide professional development workshops for early childhood educators * Examples of professional development in physical activity and health (e.g., HighFIVE, Physical Literacy Instructor Program) * Resources – Sport for Life, Active for Life, OPHEA, Healthy Kids Healthy Future * Resources – Colleagues, social media (e.g., Pinterest) |
| 1. *Example Activities*  * Video examples of teacher-led physical activities and active breaks |
| *Note.* Topics within each content area were generated by the physical activity/sedentary behaviour expert panel, and pooled accordingly. |