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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?
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| 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?
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| 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
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| 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
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| 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
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| 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
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| ***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
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| 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
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| 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
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| ***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
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| 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)
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| 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
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| 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
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| 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)
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| 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)
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| 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
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| 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
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| ***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)
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| 1. *Example Activities*
* Video examples of teacher-led physical activities and active breaks
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| *Note.* Topics within each content area were generated by the physical activity/sedentary behaviour expert panel, and pooled accordingly. |