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Romp & Chomp

Healthy Eating + Active Play for Geelong Under 5s

OBJECTIVE 7: To increase structured active play in kindergarten and childcare settings.

Implementation strategies, process evaluation, lessons learned and recommendations for future practice.



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This report was produced for The *Romp & Chomp* Project.

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This project was broad in its reach and partnerships. Like any project there will be comings and goings, as staff left and others arrived. We acknowledge the contribution of many others who have contributed to this project, in a myriad of ways, over time. Thank you. It would not have been possible without each and every contribution.

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Executive Summary

Romp & Chomp was a community-based and community-wide obesity prevention project conducted in the City of Greater Geelong and the Borough of Queenscliffe, targeting approximately 12, 000 children aged 0-5 years and their families. The project funding for implementation was \$111,000 over 4 years (2004-8), and implementation activities were strongly focused on capacity building and involved predominately environmental and settings based strategies.

While data investigating the impact of physical activity behaviours on overweight and obesity is limited, it is apparent that early positive physical activity experiences predispose people to participate in physical activity in later years [1, 2] and it is well documented and accepted that participating in physical activity over the life span has broad, positive health impacts. Factors for consideration for the *Romp & Chomp* project included: the importance of movement skill development for young children and barriers and facilitators for early childhood activity. In order to address health concerns associated with reduced levels of physical activity, Objective 7 of the *Romp & Chomp* project aimed to increase structured active play in early childhood settings.

There was found to be a marked absence of specific policies and policy developments around physical activity in early childhood settings. Thus there emerged the need to support early childhood settings, not only to develop active play policies, but also to implement them into practices. Training and staff support also emerged as a priority in order to achieve this objective.

It became apparent that the early childhood sector required a resource to increase their knowledge, skills, and ability to provide opportunities for structured active play for children in a range of settings. The development of the Structured Active Play Program (SAPP) was a significant achievement as it provided a resource that informed settings staff about age-appropriate physical activity and fundamental movement skills. The SAPP also enabled access to a range of options for activities and environments, and provided a checklist to support program planning. This resource has been identified by the *Kids-‘Go for your life’* (KGFYL) program as of significant benefit, and additional work has been done to adapt the *Romp & Chomp* program to make it suitable for a wider population and make it available to all early childhood settings state-wide through this statewide program. Training in structured active play is also to be incorporated into undergraduate teaching of future early childhood workers through Deakin University.

Working in partnership with the local specialist agency Leisure Networks allowed the project to access staff that had prior knowledge and skills in physical activity training, and provided the return benefit of broadening their skill base to an earlier age group. This enabled continued support for this population group across a range of areas. Training for staff to implement the SAPP was provided for a significant number of staff within a range of early childhood settings (long day care, family day care and kindergartens).

Incorporating training into early childhood courses increased the likelihood that physical activities (and fundamental movement skills: FMS) will continue to feature in planning daily activities within early childhood settings. Dissemination of the resource and training package through *KGFYL* also increased the potential for early childhood staff across the state to support active play and the development of FMS and increases sustainability of these strategies.

Background to *Romp & Chomp*

The Deakin University (DU) Sentinel Site for Obesity Prevention was established in the Barwon-South Western Region with funding from the Department of Human Services (DHS) and the Department of Health and Ageing. Subsequently, obesity prevention resources and expertise were focussed within the BSW region to trial and evaluate innovative demonstration projects for obesity prevention. This site was within the WHO Collaborating Centre for Obesity Prevention.

In 2003, an interim steering committee was formed from a collaboration between DHS, DU, Barwon Health, City of Greater Geelong (COGG), Geelong Kindergarten Association (GKA) and Leisure Networks and it was determined that one demonstration project would support healthy eating and active play in children under 5 years within the Geelong region (see figure 1).

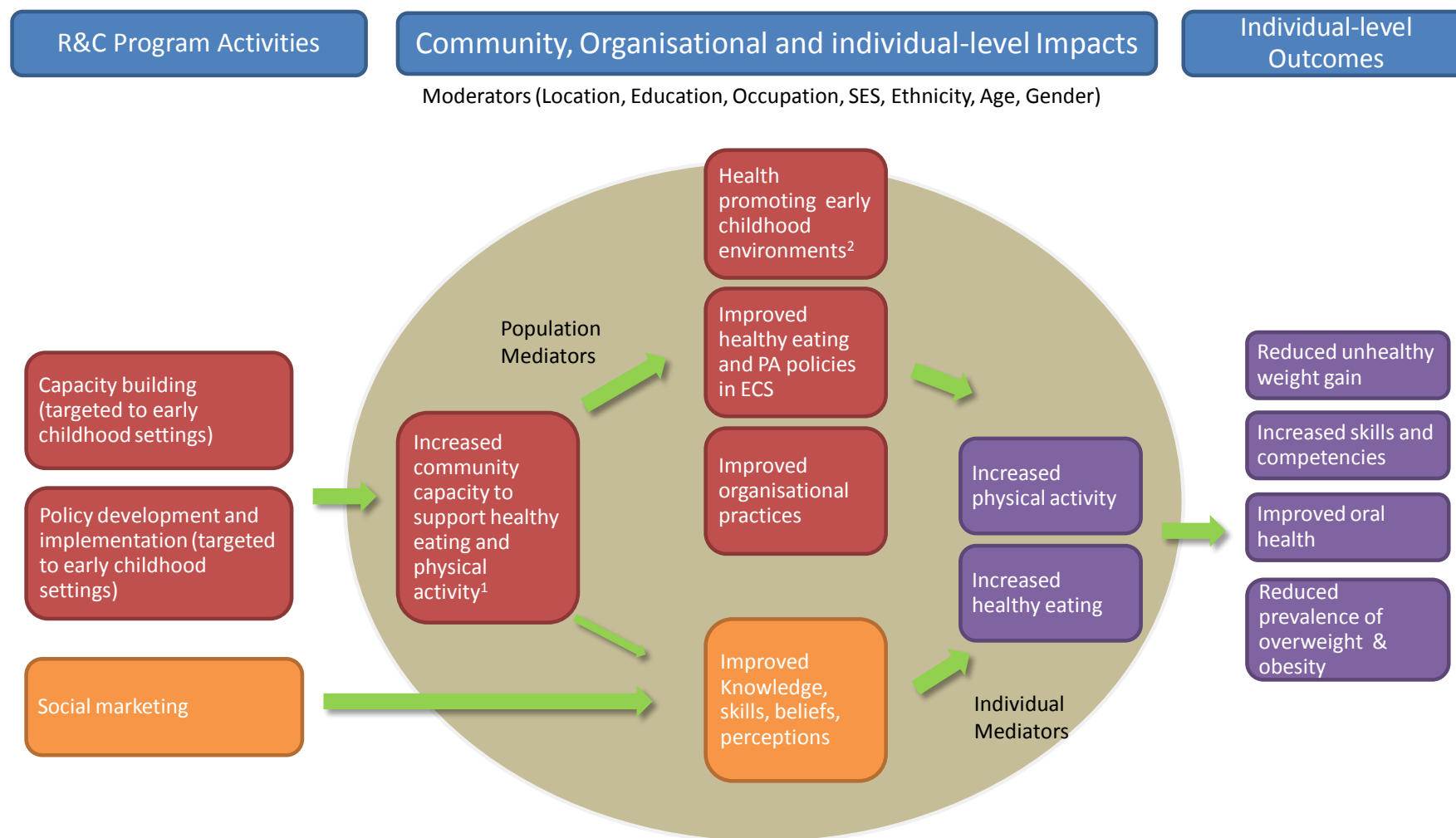
The *Romp & Chomp* project was subsequently developed as a community-based and community-wide obesity prevention demonstration project targeting preschool children in the City of Greater Geelong and the Borough of Queenscliffe. The project was conducted from 2004-2008 and targeted the 12,000 children aged from 0 to 5 years of age and their families.

The broad aim of the *Romp & Chomp* project was to increase the capacity of the Geelong community to promote healthy eating and active play and to achieve healthy weight in children less than 5 years of age. This was to be achieved through a series of 8 objectives and targeting community and early childhood settings with four key messages; 1) daily active play 2) daily water and less sweet drinks 3) daily fruit and vegetables, and 4) less screen time.

Throughout the project, *Romp & Chomp* was supported by a number of key community organisations. A management committee of stakeholders (see below, tables 2 & 3), oversaw the implementation of the action plan and assisted the project coordinators (employed through Barwon Health and DHS) to fulfil their duties.

Logic Model development

The *Romp & Chomp* project was developed within the socio-ecological model of health and the logic model (figure 1) is therefore multi-level and multi-setting. From this basis, the evaluation was also designed to measure all aspects of the project and a complex project such as *Romp & Chomp* requires a multi-level design. The evaluation is repeat cross-sectional with a control group and draws on existing population data as well as data collected specifically for this program evaluation.



1. Capacity is leadership, skills, knowledge, structures, resources , partnerships

2. Environments (built, social, economic, policy) include community-based organisations, early childhood services, homes, neighbourhoods, health services

Figure 1 Romp & Chomp Logic Model

Governance Structure

In 2003 the Department of Human Services provided funding to address health concerns related to obesity in the Barwon-South West region. The Sentinel Site for Obesity Prevention at Deakin University was to support the development of, coordinate and evaluate three regional demonstration projects: *Be Active, Eat Well* (4-12 year olds), *It's Your Move!* (12-18 year olds) and *Romp & Chomp* (0-5 year olds).

Romp & Chomp had a target group of over 12,000 children aged 0-5 years in the city of Geelong and surrounding areas, including the Bellarine Peninsula and Borough of Queenscliffe. It was a partnership project targeting early childhood settings throughout this region, working together with the *Smiles 4 Miles* and 'Kids- Go for your life' projects to improve health and weight outcomes.

The Steering committee contained members of partner organisations at, or equal to, CEO level, in order to ensure management support for the project. This committee met infrequently and comprised the following:

Person	Role	Agency	Tenure
Anna Fletcher	General Manager, Community & Mental Health	Barwon Health	2004 - 2007
Nola Ganly	Manager, Community Partnerships	Barwon South-Western Regional Office, DHS	2004 - 2006
Annie O'Loughlin	Manager, Early Years	Barwon South-Western Regional Office, Department of Human Services (DHS)	2006 - 2008
Donna Mant-Smith	Manager, Family Services	City of Greater Geelong (CoGG)	To June 2005
Boyd Swinburn	Professor, Population Health	Deakin University, WHO Collaborating Centre for Obesity Prevention (WHO CC)	2004 - 2008
Robert Were	Manager, Family Services	City of Greater Geelong (CoGG)	2005 - 2007

Table 1 *Romp & Chomp* Steering Committee members

The Management committee contained members of partner organisations who had direct management responsibilities of early years services/agencies. This committee met monthly and comprised:

Person	Role	Agency	Tenure
Colin Bell	Research Fellow & Project Manager	Deakin University, WHO CC	2004 - 2006
Mark Brennan	Dietitian & R&C Project worker	Barwon Health <i>EFT: 0.4</i>	2006 - 2007
Brooke Connolly	Healthy Communities Team Leader	Leisure Networks	2005 - 2008
Maree Crellin	Co-ordinator Maternal & Child Health Services	CoGG	2004 - 2008
Lisa Demajo	Co-ordinator City Learning & Care Services	CoGG	2004 - 2008
Kathleen Doole	Community Health Nurse & R&C Project Co-Coordinator	Barwon Health <i>EFT: 0.5</i>	2004 - 2006
Debbie Elea	Co-ordinator Family Day Care Services	CoGG	2004 - 2008
Melanie Nichols	Research Assistant & PhD Student	Deakin University, WHO CC	2005 - 2007
Janet Park	Executive Officer	Geelong Kindergarten Association (GKA)	2005 - 2008
Andrea Sanigorski	Research Fellow & Project Manager	Deakin University, WHO CC	2004 - 2008
Janet Torode	Dietitian & R&C Project Co-Coordinator	DHS <i>EFT: 0.5</i>	2004 - 2006
Louise VanHerwerden	Dietitian & R&C Project Coordinator	Barwon Health <i>EFT: 0.6</i>	2006 - 2007
Helen Walsh	Regional Health Promotion Officer	DHS	2004 - 2007

Table 2 Romp & Chomp Management Committee members

The Management committee also included representatives from other health promoting projects active within the region:

Person	Role	Agency
Vanessa Philips	Health Promotion Officer	Dental Health Services Victoria
Sharon Sharp	Coordinator <i>Smiles4Miles (S4M)</i>	Barwon Health-Dental
Amanda Stirrat	Coordinator <i>Kids-Go For Your Life' (KGFYL)</i>	CoGG

As all coordinators had left the project prior to completion, the final activities and write up of the process report was completed by:

Person	Role	Agency
Floor De Groot	International intern & Research Assistant	Free University of Amsterdam & Deakin University WHO CC
Susan Parker	Health Educator	Barwon Health
Narelle Robertson	Research Assistant	Deakin University, WHO CC
Andrea Sanigorski	Research Fellow & Project Manager	Deakin University, WHO CC

Introduction

The increasing prevalence of overweight and obesity within the Australian population is a concern, with overweight children often becoming overweight adults [3, 4]. While data investigating the impact of physical activity behaviours on overweight and obesity is limited it is apparent that early positive physical activity experiences will predispose people to participate in physical activity in later years [1, 2], and it is well documented and accepted that participating in physical activity over the life span has broad, positive health impacts.

Importance of movement skill development for young children: Fundamental movement skills are basic movement patterns (catch, throw, kick etc.) that can be adapted, combined and refined to provide a foundation for lifetime sporting, recreational and physical activities [5-7]. It is generally agreed that body control activities (e.g. balance), manipulation opportunities with a variety of equipment, and both locomotor and non-locomotor activities should form the basis of a young child's preschool movement experience [5, 8, 9]

Barriers and facilitators for early childhood movement: Literature exploring physical activity levels of children placed in care environments is limited. Some investigations looked at the daily activity patterns of three-to-five-year-old children attending day care, finding little time is spent engaged in vigorous activity and most time is devoted to sedentary or low-level activity[7, 10-12] While higher levels of physical activity have been associated with outdoor play[10, 13, 14], this does not mean that children will naturally engage in an ideal range of physical activities in outdoor environments. Taggart and Keegan[15] found children in centres rarely engaged in the fundamental movement skills of kicking, catching or striking, while the dominant behaviours were climbing, jumping and running. This is consistent with other research which found that balls and bean bags for throwing, using a bat/racquet, and kicking activities were not commonly provided at early childhood centres [16] and that equipment commonly requested for purchase by preschool teachers would not facilitate fundamental movement skills requiring object control [17].

Adult presence influences the activity patterns of children during outdoor play: Interaction and encouragement from adult carers promotes increased activity in skills of catching, throwing, kicking, and using bats and children participate in fundamental movement skills for longer when an adult is present [15].

In order to address health concerns associated with reduced levels of physical activity, Objective 7 of the *Romp & Chomp* project aimed to increase structured active play in early childhood settings.

In order to achieve this, three strategies were developed. These resulted in the development of a structured active play program designed for early childhood settings; the development of active play policies for EC settings, and active play training opportunities for EC workers and settings staff. Together, the strategies provided a broad approach supporting early childhood staff to offer and encourage active play opportunities, and enhance physical skill development in children in early childhood settings.

This objective required significant support from all partner agencies. The school of Occupational Science & Therapy at Deakin University significantly contributed to the development of the Structured Active Play (SAP) program and Leisure Networks provided training to implement the newly developed resource into early childhood settings

Strategy Overview

Strategy 7.1

Facilitate and support the introduction of physical activity policies in settings

This strategy was developed to provide support to early childhood settings to develop and administer policies supporting their ability to incorporate structured active play activities within these venues, and to enable a consistent response across the region.

In order to achieve this, the following processes occurred:

- Identification of settings based physical activity policies and initiatives.
- Review of current recommendations and policies for physical activity with settings and service providers.
- Sourcing additional policies related in terms of content or settings (*Best Start, SRER, S4M*) to establish benchmarks.
- Development of a policy template in collaboration with settings staff and stakeholders, and piloting of the policy implementation into settings.
- Support for policy implementation within kindergartens by Barwon Health dental and primary care staff.
- settings audits to establish the level of policy implementation

Strategy 7.2

Support settings to facilitate staff training in active play/play for under 5s

This strategy was developed to increase skills and knowledge of EC staff to support their ability to develop and/or implement structured (and unstructured) active play activities within these venues.

In order to achieve this, the following processes occurred:

- Development, pilot testing and evaluation of a structured active play (SAP) resource for Early Childhood Settings.
- Identification of active play training opportunities for each setting.
- Engagement of a qualified training agency to develop age-appropriate physical activity content, and implement training.
- Consultation with Leisure Networks to facilitate active play training based on the active play program.
- Identification of early childhood certificate courses to include active play training opportunities and ensure sustainability.

Strategy 7.3

Implement Structured Active Play Program in settings

This strategy was developed to ensure ongoing implementation of structured active play in early childhood settings.

- Development, pilot testing and evaluation of a training package to enable integration of the structured active play (SAP) program into Early Childhood Settings.
- Facilitation for training of settings staff in active play/play for under 5s.
- Integration of the structured active play program into existing certificated training courses for all facilitators, mentors and trainees involved in the delivery of preschool services by partner agencies.

Evaluation

In order to establish the effectiveness of the strategies on incorporating structured active play in early childhood settings several measures occurred (see report 3).

- The presence of policies supporting structured active play in early childhood settings was noted and recorded, as a part of the Survey Tools.
- Long Day Care & Family Day Care were surveyed at the commencement of the project to establish a baseline measure of structured active play activities in 2005/6, and followed up in November 2007.
- Surveys in kindergartens whereby teaching staff recorded the details of the amount of time spent in free and structured play, inside and outside in a typical session. The surveys were conducted four times: November 2006, March 2007, November 2007 and March 2008
- A two page Eating and Activity Survey (E&AS) was used to examine children's eating and activity behaviours likely to be risk or protective factors for obesity development. The survey consisted of questions about demographic characteristics, activity levels and dietary information.
- In 2007, 2 honours projects were conducted to evaluate the effectiveness of the SAPP in the Long Day Care setting supervised by Karen Stagnitti and Andrea Sanigorski (appendix 7.K).

Processes

Strategy 7.1

Facilitate and support the introduction of physical activity policies in settings

As part of the consultative process, current recommendations and policies in use within settings were reviewed, with settings staff and service providers. All early childhood settings (FDC, LDC, and Kindergartens) considered and incorporated physical activities and development of physical skills into planning. However, initial survey findings showed that only 5% of early childhood settings had an active play/physical activity policy (4/18 LDC, 1/38 KG, and 0 FDC). Those that were in existence, focussed on ensuring time allocation to outside play, or pertained to other knowledge and skills that incorporated activity, such as games and music, and were guided by environmental and safety issues. Thus there was clearly the need to develop policies around physical activity for early childhood settings that incorporated structured planned activities with relevance to child development in addition to free play.

Within settings, there appeared to be less understanding of the context for, and possible content of, such policies. This was in the presence of a very high saturation, and implementation of nutrition policies. Thus there emerged the need to support early childhood settings, not only to develop active play policies, but also to implement them into practices. Training and staff support also emerged as a priority in order to achieve this objective.

Current recommendations for physical activity in the early years were reviewed and, again, these were very limited in the number and scope. Further, there was a lack of consistency around application of guidelines for physical activity for children. Wollongong University was found to be the lead agency in this area, having produced some recommendations within recent studies for school aged children.

Consultation occurred with setting stakeholders in order to develop a policy template that could be incorporated into settings. It was noted that these policies had to allow for large variations in skills that would be encountered in childcare settings, particularly within the FDC settings. A draft policy template was developed. A second round of surveys assayed whether the policies were adopted and implemented in ECS. This was incomplete at the time of the loss of the two project co-ordinators and is currently unclear.

Despite this, both LDC and FDC continue to incorporate planning for active play within ongoing practices, and while no GKA kindergarten has a separate Active Play policy in place, in 2007, an overarching 'Health and Wellbeing Policy' was developed by GKA to enable their kindergartens to meet the requirements of the Kids- 'Go for your life' (KGFYL) award. This policy incorporates statements related to ensuring active play within kindergarten settings. Through this policy 3 kindergartens had incorporated active play statements into policy documents by March 2007 and in March 2008 this had risen to 8 kindergartens. The final outcome and comparison with other parts of the State is currently being determined.

Despite incomplete implementation in 2008 there is a heightened awareness of the need for policies related to active play, and a willingness to incorporate statements pertaining to active play into current policy documentation. Further, *Kids- 'Go for your life'* requires such statements in order to apply the (*Kids- 'Go for your life'*) award to the setting, and these have now been awarded to 8 kindergartens in the Geelong (and surrounding) region.

Summary

- There was a marked absence of specific policies and policy developments around physical activity in early childhood settings.
- It was important to develop the policy in partnership with those settings/services who were to implement it to ensure relevance and acceptability.
- Training and staff support related to active play also emerged as a priority area
- This strategy was not fully implemented in that *Romp & Chomp* Active Play policies were not widely implemented in 2008.
- A number of agencies, including Kids- 'Go for your life' have reviewed the draft policy developed by *Romp & Chomp* and incorporated aspects of the document into broader policies for early childhood settings.

Strategy 7.2

Support settings to facilitate staff training in active play/play for under 5s

In order to establish active play training needs for each setting, each setting was surveyed in 2005 to establish their current knowledge, resources, perceived barriers and activities.

Resource: Structured Active Play Program (SAPP)

The Committee of Management utilised the information gathered through the baseline settings surveys to propose the development of a program containing developmental information, and age-appropriate information. As the University of Wollongong had previous experience in this field, Colin Bell from Deakin University contacted Tony Oakley from Wollongong University (as there was an established collaborative relationship identified) in order to commence development of a booklet targeting physical activities appropriate for 0-5 year old children. The activities would revolve around 11 gross motor skills (balancing, galloping, running, hopping, jumping, catching, kicking, leaping, skipping, striking, and throwing). A comprehensive draft resource was developed after meeting with EC workers and stakeholders and was subsequently sent out for review. The feedback was that the presented product was targeted at an older group of children and more appropriate for use within primary school settings. It was found to be unsuitable for use in early childhood settings with children aged from 0-5 years. The important formative data collected by the University of Wollongong had recently been published [18].

Subsequently, in 2006, Associate Professor Karen Stagnitti, paediatric occupational therapist at Deakin University specialising in children's play and development was invited to prepare a resource with content to suit a younger age group. Assoc. Prof Stagnitti was selected as she has published broadly on issues of early childhood play and activity, and she was known to Andrea Sanigorski for her work in this area.

The final version took into consideration Karen Stagnitti's knowledge of developmentally appropriate activities and the Committee of Management's experience and knowledge of settings-based issues. It was also designed to be visually appealing and easier to follow, with minimal wording-as this was strong feedback from EC workers. The program was further developed for family day care settings with an additional section dedicated to explaining the importance of setting up a flexible and inviting gross motor environment for children, providing some ideas for facilitating such an environment, and more adaptable games they could use. In addition, a section related to equipment and alternatives was included to ensure that the program did not require the use of equipment that would need to be purchased, but could in fact use household items.

A forum was held with M&CH services to inform the development of tip sheets suitable for younger children and parents. Responses indicated the need for:

- Clear definitions of 'active play' and other terms used
- Specific recommendations regarding type and amount of activity for parents and staff
- Linkages to developmental milestones
- Easily understood, accessible visual information
- The need for activities that could occur indoors
- The need to look at 'safe' play
- Demonstrations of active play
- Support for staff and families (nuclear and extended)
- Finding opportunities for play
- Encouraging whole-family activity

Tip sheets for use by M&CH nurses to provide to parents was not completed as part of *Romp & Chomp*, however additional funding from DHS to complete this task, for dissemination through *Kids-Go for your life*, enabled this to be achieved in 2008. The recommendations from the M&CH nurse forum were used to inform the further development of the play program. A small print run of 1500 tips sheets occurred in February 2009 and were disseminated to FDC, LDC and M&CH Settings as well as other local agencies in the region, Glastonbury Child and Family Services, Wathaurong Aboriginal Co-operative and internally within Deakin.

Adaptations for children less than two years were incorporated and a developmental guide to fundamental movement skills and activities targeting these was also included. Activities were piloted within early childhood settings as they were developed with the activities, instructions and language used all altered as required.

The Structured Active Play Program (SAPP) was subsequently produced in October 2006 [19] . *Romp & Chomp* funded a sample run of booklets and Leisure networks provided subsequent funding for printing of sufficient booklets to disseminate to all early childhood settings participating in the *Romp & Chomp* project. In April 2007 copies of the SAPP were delivered to CoGG staff for dissemination to each M&CH, LDC and FDC setting. GKA kindergarten teachers were also provided with a copy of the SAPP during in-service training sessions in August 2007. Leisure Networks provide further copies of the SAPP during training sessions to all participants.

This resource has been identified by the *KGFYL* program as of significant benefit, and Deakin University was employed to adapt this program to ensure it was appropriate for use in communities with cultural diversity, pilot the new program, incorporate new logos and images and then complete the resource. It is based on the original *Romp & Chomp* resource and will

now be made available to early childhood settings statewide, with training and support through the *KGFYL* Health professionals' network [20].

Identify Active Play Training Opportunities for each Setting

Training requirements for each setting were found to vary.

M&CH services do not interact with children other than to assess developmental attainments and consult with families. Thus it was felt that the most appropriate assistance would be in the form of developing 'Tip Sheets' that could be given to parents containing appropriate activities for developmental stages. Training was not required in order to achieve this.

FDC services required evening sessions to enable care providers to attend training, and training was required to provide information on a broad range of ages, and how to adapt the program for implementation into a variety of environments (as all the carer's homes are set up differently).

LDC services would be unable to release all staff simultaneously to attend training. Subsequently a 'Train the Trainer' model was developed in order to train a representative from each centre who could then pass the information and skills to others within that centre.

Kindergartens manage large groups of children of similar age. Thus training provided to them could be directed to these age groups and include settings-based activities suitable for individuals or (small or large) groups. However staff access was difficult as different centers had different hours of operation, and there was little time allowance for training. Thus training for GKA staff was incorporated into their (previously arranged) term training days. Non-GKA staff could access alternate sessions as conducted by Leisure Networks regionally.

Engage a Qualified Training Agency to Develop Age Appropriate Physical Activity Content and Implement Training

Leisure Networks (Association inc.) was a partner agency in the *Romp & Chomp* project. This organisation takes a community development approach in identifying barriers and addressing needs and service gaps. This occurs through a capacity building approach with the overall aim being to create sustainable outcomes for identified issues. Their priorities include to: increase involvement of sport and recreation in community building activities, and to encourage more people to be physically active and healthy. Consequently, Leisure Networks were well qualified to develop and manage training required across settings. However they were not experienced in providing services for children younger than school age. Wollongong University was engaged to present a 'Train-the Trainer' session based on their program, for all *Romp & Chomp* partners that could then be modified by Leisure Networks to accord with the aims of the SAP program and meet the needs of a younger population.

Liaise with Leisure Networks to Facilitate Active Play Training Based on the Active Play Program

Wollongong University had developed a physical activity program for school-age services. This was found to be unsuitable for use in preschool settings. Subsequently, Deakin University developed content to suit a younger age group in order to produce the 'Structured Active Play Program' (see RESOURCE: BOOKLET above). On 25th August 2006, Wollongong University were funded to provide training on fundamental movement skills in primary school settings to members of partner agencies in order to support the development of training appropriate for a range of early childhood settings. Leisure networks subsequently agreed to be the lead agency in the development and implementation of this training (see strategy 3: "Implementation": following)

Identify Early Childhood Certificate Courses to Include Active Play Training Opportunities

Geelong Adult Training & Education (GATE) and The Gordon Institute both provide certificate III training in early childhood services. Graduates from these courses go on to work in early childhood care settings. They do not work in kindergarten settings. The project co-ordinator worked with Gordon staff to arrange a trial presentation by Leisure Networks. Due to resignation of both coordinators at that time, no further contact was made with GATE. However, Karen Stagnitti is involved in the Bachelor of Early Childhood Education offered by Deakin University, and she has made efforts to factor into this course training related to active play to undergraduates – who will subsequently go on to work in EC services.

Summary

- The early childhood sector required a resource to increase their knowledge, skills, and confidence in providing structured active play activities for children.
- Given the array of child services in the early childhood sector it was necessary to develop an appropriate resource and training.
- Working in partnership with agencies allowed the project to access staff that already had knowledge and skills in physical activity training, and also provided benefits for staff at Leisure Networks.
- The Structured Active Play Program provided a tool that informed settings staff about physical activity and fundamental movement skills during early childhood, and enabled easy access to a range of options for activities and environments, and a checklist to support program planning.
- This resource has been adapted and will now be made available to early childhood settings statewide, with training and support through the *KGFYL* Health professionals' network.

Strategy 7.3

Implement active play program in settings

Training

Significant liaison with Leisure Networks occurred from July 2006 to facilitate training based on the Structured Active Play Program developed by Deakin University. Leisure networks incorporated this training (development and session presentations) within agency activities, thereby reducing costs to the project. Thus, while Leisure Networks charged a fee per training session, there was no direct cost to the participants, and free training was provided to early childhood services in the lower socio-economic areas (Corio/Norlane region).

By November 2006, two streams of training were developed:

- 1) A 'Train the Trainer' model. Leisure Networks would work with staff representing agencies so that they could train others within their agency to run active play programs and develop fundamental movement skills. These were also utilised to train allied health staff to support early childhood settings
 - a. This model was utilised for staff of long day care settings. 12 staff representing CoGG LDC attended this workshop.
 - b. Barwon Health Allied Health workers (10) and one Bellarine Community Health centre worker also attended this session (presented on 14th March 2007, 1230 – 1600hrs at Leisure Networks in Geelong). Survey findings showed participants rated the training highly, with most committed to incorporating physical activity and fundamental movement skills into their practices
- 2) Setting Training Options. This involved direct training by Leisure Networks to early childhood workers.
 - a. two evening sessions were presented to FDC workers. 75% of FDC staff attended this, and all received a copy of the structured active play booklet. These sessions were presented on March 21st (18 attendees) and April 18th (21 attendees) from 7-9pm at Leisure Networks Survey findings showed all participants found the training of significant benefit and were committed to incorporating physical activity and fundamental movement skills into their practices.
 - b. A session for kindergarten workers in the northern suburbs of the Geelong region (low socio-economic region) was presented on 30th March, 1230 – 1600hrs, at Cloverdale Community Centre, Corio. 7 kindergartens were represented, and 3 allied health workers also attended.

- c. A session was presented to 5 kindergartens on the Bellarine peninsula (Portarlington, Woodlands, Surfside, Ocean Grove and Queenscliff) by Barwon Health staff in June 2007.
- d. 2 workshops were presented within the 2007 kindergarten conference and a whole-of-group presentation was again given to GKA staff in 2008 within their term (compulsory) meetings.

Each workshop was designed to develop knowledge and skills as follows:

- Background Information
- Benefits of Physical Activity
- Fundamental Movement Skills
- Gross Motor Skill Development
- Practical Sessions
- Observing/Teaching Fundamental Movement Skills
- Inclusiveness

By June 2007, 16 kindergartens (Anglesea, Beacon Point/Clifton Springs, Breakwater, Flinders Lara, Fyans Park, Greenville, Grovedale, Ocean Grove, Portarlington, Queenscliff, St Lukes, Surfside, Thomson, William Hovell, William Parker & Woodlands), 12 staff representing CoGG LDC centers, 39 FDC workers, 10 Barwon Health staff members, one Bellarine Community Health Centre Allied Health worker, and the coordinator of the (Geelong) *Kids- 'Go for your life'* project had completed SAPP training.

M&CH staff did not attend for training, as they do not offer supervised active play activities. However, a series of tip sheets was developed for them to give out as appropriate within consultations.

By June 2008 all remaining GKA kindergartens had received training. Thus, a total of 40 kindergartens received training, and only 13 kindergartens participating in the *Romp & Chomp* project had not received training by the conclusion of the project (Barwon Heads, Williams House, Corio, Corio South, Lara, Norlane West, Rosewall, Anglesea, Geelong West, Jan Juc, Torquay, and Geelong & Torquay Montessori kindergartens).

In 2007, 2 honours projects were conducted in long day care to determine the effectiveness of the SAPP to increase activity in 3 and 4 year old children. These studies showed both increased moderate-to-vigorous activity in older children, increased activity in girls, and positive changes in the environment and teacher interactions with children in the long day care setting. The results of these studies are summarized in appendix 7.K.

Integration of SAPP into EC Courses

With the aim of including the SAPP in Early Childhood courses throughout the Geelong region, the *Romp & Chomp* coordinator identified early childhood certificate courses within the Geelong region that would be appropriate to include active play training opportunities. These included the certificate III childcare education courses within The Gordon Institute (TAFE) and G.A.T.E (Geelong Adult Education & Training), and early childhood education (kindergarten teaching) at Deakin University

As the training organisation for the SAPP, Leisure Networks facilitated incorporation of SAPP training into the existing Early childhood Course within the Gordon TAFE Certificate III early childhood course. A trial presentation to 12 students occurred on June 25th, 2007, from 1030 – 1200 hrs. Students reported that they found it useful and practical and most students expressed commitment to teaching physical activity and fundamental movement skills. Unfortunately, as both project coordinators resigned from their roles and were not replaced at this time, no follow-up actions occurred to integrate the SAPP into ongoing Cert. III early childhood courses at the Gordon, and no trial occurred at GATE. However, Professor Karen Stagnitti, who was the significant contributor to the Structured Active Play Program and resource booklet, provides lectures to early childhood education students at Deakin University and intends to integrate active play education into ongoing curriculum from 2009.

Leisure Networks continue to revise the SAPP training package as required and now offer training in structured active play in early childhood settings state-wide.

SAPP Utilised into Other Projects

Glastonbury Child and Family Services (GC&FS)

GC&FS reviewed the structured active play program, recognising the program could be modified, and incorporated this into its current “*Parents Learning Actively with Youngsters (PLAY)*” and “*Play in the Parks*” programs in Geelong and Colac. They applied successfully for a VicHealth Active Participation grant in order to increase the amount of physical activity incorporated into these programs. Leisure Networks provided training to their 15 Glastonbury staff in Norlane (northern suburb, disadvantaged community) on November 15th 2007, and to 10 staff in Colac on May 1st 2008).

Kids – ‘Go for your life’

The SAPP has been adapted and integrated into the *KGFYL*, statewide program, and should become available to all early childhood settings across the state in 2009.

Summary

- Provision of a variety of training options enabled the SAPP resource to be incorporated into a range of settings.
- With the support of partner agencies (Leisure Networks, CoGG, GKA, Bellarine Health) training was provided for a significant number of early childhood settings and staff.
- Access to a local agency with strong skills in training around physical activity (Leisure Networks) was a great asset in ensuring that training was local, flexible, and financially viable.
- Incorporating training into early childhood courses increases the likelihood that physical activities (and fundamental movement skills) will continue to feature in planning daily activities within early childhood settings.
- The SAPP was found to be effective at increasing active play in long day care, with positive changes also seen in the environment and teacher interactions with children.

Timeline of Processes

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
<u>Policy</u>				
Policy review				
Survey				
Benchmarking				
Template formation				
Settings discussion				
Final draft				
Dissemination				Did not eventuate
<u>Marketing Resources</u>				
Development				
Comment/Discussion				
Dissemination				
<u>Program Development</u>				
Development				
Trials in settings				
Production				
Dissemination				
<u>Training</u>				
Training development				
Presentations				
<u>Integration into Cert III Courses</u>				
Trial				
Ongoing inclusion				Did not eventuate

Conclusions & Lessons Learned

In all, 47 kindergartens, 7 long day care centres and about 70 family day care providers throughout Geelong and the Bellarine Peninsula participated in the project. Outcomes included: the development and implementation of nutrition, drink and active play policies; linkages with local community health settings, agencies, and professional services; connections to like-projects enabling the presentation of awards; increased knowledge and skills around nutrition and physical activity within early childhood services; and access to an array of available materials and resources. Specifically there was also an increase of more than 30% in time allocated for organised active play in kindergarten sessions during the intervention period. The following represent a synthesis of the process evaluation for this objective, including KI interviews and document analysis, with recommendations for future projects.

Partnerships

Working in partnership with agencies representing a significant number of early childhood services enhanced the efficiency and effectiveness of message development and dissemination, and ensured implementation accorded with practices and requirements of those services.

Significant strength was added to this objective by working with the School of Occupational Science & Therapy within Deakin University, in order to develop the SAPP, and Leisure Networks, Healthy Communities team. Leisure Networks is a not-for-profit agency supporting access to activity. They were able to provide training and support for the Structured Active Play Program, and have been able to absorb this role into their ongoing practice. Later linkages with the *Kids- 'Go for your life'* project provided materials and information, and continue to support the initiatives of this objective, and enable sustainability of the learnings from this component of *Romp & Chomp*.

The SAPP has significantly contributed to further developments in two other health promotion programs: Glastonbury "*Parents Learning Actively with Youngsters (PLAY)*" and '*Play in the Parks*' programs in Geelong and Colac; and *Kids- 'Go for your life'* active play program (in Victoria). This was the result of the network of agencies involved in *Romp & Chomp* and the partnership approach taken. Ongoing dissemination of project activities also ensured that those working in early childhood in Victoria were aware of the project and often liaised with *Romp & Chomp* before developing additional health promotion resources related to nutrition and active play –to avoid duplication.

Identifying local capacity to become engaged or partner in the project enables clear understanding of objectives and the target group. and in achieved excellent outcomes in this project. Important learnings from *Romp & Chomp* would be to:

1. Examine local options thoroughly prior to engaging external agencies that do not have as clear knowledge of, or engagement with, the project.
2. If using remote agencies, incorporate clear guidelines and expectations inserted into an agreement to ensure the product meets expectations or, if not, does not incur a cost
3. Ensure skill transfer to others in the community if engaging outside experts, to ensure sustainability of activities.

Working within settings

This objective was specifically focused on settings and considerable consultation, negotiation and piloting was required before a final SAPP and policy were developed. It was important to ensure that each setting and service was involved in their development so that the resources were appropriate and useful. In addition, these steps ensured ownership of the resources by the early childhood workers which increased the likelihood that they would be used. The committee of management felt the key message of “active play” advice was well disseminated and integrated into practice.

Liaison with other programs

The breadth of early childhood settings represented within the *Romp & Chomp* Management committee ensured that a unified approach was achieved quickly. Having a number of services represented (GKA, LDC, M&CH, FDC) also ensured the development of specific and appropriate strategies and enabled rapid dissemination to a broad number of settings and supported uptake of developments.

Policy development and integration

Achieving accord on implementing physical activity policies within venues was interrupted due to the loss of project coordination, and remains incomplete as Active Play policies have not been incorporated into early childhood settings. However there is a heightened awareness of the need for these, and a willingness to incorporate statements pertaining to active play into current policy documentation, and/or that required to achieve the *Kids-‘Go for you life’* award. Ensuring that the *Romp & Chomp* project activities were consistent with this larger, statewide program extended the usefulness of the project for early childhood settings, and enabled them to gain recognition and access to ongoing support.

Training

Providing targeted training to early childhood groups enabled settings to integrate activities into their settings and programs. The training provider (Leisure Networks) stated they had clear benefits in that they were now capable of working within a younger sector than previously. Leisure Networks continue to continue ongoing training, beyond the life of the project.

Social Marketing

Developing the SAPP program and providing a reference booklet that identifies the development of physical skills, and presents simple activities was crucial. This enabled early childhood staff to increase their knowledge, skills and confidence, and provided the incentive to utilise a variety of age-appropriate activities within their settings and curriculum.

The paper-based active play were distributed to all settings and promoted as an encouragement for a health focus for each term. However there was no scope to develop these into an appropriate (for setting) curriculum framework, which may have embedded these strategies further into kindergartens and thereby ensured sustainability.

Risk Management

Loss of project coordinators resulted in loss of momentum and some communication issues. This impacted strongly on this objective in that

- Integration of policies was not achieved, with some partners expressing dissatisfaction that this has been left open with no result.
- Integration of SAPP training into early childhood courses was trialled but went no further
- Reporting of the processes was inconsistent and some information had to be sourced after the project conclusion.

The loss of project coordinators highlights the complexity of working on such a large scale and the pressures of constant negotiation required for effective collaboration and partnership. In *Romp & Chomp*, the absence of a risk management plan considering this resulted in communication difficulties and loss of momentum when staffing changes occurred. These issues should be a focus of a risk management plan that is ideally developed early on in a project such as this.

Digest of Services and Projects

Kindergartens: Sometimes referred to as 'preschool settings, those that meet the following criteria were termed 'kindergartens' for the context of this report:

Settings for 3 & 4 year olds providing early educational experiences; individual sessions can be from 2 to four hours. 3 and 4 year old groups function separately to cater for the educational needs of children at these ages.

No kindergartens in this region provide food for the children. All families are responsible for providing nutritional needs of their children, but are bound by the policies of each centre as to what is appropriate to provide for the child within the setting.

Many kindergartens in this region are supported by a central agency: The Geelong Kindergarten Association (G.K.A.). This agency organises training, employment and some administrative support functions. Those not within GKA are run independently by local community – based committees with the support of kindergarten staff.

Long Day Care: Services providing care, meals, rest/sleep accommodation to children. 7 Long Day Care services are provided and managed by the City of Greater Geelong. These are known as City Learning & Care centres. CoGG was a partner agency and all 7 centres participated in this project.

(Caveat) It should be noted that, when referring to long day care services, it applies only to centres managed by the City of Greater Geelong. Non-government day care service providers were invited to participate in the project, but declined.

Family Day Care: This program is funded through federal funds but managed regionally through the City of Greater Geelong. This service provides care within family homes. The carers receive support and training through the CoGG, and are accountable to a number of standards and requirements.

Committee of Management: All partner agencies, representing all settings and like-projects (S4M, KGFYL) were represented on this committee. Monthly meetings occurred and this committee made decisions that impacted directly on the project.

Reference Group: CEOs of partner agencies met on several occasions in order to inform the project of agency capabilities

Smiles 4 Miles (S4M): Dental Health Services Victoria, Health Promotion Unit project promoting water consumption, healthy diet, and care for teeth (hygiene and protection). 2004 – ongoing with 0.4 EFT project co-ordinator employed through Barwon Health Dental Services

Kids -'Go for your life' (KGFYL): Statewide project promoting water, fruit & veg, limit sometimes food, be active, less screen time, walk/ride to services/settings. Pilot project, 2007 extended into 2008/9. Co-ordinator employed through CoGG.

Structured Active Play Program: A program designed for children in early childhood settings that support the development of fundamental motor skills at appropriate stages and within structured activities. The program is encompassed within a booklet and includes adaptations for environment, discussion on ensuring inclusiveness, tip sheets for under threes

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Appendices

Appendix 7.A Sample Response: M&CH Active Play and Drinks Questionnaire

ACTIVE PLAY AND DRINKS QUESTIONS M&CHC STAFF MEETING 11.01.06
--

1. DO YOU PROVIDE ANY ADVICE REGARDING ACTIVE PLAY TO PARENTS?

If yes- what type of advice and resources do you provide?

Not much, apart from playgroup info and local parks and playground

2. DO YOU PROVIDE ANY ADVICE REGARDING DRINKS TO PARENTS?

If yes- what type of advice and resources do you provide?

Yes, at least every visit. Stress milk and water only and all handouts given in COGG handouts

3. WHAT KIND OF RESOURCES WOULD ASSIST YOU IN PROVIDING ADVICE OR INFORMATION REGARDING:

1) ACTIVE PLAY

Definition, how this differs from other types of play and playgroup

Parent ideas how to set this up and encourage the child

2) DRINKS

Nil

4. WHO DO YOU THINK ROMP AND CHOMP SHOULD TARGET TO ENCOURAGE ACTIVE PLAY AND WATER DRINKS FOR YOUNG CHILDREN ATTENDING M&CHC APPOINTMENTS?

Local govt. parks and gardens caretakers, Barwon water, taps at playgrounds

5. WHAT BARRIERS CAN YOU IDENTIFY FOR YOUNG CHILDREN AND PARENTS AROUND:

1) ACTIVE PLAY

Space, good role modeling; local equipment in towns, cost

2) DRINKS

??? Seems easy to me but I guess kids have tantrums for sweet drinks if provided

xxxxxxxxxxxxxxxxxxxx

Maternal and Child health Nurse
City of Greater Geelong

Appendix 7.B M&CH Fact sheet/Tip Sheet development

M&CH Fact Sheet Development 14/11/2007

Fact sheet One: 8 week visit (2 & 4 week visit deemed not appropriate)

- What is active play and why is it important?
- What are fundamental movement skills (brief) and why are they important? (e.g. children who can't perform certain skills are less likely to participate) – include visuals, include brief information on influences on the 'whole child' (social, speech etc). This information may be repeated in later fact sheets for emphasis.
- Provide brief tips on how to be active at this age (e.g. changing positions, provide stimulating environment – with caution)
- Brief overview of what is to come in the following fact sheets – how best your child can develop active play habits/lifestyle

Fact sheet Two – Seven: 4 months to 3.5 years (general format the same, content will vary depending on age)

- Tips for minimising screen time and increasing active play to prevent sedentary habits developing (e.g. creative rest time – drawing, playdough and other fine motor activities)
- Information on setting up environments to facilitate active play – stimulating and inviting (e.g. boxes, adult modelling, providing safe space etc)
- Include activities to help enhance skills and therefore increase participation (some activities adapted from the Active Play Program and other resources)

Points to note from today's meeting with the M&CH nurses

- Not to include any form of developmental checklist as this is already covered in checkups and other resources provided at visits, however the nurses suggested that we consider the information provided in their checklists and link it in with the fact sheets (e.g. activities in fact sheet link with developmental info provided at the same visit)
- Nurses suggested that we be wary of parents' perceptions of the word 'obesity' – try not to use as it has negative connotations
- Use minimal wording – diagrams where possible
- Lots of examples – e.g. don't just use terms like 'floor play', use specific examples
- Nurses suggested we look at Mary Sheridan's book on play to possibly use as a resource for activities
- Suggestion that we should possibly use a footnote on each fact sheets to relay key messages such as how to incorporate imaginary play into gross motor activities
- Suggestion to include a few resources for further information (minimal – quality not quantity of resources), e.g. CoGG pamphlets on bike riding, playgrounds, playgroups, swimming lessons, gym lessons etc

Appendix 7.C SAPP Program – Settings feedback

ACTIVE PLAY PROGRAM FEEDBACK

WHICH SETTING ARE YOU FROM? :

- ☐ MATERNAL & CHILD HEALTH
☐ LONG DAY CARE

- ☐ FAMILY DAY CARE
☐ KINDERGARTEN

NUMBER OF WORKERS WHO HAD INPUT INTO FEEDBACK SURVEY =

PLEASE PROVIDE FEEDBACK ON THE DRAFT ACTIVE PLAY PROGRAM (attached)

1. Overall does the active play program appear suitable for the children in your setting?

- ☐ Yes
☐ No- why not? _____

2. Does the active play program appear user friendly for you as a worker?

- ☐ Yes
☐ No- why not? _____

Comments _____

3. What age range do you think the Active Play program is suitable for?

- ☐ 0-1 yrs ☐ 2-3 yrs ☐ + 5 yrs
☐ 1-2 yrs ☐ 3-5 yrs ☐ Other _____

4. Is there sufficient information in the active play program?

- ☐ Yes
☐ No- please comment _____

5. Are there any other active play skills you would like included in the program?

6. Is the overall format of the Lessons and Skill Activities Table suitable for you as a worker?

- Lessons 1 and 2 • Skills Activities Table
☐ Yes ☐ No ☐ Yes ☐ No

Please comment _____

7. Any other comments on the appropriateness of activities in the setting you work?

PLEASE RETURN TO:

Barwon Health Community Health Centre
100 Surf coast Hwy
Torquay 3228

RETURN BY

FRIDAY 30th June 2006

Romp & Chomp

Active Play Program Workshop

'Train the Trainer'

A WORKSHOP FACILITATED BY LEISURE NETWORKS

Date: **Wednesday March 14th**

Venue: **Leisure Networks**

Time: **12.30pm - 4:00pm**

RSVP: 26th February

Leisure Networks

Paul Elshaug/Brooke Williams

ph: 5224 9923/5224 9925

email: paul@leisurenetworks.org OR brooke@leisurenetworks.org

◆ WORKSHOP IS LIMITED TO 20 PLACES SO BE QUICK! ◆

THE WORKSHOP WILL SUPPORT THE IMPLEMENTATION OF THE ROMP AND CHOMP ACTIVE PLAY PROGRAM IN EARLY CHILDHOOD SETTINGS IN 2007.

The workshop will provide knowledge and skills around active play for young children including:

- **Background Information**
- **Benefits of Physical Activity**
- **Fundamental Movement Skills**
- **Gross Motor Skill Development**
- **Practical Sessions**
- **Observing/Teaching Fundamental Movement Skills**
- **Inclusiveness**

Upon completing the workshop you will be able to train other workers in your workplace about active play in early childhood, using the *Romp & Chomp* Active Play program.

AGREEMENT

The following is a running sheet to track the agreements for all parties as the training concept develops and rolls out in 2007.

ROMP & CHOMP

Romp & Chomp to provide:

- Administration, linkages and support to Leisure Networks as required.
- Associated expenses where necessary to provide training to settings.
- Contact with Karen Stagnetti, OT Department Deakin University.

Leisure Networks will provide:

- The training model and implement the training for the various settings, adapting where necessary for the setting (e.g. family day care needs).
- Leisure Networks will charge a fee, as per previously discussed, per training session. There may be a cost directly to the participants.
- Free training to early childhood services Corio–Norlane region.

TIMELINES

MONTH	ACTIONS
JANUARY	Draft training package completed by Leisure Networks
FEBRUARY	APP Train the Trainer to be completed by Leisure Networks
MARCH	Prepare and finalise launch and training in ECS for April/May Train the Trainer Workshop by Leisure Networks
APRIL	APP Launch (Start of Term 2) APP Training for ECS Northern Region of Geelong: <ul style="list-style-type: none">– Training via SPAN who will support roll out APP in the North– Family Day Care providers Workshops
MAY	APP Training for Kinders and Long day care across the region

WORKSHOP DATES

1) Train the Trainer Workshop

Wednesday March 14, 12.30pm – 4.00pm at Leisure Networks

2) Family Day Care Providers Workshop Evening Sessions

Wednesdays on March 21st and April 18th from 7-9pm at Leisure Networks

Follow UP

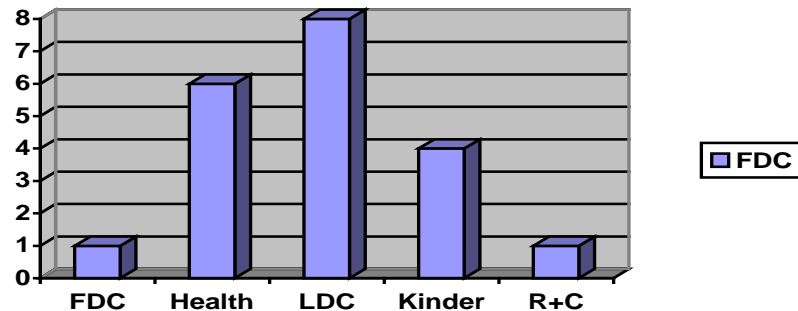
Publishing ISBN and cost recovery for selling the program

Ensuring the training program goes along side the APP with distribution and launch

Appendix 7.E Survey Results: SAPP Training

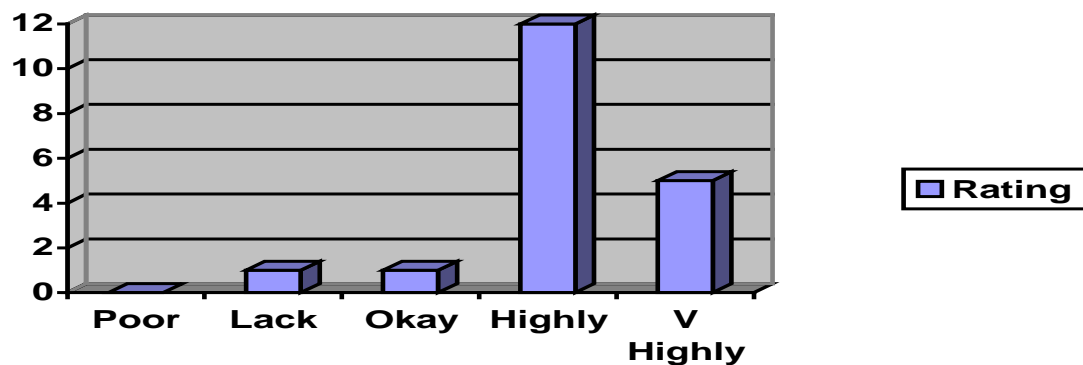
Survey Results from Train the Trainer

Where are people from??



How would you rate each session??			
	Not Useful	Useful	Very Useful
Background info	0	12	12
FMS	0	7	17
Gross Motor	0	8	15
Resource Use	0	11	13
Group Activity	1	12	12
Inclusiveness	0	11	13
Prac Session	0	10	14

1. Overall how would you rate the session?



2. Rate your understanding of Fundamental Movement Skills

	Non Existent	Minimal	Adequate	Strong	Very Strong
Prior	3	5	5	8	3
Following	0	0	4	10	10

3. Rate your understanding of the importance of teaching PA

	Non Existent	Minimal	Adequate	Strong	Very Strong
Prior	1	1	6	9	7
Following	0	0	2	6	16

4. Rate your understanding of the ways in which you could teach PA

	Non Existent	Minimal	Adequate	Strong	Very Strong
Prior	0	2	11	8	3
Following	0	0	2	8	14

5. Rate your confidence in your ability to teach PA and FMS

	Non Existent	Minimal	Adequate	Strong	Very Strong
Prior	1	2	8	8	5
Following	0	0	4	10	10

6. Rate your ability to plan for individual differences of children in your class when teaching FMS

	Non Existent	Minimal	Adequate	Strong	Very Strong
Prior	3	1	8	9	1
Following	0	0	4	9	9

7. Prior to the workshop, opportunities for physical activity for your students took the form of:

Physical Activity Opportunity	0-2 yrs	2-3 yrs	3-5 yrs
Games/activities/free play 3-5 days per week	5	3	13
Games/activities/free play < than 3 days week	1	1	0

On the days involving these sessions

Games/activities/free play for more than 1 hour	5	2	12
Games/activities/free play for less than 1 hour	1	2	1

After considering learning from today's workshop:

Games/activities/free play 3-5 days per week	5	3	13
Games/activities/free play < than 3 days week	1	1	0

Games/activities/free play for more than 1 hour	6	3	13
Games/activities/free play for less than 1 hour	0	0	0

8. As a result of the workshop, has your;

Enthusiasm towards teaching PA and FMS

Not changed (4) Increased a little (5) Increased a lot (15)

Commitment towards teaching FMS and PA

Not changed (3) Increased a little (6) Increased a lot (15)

Appendix 7.F Sample slides: SAPP Training





ACTIVE PLAY WORKSHOP

Presented By: Leisure Networks






Workshop Agenda

1. Background Information
2. Benefits of Physical Activity
3. Fundamental Movement Skills
4. Teaching Fundamental Movement Skills
5. Gross Motor Skill Development
6. Inclusiveness
7. Break
8. How to use the Resource and Select Activities
9. Group Activity
10. Practical Session
11. Conclusion and Evaluation

Background Information

- Obesity within Australian society is increasing
- Key contributing factors: changes in diet and physical activity levels
- Children are naturally energetic and active, yet research shows that Australian children are increasingly sedentary and do not engage in recommended levels of physical activity
- Early childhood settings have been shown to greatly influence children's habits and decisions








Fundamental Movement Skills

Locomotor
Move one place to another or project body up
- Examples?

Non-locomotor
Without appreciable movement from place to place
- Examples?




Manipulative
Involve contact with an object -usually hands or feet
- Examples?

Gross Motor Skill Development



Development between 3 - 4 years

- Balances on 1 leg with hands on hip
- Walks 10 feet pushing and pulling a wagon
- Stands on tiptoe for 10 seconds
- Kicks a large ball when ball has been rolled to them
- Runs and changes direction without stopping
- Maintains momentum on swing

How to Use the Resource

- Consider the following:
 - Your setting (space, safety, indoor/outdoor)
 - Children's age groups
 - Modification for children's abilities
 - Number of participants
 - Available equipment
 - Time
- Select Activities...

Appendix 7.G Planning for sustainability

SUSTAINABILITY OF *ROMP* & *CHOMP*'S STRUCTURED ACTIVE PLAY PROGRAM (SAPP)

LEISURE NETWORKS INVOLVEMENT WITH THE SAPP

Background

SAPP development and roll out in ECS

LN role in this process

ROMP & *CHOMP* role in this process

Aim

To include the SAPP in Early childhood courses throughout the Geelong region

Objectives

Leisure Networks to facilitate incorporation of SAPP training in the Early childhood Courses in Geelong, namely Gordon TAFE Certificate II early childhood courses and GATE Early childhood Courses.

Leisure Networks to revise SAPP Training package as required

Strategies

Leisure Networks to complete the SAPP training for the Gordon TAFE, Certificate III Early Childhood course, in June 2007.

Leisure Networks to devise a process to incorporate the SAPP Training within early childhood courses in the region.

Romp & *Chomp* coordinator will identify other early childhood courses in the region by July 2007.

Outcomes

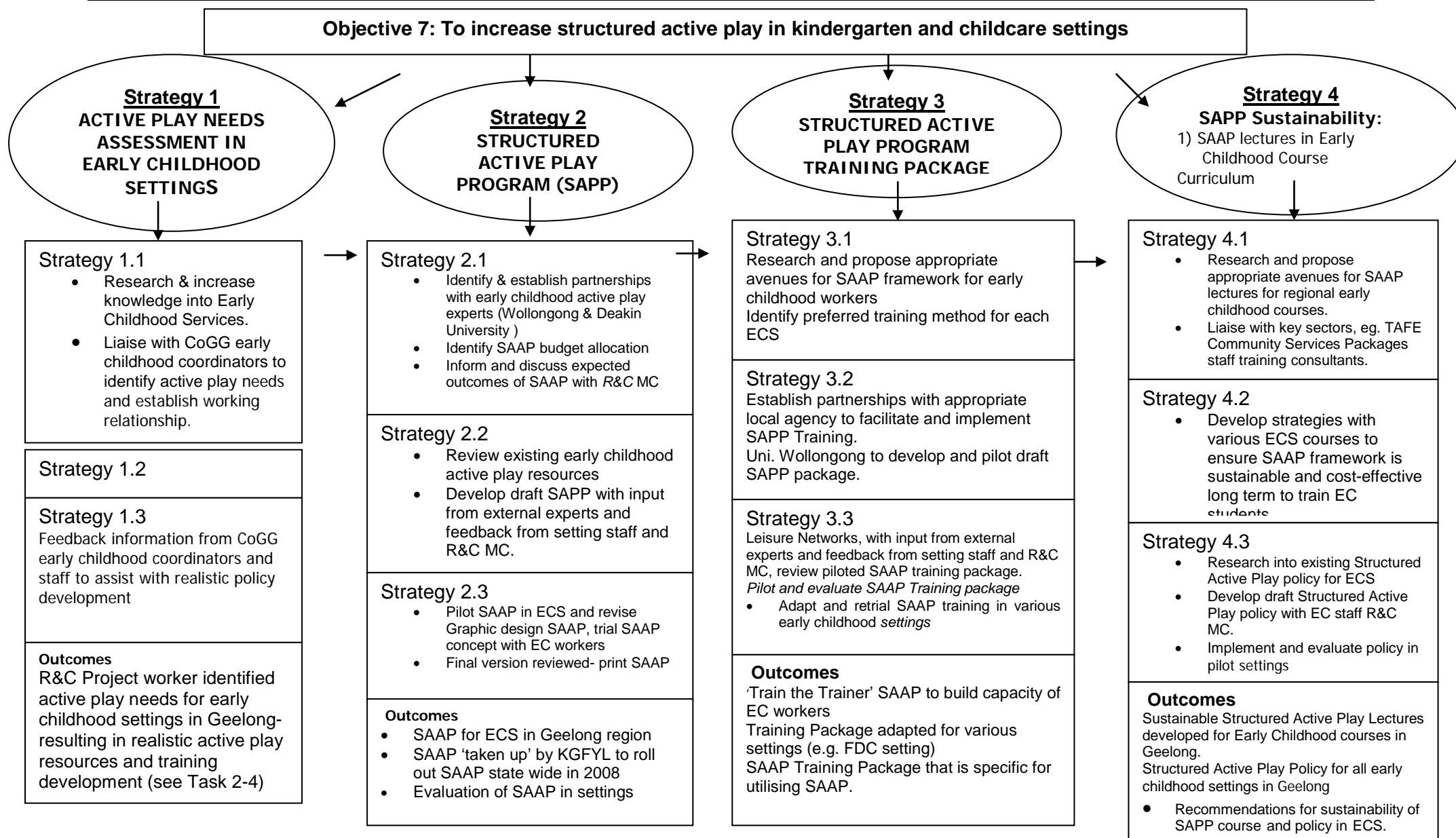
That the Structured Active Play Training package developed by Leisure Networks be incorporated in the Early Childhood Courses in Geelong, namely Gordon TAFE Certificate III Early Childhood courses and GATE Early childhood courses.

Certificate III Early Childhood Course at Gordon TAFE and GATE to allocate ½ days training to SAPP for students

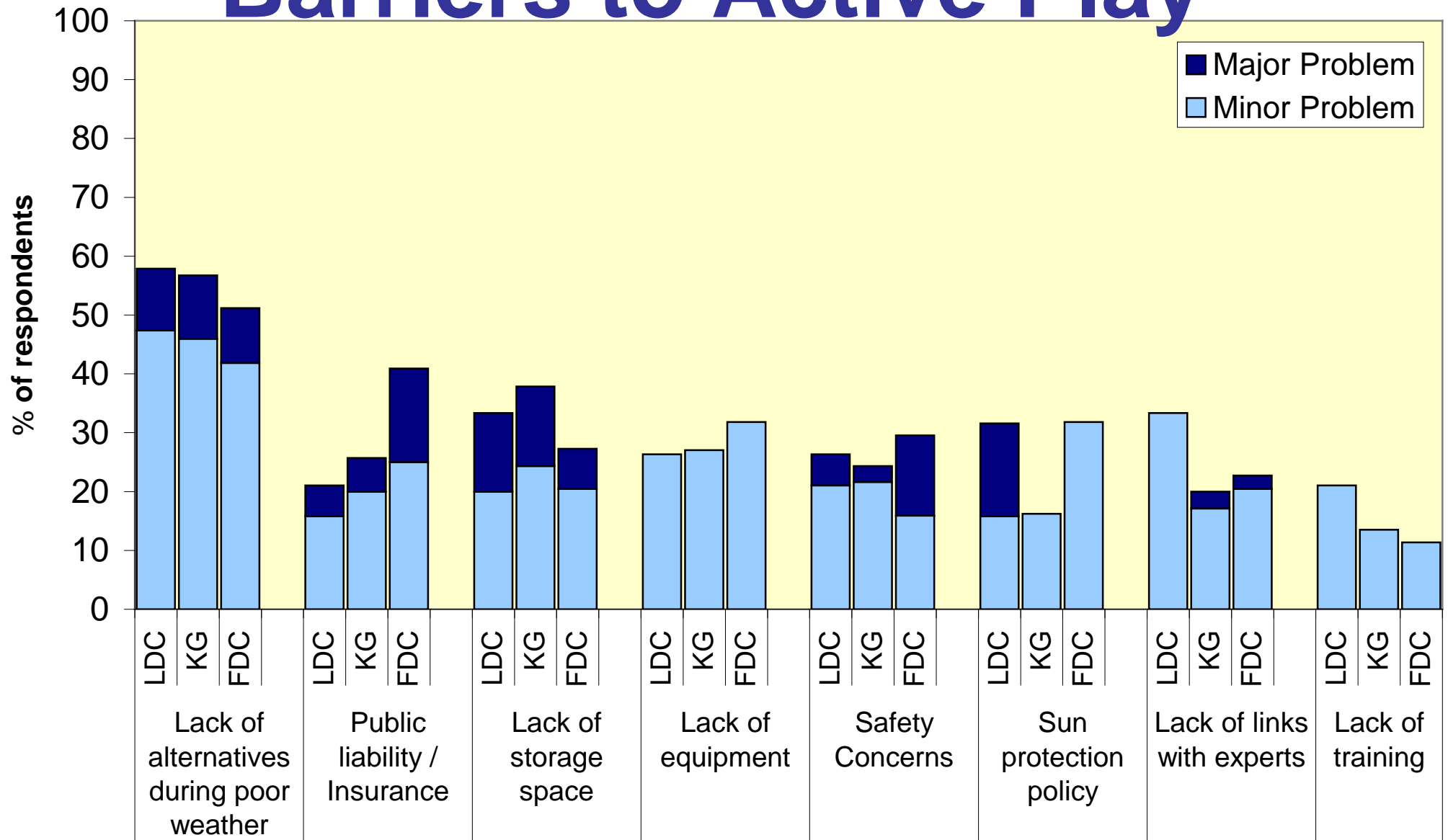
Leisure Networks facilitate the SAPP training and be recognised as leading trainers for SAPP in early childhood.

Leisure Networks able to facilitate the SAPP training state wide in structured active play in early childhood settings.

Appendix 7.H SAPP Planning



Barriers to Active Play



ACTIVE PLAY POLICY (Nov 2007)

Active Play Policy for Early Childhood Settings: Kindergartens, Long day care and Family day care

Scope

This policy applies to all staff, volunteers and students caring or educating early childhood settings* in the Greater Geelong Region.

Policy Statement

Early Childhood Settings are committed to providing environments that will enable structured active play and thereby ensures growth and development for young children.

This policy aims to ensure optimal structured active play activities are provided in early childhood settings, to encourage children to be active and develop fundamental movement skills, which will help them to be confident and enjoy participating in physical activity as they grow into active young people.

Rationale

Children are naturally energetic and active, however recent research shows that Australian children are not being as physically active as they need to be. Early childhood workers and parents need to adopt guidelines and practices, which encourage young children to be physically active.

Active Play for young children simply means being physically active while playing and having fun, with limited rules or organization.

Fundamental Movement Skills are simply the building blocks of more specific, advanced skills required generally in life and in sports activities. Mastering these skills (such as jumping, hopping and side stepping) allows the child to be competent in most aspects of physical activity.

Structured Active Play is important for ALL young children as it helps them develop the fundamental movement skills they will require for life. It is also important because structured active play is how children learn about the world, about how objects move (e.g. balls can be rolled, thrown), and about where to place their bodies for certain actions (e.g. arms out in front to catch a ball). Structured Active Play ensures that ALL children are given practice in the fundamental movement skills. Some children don't develop fundamental movement skills due to some developmental issue and these children usually avoid activities that use these movements. The SAPP actually allows practice and opportunity for all children to engage such activities.

Children who master fundamental movement skills are more likely to willingly try new activities, which increases their confidence and self-esteem. Research shows that children who do not master fundamental movement skills are more likely to lose interest and drop out of physical activity, as they no longer enjoy participating.

Procedures

In early childhood settings*, the following guidelines will assist to promote structured active play activities:

The *Romp & Chomp* Structured Active Play program (SAPP) supports the Active Play Policy.

The SAPP gives young children an opportunity to continue to learn and practice fundamental movement skills within early childhood settings*.

The SAPP can be utilised to guide and facilitate daily structured active play in early childhood settings.

- Program planning: Incorporate the SAPP activities in to each term and ensure each of the 13 activities is covered at least once a week, using the checklist below.
- Equipment: ensure the following equipment is available that supports structured active play:

Insert equipment table here

Recommendations:

1. Time allocated to structured active play be a minimum of 30 minutes each day in the early childhood setting*. The time can be divided up into 10 and 15-minute active play sessions during the day.
2. Ensure the 30 minutes of structured active play is in addition to free play time
3. Workers should set up the environment to encourage structured active play activities in early childhood settings.
4. Try to ensure that groups for structured active play are not too large. It is important that most of the children are active for most of the time during the structured active play session.
5. Integrate some structured active play into children's free play time by providing the children with games they can play during these times. Replication also allows them to learn and remember how to carry out the activities correctly.

CHECKLIST **Insert checklist here**

Setting up an environment

- It is important to set up a safe environment for a child to play in and one in which helps them discover more about what their bodies can do.
- Often playing outdoors is the easiest option for children to be able to run around safely and kick and throw balls.
- As children learn to climb it is exciting for them to be able to play in a playground.
- Supervise children closely, especially when climbing and running around as children are still learning these skills and may not perform them very safely yet.
- Adult encouragement is vital. Cheering and verbal encouragement is a fantastic way to support young children as they learn new and exciting skills.

Early Childhood Worker Roles

- Ensure all young children are provided with positive opportunities for movement skill development and improved physical competence.
- Workers need to be positive role models, by participating in the physical activity with the child/children and promoting the importance of regular physical activity for a healthy life.

Resource documents

The *Romp & Chomp* Structured Active Play program: <http://www.deakin.edu.au/hmnbs/who-obesity/>

Other documentation

J Landy & K Burridge (2002) Kids with Zip: *A practical resource for promoting active children aged 3-12*
L Campbell & J Musumeci. (2005) Active Children: Healthy now and later. Vic Health, Fact Sheet, Children and Play.

Web links

<http://www.earlychildhoodaustralia.org.au/>
<http://www.playpower.com.au/>
<http://www.goforyourlife.vic.gov.au>
<http://www.dhsv.org.au/>

This Policy was formulated with input from the *Romp & Chomp* Project Partners

- Barwon Health
- Geelong Kindergarten Association (GKA)
- Leisure Networks
- Family Day Care, City of Greater Geelong
- City Learning and Care Centres, CoGG
- Deakin University Schools of Exercise & Nutrition Sciences and Occupational Science & Therapy

Acknowledgments: Louise van Herwerden, Janet Torode, Mark Brennan, Karen Stagnitti

Appendix 7.K Honours Projects 2007 – Abstracts

Physical Activity of 3-year-old children: Evaluating the Structured Active Play Program in Long Day Care Settings

Jayne Craig, Karen Stagnitti, Andrea Sanigorski

Background/Aim: Physical activity is important for maintaining normal growth and development during childhood. The aims of this study were to: (i) determine if the Structured Active Play Program (SAPP) increased children's physical activity during free play, within long day care settings, and (ii) to determine if there were any factors of the long day care environments that related to physical activity participation for 3-year-old children.

Methods: A case-comparison methodology was used to observe thirty-four 3-year-old children, within long day care settings in Geelong, during outdoor free play using the System for Observing Fitness Instruction Time (SOFIT). The SAPP was implemented for 8 weeks in the experimental group. Children from the experimental group and comparison group were observed at pre and post stages.

Results: Although no significant results were found for physical activity between or within groups at pre or post observations, the SAPP did have a positive influence on girls' physical activity, equipment, teacher initiated and child initiated activities. Environmental factors such as age of play peers were found to influence children's physical activity participation.

Conclusions: The findings highlight the need for occupational therapists to continue to be actively involved in community-based, physical activity interventions in order to improve the health of Australian children.

Physical activity participation of four- and five-year old children in a long day care setting: The effectiveness of a structured active play program.

Amy Wolfe, Karen Stagnitti, Andrea Sanigorski

Background/Aim:

The growing number of physically inactive children is of great concern to public and population health and wellbeing. The aim of this study was to examine the effectiveness of a Structured Active Play Program (SAPP) in increasing the physical activity participation of children attending a long day care setting in Victoria.

Methods:

Twenty-five children took part in the study, twenty-one from an experimental group and four from a comparison group at two long day care centers in Victoria. An adapted version of the System for Observing Fitness Instruction Time was used to evaluate the physical activity, lesson context and teacher interactions during free play periods. Base-line measurements were taken, the Structured Active Play program was implemented, and follow-up data collection took place to explore any changes that may have occurred as a result of the program.

Results:

Results showed that the implementation of the SAPP was successful in increasing children's moderate-to-vigorous physical activity participation during free play periods. There was little change in teacher interactions as a result of the program, and weather was considered to have minimal effect on the physical activity participation of children during outdoor free play periods.

Conclusion:

This study has shown that a physical activity program such as the SAPP has the potential to increase and promote physical activity participation with four- to five- year old children in a long day care setting.