



# 1 Hour of Physical Activity

## Classroom ideas:

- Encourage parents to bring weather appropriate clothes so children can play comfortably outside even if it's rainy or hot.
- Encourage children to invent games and activities.
- Model enjoyment of physical activity by joining children in ball play, dancing, games and other physical activities.
- Play games that incorporate music, imitation and simple directions such as animal movements, follow the leader or dancing with scarves.
- Build time in your schedule to include daily planned structured physical activity that supports motor skill development (jumping, skipping, hopping, etc.).

## This section includes:



**Why its important**



**Physical Activity Recommendations**



**Classroom Activities**



**Parent Tidbit Take-Aways**

# *1 hour or more of physical activity*

## **Why It's Important in Early Childhood**

Regular physical activity is essential for weight maintenance and prevention of chronic diseases such as heart disease, diabetes, colon cancer, and osteoporosis. While most school age children are quite active, physical activity sharply declines during adolescence. Children who are raised in families with active lifestyles are more likely to stay active as adults than children raised in families with a sedentary lifestyle.

*\*\*See Reverse side for Washington Administrative Code (WAC) for Infant and Toddler Development*

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### **Physical Activity Recommendations**

(National Association for Sport and Physical Education)

<b>Infants (birth to 12 months)</b>	<b>Toddlers (12 to 36 months)</b>	<b>Preschoolers (3 to 5 years)</b>
Daily interaction with activities dedicated to promoting the exploration the environment	30 minutes daily of structured physical activity.  60 minutes and up to several hours per day of daily unstructured physical activity. Reduce sedentary time periods to 60 minutes or less except when sleeping.	60 minutes daily of structured physical activity  60 minutes and up to several hours per day of daily unstructured physical activity. Reduce sedentary time periods to 60 minutes or less except when sleeping.

- ~ Develop safe settings that facilitate physical activity and do not restrict movement for prolonged periods of time.
- ~ Develop movement skills that are building blocks for more complex movement tasks.
- ~ Indoor and outdoor areas should meet or exceed recommended safety standards.
- ~ Teachers should be aware of the importance of physical activity and facilitate the child's movement skills.



## Washington Administrative Code (WAC) for Infant and Toddler Development

### **110-300-0296 Infant and toddler development.**

- (1) An early learning provider must expose infants and toddlers to a developmentally appropriate curriculum.
- (2) Developmentally appropriate curriculum may include, but is not limited to:
  - (a) Developing infant and toddler language and communication by:
    - (i) Talking and listening to children, encouraging soft infant sounds, naming objects, feelings, and desires, and describing actions;
    - (ii) Giving individual attention to children when needed;
    - (iii) Playing and reading with children;
    - (iv) Mirroring similar infant sounds and sharing a child's focus of attention;
    - (v) Communicating throughout the day and during feeding, changing, and cuddle times; and
    - (vi) Providing materials and equipment that promote language development and communication such as soft books, interactive storybook reading, rhymes and songs, and finger puppets.
  - (b) Developing infant and toddler physical and cognitive abilities by:
    - (i) Allowing each infant actively supervised tummy time throughout the day when the infant is awake;
    - (ii) Providing infants and toddlers freedom to explore and learn on their own on the floor;
    - (iii) Providing infants and toddlers access to active outdoor playtime. An early learning provider must enforce sun safety precautions for infants younger than six months old by keeping them out of the direct sunlight and limiting sun exposure when ultraviolet rays are strongest (typically from 10:00 a.m. to 2:00 p.m.); and
    - (iv) Encouraging infants and toddlers to play, crawl, pull up, and walk by using materials and equipment that promotes:
      - (A) Physical and cognitive activities, for example rattles, grasping and reaching toys, busy boxes, nesting cups, small push and pull toys, riding toys, balls, squeezable toys, books, dolls, press-together blocks, and limited use of equipment such as bouncers, swings, or boppies; and
      - (B) Spatial and numeracy understanding, for example counting toys, soft blocks and toys with different sizes such as measuring cups or spoons, and toys with different shapes and colors to help introduce sorting and categorization.
  - (c) Developing infant and toddler social and emotional abilities by:
    - (i) Providing social contact with infants and toddlers in addition to time spent feeding, diapering and bathing by playing with children, naming and acknowledging emotions, and encouraging peer interaction;
    - (ii) Immediately investigating cries or other signs of distress;
    - (iii) Providing comfort to an upset or hurt child;
    - (iv) Positively responding to a child's verbal and nonverbal cues;
    - (v) Intervening during negative peer interactions such as when a child grabs other children's toys, pulls hair, or bites;
    - (vi) Providing physical stimulation through holding, cuddling, rocking, talking, singing, playing, carrying, and changing positions; and
    - (vii) Providing materials and equipment that promote social and emotional activities such as pictures of children and adults exhibiting different emotions, pictures of infants and family members, dolls and soft toys, rattles, music, and dancing scarves.

[WSR 18-15-001, recodified as § 110-300-0296, filed 7/5/18, effective 7/5/18. Statutory Authority: RCW [43.215.070](#), [43.215.201](#) and chapter [42.56](#) RCW. WSR 18-14-079, § 170-300-0296, filed 6/30/18, effective 8/1/19.]  
**(Effective August 1, 2019)**

### **110-300-0360 Program and daily schedule.**

- (1) An early learning provider must have an established program and daily schedule that is familiar to children.
- (2) A schedule must be designed to meet enrolled children's developmental, cultural, and special needs. The daily schedule must:
  - (a) Be specific for each age group of children, when applicable;
  - (b) Offer a variety of activities to meet children's needs, pursuant to WAC [110-300-0150](#);
  - (c) Meet the following daily morning or afternoon active outdoor play time requirements:
    - (i) Twenty minutes for each three hours of programming for infants (as tolerated) and toddlers;
    - (ii) Thirty minutes for each three hours of programming for children preschool age and older; and
    - (iii) Programs that operate more than six hours a day must provide ninety minutes of active play for preschool age and up or sixty minutes of active play for infants and toddlers (thirty minutes of which may be moderate to vigorous indoor activities).
  - (d) Include scheduled and consistent times for meal service;
  - (e) Include routine transportation times, if applicable;
  - (f) Include rest periods, if applicable; and
  - (g) Include overnight care, if applicable.

[WSR 18-15-001, recodified as § 110-300-0360, filed 7/5/18, effective 7/5/18. Statutory Authority: RCW [43.215.070](#), [43.215.201](#) and chapter [42.56](#) RCW. WSR 18-14-079, § 170-300-0360, filed 6/30/18, effective 8/1/19.]

# 1 Hour or More of Physical Activity

## Section 1 Table of Contents

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Classroom	Rate the Resource
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Let's Dance!	  
Outdoor Games - No Props Needed	  
ABC Movement Cards	  
Parent Tidbit Take-Away's	  
Other _____	  

Our region enjoys a rich diversity of various cultures. Embracing and celebrating diversity in your classroom will enrich the learning environment. Include your families in your 5210 activity planning. Ask your families for some examples of traditional activities they enjoy at home and try to incorporate them into your class.



## Physical Activity

Incorporate different cultural dances and games for new physical activity opportunities. Some examples include:



### Maracas

Decorate small plastic water bottles filled with rice or beans to make noise. Let the children create a musical dance.



### Rain Rhythm Sticks

Decorate paper towel tubes, fill them with beans or dried cereal and close the ends with tape. When they shake them it sounds like rain!



### Tinikling

The national dance of the Philippines, it is very similar to jump rope but using two bamboo poles instead.

## Drumming

Native Americans, African, and other cultures use drumming for music and dance. You can make simple drums from empty cardboard containers. Round oatmeal boxes work well for this activity. Have the children decorate the containers using construction paper and markers. Make simple mallets with round cardboard tubes from dry cleaner hangars and paper towels, or use your hands.



# QUICK BRAIN BOOSTS

Let's take  
a break!

There are several ways to incorporate these ideas into the day. You could:

- Use them throughout the day as a quick and easy physical activity break.
- Put a few together for an indoor recess period.
- Combine them all for use at a health fair or field day.

These activity breaks come from Kerry Cartwright, first grade teacher at Young Elementary School in Saco. They are great for all ages.

Try the ideas below for quick brain boosts in between learning activities in the classroom.

**High Knee Run/March:** Run or march in place, lifting your knees in front of you as high as you can.

**Tree Pose:** Balance on one foot. Place your other foot on the inside of your balanced leg. Your knee should be pointing to the side and your heel pointing up your leg. It is okay to leave your toes on the ground if you need to. Bring your hands together in front of you or overhead. Change legs after a count of 30.

**Wood Chopper:** Stand with your feet hip distance apart. Squat down with arms extended in front of you with a ball between your hands or just bring your hands together in a fist. As you lower in a squat bring the ball towards the ground. As you rise up, bring the ball over your head. Keep your eyes looking straight ahead the entire time.

**Chair Pose:** Feet together. Legs together. Keeping your knees together, sit back like you are sitting in a chair. Hold that position as long as you can. Relax when you need to, and then try again.

**Skate in Place:** Pretend to ice skate in place as you hop side to side, bringing your heel behind you as high as you can. Swing your arms side to side. You can do this without hopping by stepping side to side.

**Agility Ladder:** Place a ladder on the ground. Run through the ladder without stepping on the bars. Pick your knees up high! Run through the ladder and then jog around to the other end to do it again.

**Squeeze the Ball:** Place a ball between your hands, elbows pointing out to the side. Squeeze your palms in towards the ball. Feel your arms working hard!

**Jump Rope:** You can pretend to jump rope or use a real jump rope. Keep moving! Jumping rope builds endurance and is recommended for both children and adults. It can be done individually or in a group setting.

**Hands to Knee:** Extend your arms overhead. Lock your thumbs together. Lift one knee up as you pull your arms down to touch that knee. Arms go back overhead as that foot goes back down to the ground. Lift the other knee as you pull your arms down to touch the knee. Stand nice and tall to help your abdominal muscles get strong!



## Bodies in Motion (18-36 months)

This is a great thing to do whenever the kids need to move their bodies! Let the children know that you will be asking each of them separately to move a body part (and then you can mix it up at the end and get them all to do it!) Say out loud:

Our bodies are made of special parts.

**Wave** your **arms** (child's name)!

**Shake** a **leg** (child's name)!

**Nod** your **head** (child's name)!

**Touch** your **chest** to feel you heart (child's name)!

**Stamp** your **feet** (child's name)!

**Snap** your **fingers** (child's name)!

**Rub** your **belly** (child's name)!

**Wiggle** your **toes** (child's name)!

Now, everyone, **stand** very tall and **touch** your **nose**!

Physical activity makes you feel good!

Get one hour or more of physical activity every day.

Activity adapted from "Physical Play Every Day!" NHDHHS (as adapted from Hofstra University's "Parent's Guide to Physical Play") and 5210 Lets Go!





## Fitness Chant (18-36 months)

Design a balance trail by using masking or duct tape to create pathways on your carpet (make sure you have permission!) Ask the children to walk, stomp, or hop along the trail. Recite the following chant as they go:

“Watch each step as you follow the trail.  
Begin moving slowly like a snail.  
Raise your arms out from your side.  
It helps your balance if you hold them wide!”

TIP: Think of other activities that can center on the tape trail you’ve made. Kids love to drive cars and trucks along a line – maybe they can pretend they’re trucks, cars or buses themselves!

Physical activity makes you stronger!  
Get one hour or more of physical activity every day.

Activity adapted from “March Family Literacy Ideas”, Families READ-A Maine Family Literacy Lighthouse Project, Sanford Community Adult Education and 5210 Let’s Go!



## Super Kids (18-36 months)

Jumping is a great way to have fun and move your body.

While holding onto the child's hand for safety, pretend you're jumping tall buildings in a single bound by jumping on or off of a study box, curb, step, or platform.

What else can you pretend to jump over?

- A sprinkler – feel the water splash.
- A shark in the water – watch out for his teeth!
- A fairy or gnome house – don't step on your forest friends!
- You choose!

“We'll leap tall buildings with a single bound. Landing firmly on the ground.  
Super kids can jump this way because they practice every day.”

Physical activity makes you stronger!  
Get one hour or more of physical activity every day.

Activity adapted from “Physical Play Every Day!” NHDHHS (as adapted from Hofstra University's “Parents Guide to Physical Play”) and 5210 Let's Go!



## **(Pretend You're A) Tree Pose (3-5 years)**

1. Pretend your body is the trunk of a strong tree.
2. Now stand up straight and balance on one foot.
3. Place your other foot on the inside of your balanced leg. Your knee should be pointing to the side and your heel pointing up your leg. Leave your toes on the ground if you need to for balance.
4. Bring your hands together in front of you. These are the branches!
5. Raise them above your head and be a proud tree. Keep this pose for as long as you can, maybe even 30 seconds.
6. Switch legs and start over.

Physical activity makes your heart happy!  
Get one hour or more of physical activity every day.

Activity adapted from Kerra Cartwright, First Grade Teacher, Young Elementary School, Saco, 2008, and 5210 Let's Go!



## Let's Dance! (0-3 years)

Getting up and dancing isn't only fun for the kids but gets their heart rates going! Dancing helps kids learn coordination and balance. This is also something you can do with infants by engaging them in song as you sing to them while exercising their arms and legs. Simply lay them down on a play mat and move their arms and legs to help them with their range of motion as they listen to your song. Here are some good songs to sing. Sing out loud with your infant or children as you help them move, or dance along with them!

### **HEAD AND SHOULDERS**

*Tune: "Frere Jacques"*

*Head and shoulders, head and shoulders,  
Knees and toes, knees and toes.  
Head and shoulders, head and shoulders,  
Knees and toes, knees and toes.*

*Eyes and ears, eyes and ears,  
Mouth and nose, mouth and nose.  
Eyes and ears, eyes and ears,  
Mouth and nose, mouth and nose.*

*\*\*\*Point to body parts as the song indicates\*\*\**

Source: <http://www.preschoolexpress.com/music-station11/body-part-songs.shtml>

*Public Domain Tune; Adapted Traditional*



## ***I WIGGLE MY FINGERS***

*I wiggle my fingers.  
I wiggle my toes.  
I wiggle my hands.  
I wiggle my nose.*

*Now the wiggles are out of me.  
And I'm as still as I can be*

Source: <http://www.preschoolexpress.com/music-station11/body-part-songs.shtml>

*Public Domain Tune; Adapted Traditional*

## ***HERE ARE MY EARS***

*Here are my ears. (Child points to ears)  
Here is my nose. (Child points to nose)  
Here are my hands. (Child holds up hands)  
Here are my toes. (Child points to toes)*

*Here are my eyes. (Child points to eyes)  
Both opened wide. (Child opens eyes wide)  
Here is my mouth. (Child opens mouth)  
With white teeth inside. (Child smiles showing teeth)*

Source: <http://www.preschoolexpress.com/music-station11/body-part-songs.shtml>

*Public Domain Tune; Adapted Traditional*

**WHERE IS THUMBKIN?**  
Tune of: "Frere Jacques"

*Where is Thumbkin, where is Thumbkin? (Hide thumbs behind your back)*  
*Here I am, here I am. (One at a time, thumbs come out of hiding)*  
*How are you today Sir? (One thumb bows to the other thumb)*  
*Very well, I thank you. (Other thumb bows)*  
*Run away, run away. (Both thumbs run back and hide)*

*You can repeat song, but use other fingers as the main characters; such as, Pointer, Tall Man, Ring Man, or Pinky.*

Source: <http://www.preschoolexpress.com/music-station11/body-part-songs.shtml>

Public Domain Tune; Adapted Traditional

**OPEN SHUT THEM**

*(Have children do actions with their hands)*  
*Open, shut them, open, shut them,*  
*Give your hands a clap.*  
*Open, shut them, open, shut them,*  
*Lay them in your lap.*

*Creep them, crawl them; creep them, crawl them,*  
*Right up to your chin.*  
*Open up your mouth,*  
*But do not let them in!*

Source: <http://www.preschoolexpress.com/music-station11/body-part-songs.shtml>

Public Domain Tune; Adapted Traditional



## Outdoor Games

Sometimes simple games are the best! Here are some game ideas for all ages. These games are fun and simple, and do not need any props to play! Have fun running with your friends outside with these following games.

### Healthy Simon Says

*Play Simon Says with exercise moves! Have the Leader of the group be the Healthy Simon and lead the rest of the group. If the leader says, “Healthy Simon Says”, and a command, the rest of the group has to follow. If the leader says a command without saying “Healthy Simon” first, the players who complete the command are out. Some command ideas for Healthy Simon are: dancing in place, jumps, jumping jacks, squats, running in place, high knees, star jumps, spin in place, etc.*

### Duck, Duck, Goose!

*Duck, Duck, Goose! is a classic! For this game, have the group sit in a circle, with one person being the leader. The leader walks around the outside of the circle tapping each players head. With each tap, the leader says “Duck”, and moves to the next player, tapping each one. The leader can call as many “Ducks” as they want. When the leader finally calls “Goose!” the person being tapped on “Goose!” must stand up and chase the leader and try to tag them. The leader must run a full circle and sit down in the taggers spot. The tagger then becomes the new leader and repeats the game.*

### Sharks and Minnows

*For Sharks and Minnows, you will have to have boundaries, and a long stretch of area for kids to run. For this game, there is one “Shark”, and the rest of the players are “Minnows”. Have all the Minnows line up at one side of the boundary, with the Shark facing the Minnows across the running path at the other boundary. Either the Shark or the teacher can yell “Swim Minnows Swim!” to start the game. When this happens, the Minnows must run towards the Shark and make it to the boundary, while the Shark is running at the Minnows, trying to tag them. When the Minnows make it to the boundary line without being tagged, they are then safe. Every Minnow that is tagged, becomes a Shark. The game is*

repeated until there are no Minnows left in the game, and they all become Sharks. Remember, when a Minnow is tagged, they are not out, but instead join the Shark to tag more Minnows! You can also play this game with other titles such as “Dogs and Cats”, or “Farmers and Sheep”. Have your students choose which variation sounds like the most fun to them!

### **Alligator, What Time Is It?**

For Alligator, What Time Is It? you will have to have boundaries, and a long stretch of area for kids to run. For this game, there is one “Alligator”. The rest of the players stand at one end of the boundary, facing the Alligator who stands at the opposite boundary. All together the players facing the Alligator yell, “Alligator, Alligator what time is it?” The Alligator then gets to choose the time (which equals to the number of steps the players take towards the Alligator. For example, if the Alligator says, “5 o’clock”, all the players would then take 5 steps towards the Alligator). The Players repeat the same question (Alligator, Alligator what time is it?) until the Alligator says, “Lunch Time!” and begins to run towards the other players to try and tag them. When this happens, the players must run back to the boundary where they started without getting tagged by the Alligator. The first person who is tagged, becomes the new “Alligator”, and a new game is started. The Alligator can wait as long as he/she would like until calling “Lunch Time”. For example, he/she could make the other players walk all the way to his/her boundary before calling “Lunch Time”. The Alligator can only use the numbers associated with a clock (1 o’clock to 12 o’clock).

### **Good Outdoor Rules:**

1. If there is a disagreement for any reason at all (e.g. being tagged or not, arguing over who gets it be “It”) play Rock, Paper, Scissors.
2. When you are tagging another player, you can only use a “Two-Finger Tap”, or else it will not count.
3. Always include others and give every player a turn to be “It” if they choose to.
4. Always wear appropriate/safe shoes for running.
5. Always listen to your body and sit out of a game or activity if something does not feel right to avoid injuries.
6. With activities and games that involve running (such as these ones) be sure to have a water bottle available to insure you stay hydrated!
7. HAVE FUN!

Aa

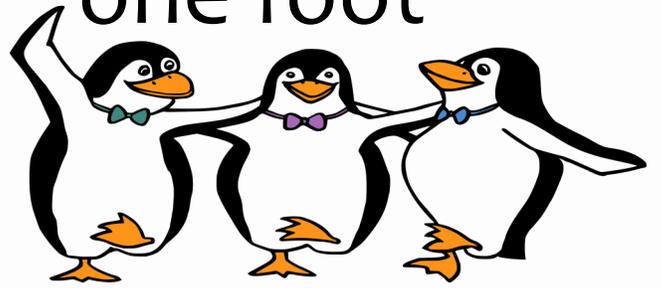


Around a circle

Bb

Balance on

one foot



Cc



Clap your hands

Dd

Dance





E e

Elevate  
your  
arms



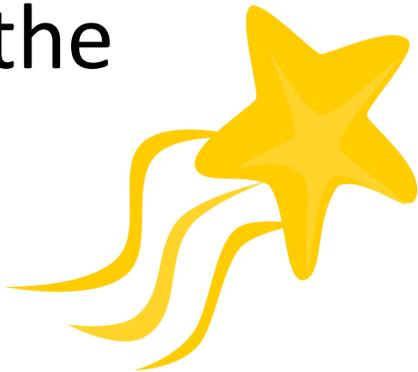
F f

Fly like an  
airplane



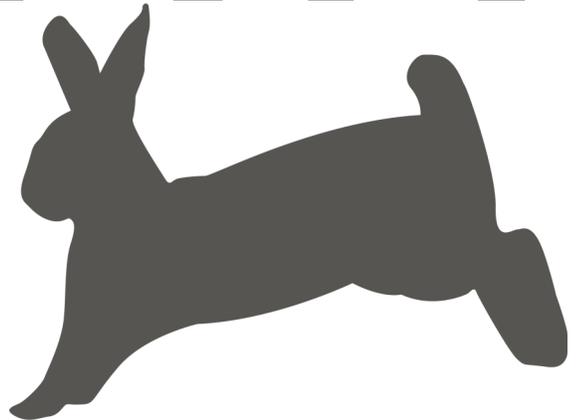
G g

Grab the  
stars



H h

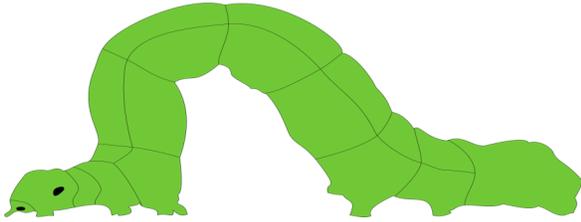
Happy hops





li

Act like an  
Inchworm



Jj

Jumping  
Jacks!



Kk

Kick your  
legs



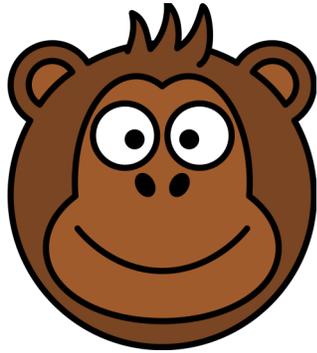
LI

Lift your  
legs





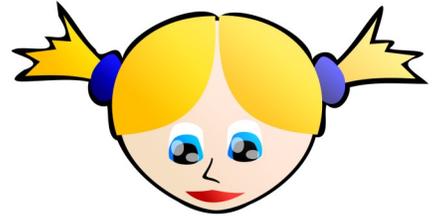
M m



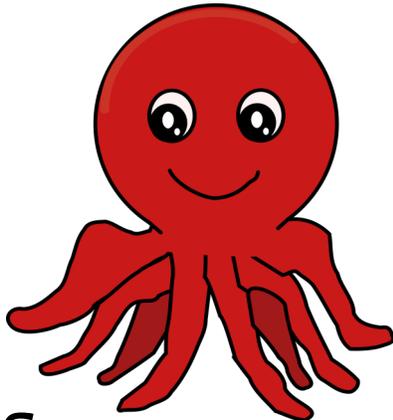
Be a  
Monkey

N n

Nod your  
head



O o



Be an  
Octopus

P p



Pop off  
the floor



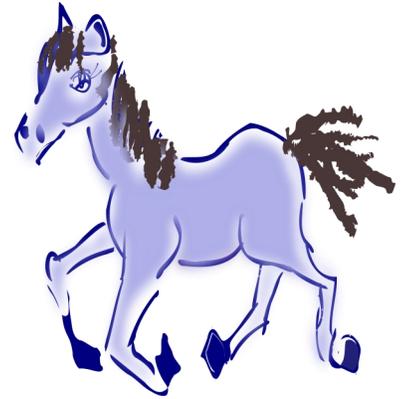
Qq

Quietly  
dance

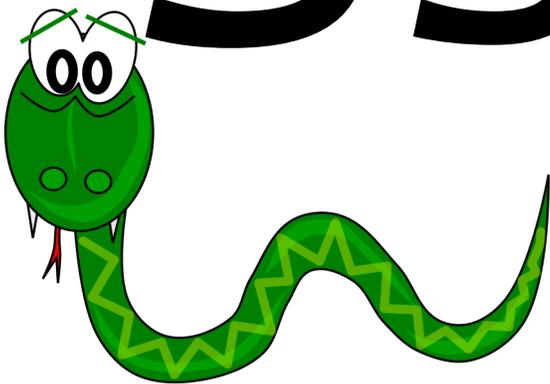


Rr

Run in  
place



Ss



Be a Snake

Tt

Touch  
your  
toes





U u



Open like  
an Umbrella

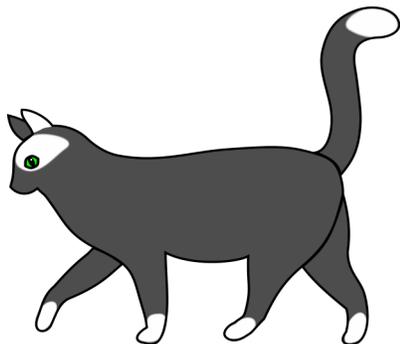
V v

Pretend  
you are a  
Volcano



W w

Walk across  
the  
room

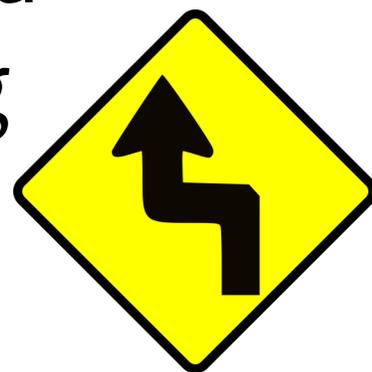


X x

Pick  
your  
eXercise







#### ABC Physical Activity Card Action Ideas

- ◇ Pick a card at random, read it, and do the action. After you have picked all of the cards, put them in ABC order across the floor;
- ◇ Hide the cards around the room and have the children find them;
- ◇ Do the actions in order, from A to Z and then Z to A;
- ◇ Have the children spell their names with the cards and then complete the actions for their name;

#### ABC Physical Activity Card Action Ideas

- ◇ Give each child 3-5 cards and then allow them to pick an action, demonstrate that action, and then guess what letter they have.
- ◇ Using the activity card for the letter of the day or week, do the action together at the beginning of circle time to 'get the wiggles out'



# Tidbits for 1

Use any of the following tidbits for your own newsletter, or social media pages!

1

Get at Least 1 Hour of Physical Activity Every Day! And Make it *Fun!*



Make Physical Activity Easier....

2

- Make gradual changes to increase your level of physical activity
- Track the level of your physical activity using a pedometer, fitness band, or online tracker.
- Choose toys and games that promote physical activity (e.g. balls, hula hoops, jump ropes, scarves).
- Do physical activities together with friends or family.
- Turn off the TV and computer and keep them out of the bedroom.
- Limit recreational screen time (e.g. TVs, computers, video games, smart phones, etc.)
- Encourage lifelong physical activity by incorporating it into your routine.
- Keep physical activity fun! You'll be more likely to do it.

What are some fun activities I can do to get my 1 hour of exercise?

3

- Take a walk with our family
- Play with your pet
- Play tag
- Take a bike ride (remember to wear your helmet)
- Turn on music and dance
- Jump rope
- Play Frisbee



*Did You Know?*💡

4

**One hour of moderate physical activity means:**

- Doing activities where you breathe hard, like fast walking, hiking, or dancing.

**20 Minutes of vigorous physical activity means:**

- Doing activities where you sweat, like running, aerobics, or basketball.

5

Exercise Is Fun!



Get Up and Move!

6

- Go for a walk or bike ride with a friend!
- Do something fun outside for 1 hour every day!



- Rainy Day? Do something inside to stay active such as jumping jacks with your family!

5

5 or more fruits and vegetables

2

2 hours or less of recreational screen time

1

1 hour or more of physical activity

7

0

0 Sugary-Sweetened Beverages



# 0 Sugary Sweetened Beverages

## Classroom ideas:

- Have “water” or “milk”-themed weeks.
- Designate a “water helper” during meals or outings.
- Include healthy drink containers in your play kitchen.
- Add fresh fruit to flavor water.
- Fill child-size water pitchers and let kids serve themselves.
- Use a shower caddy to carry water and cups outside. Invest in a small portable water cooler for outside use.
- If water fountains are available, allow children to take water breaks or refill water bottles from home.

## This section includes:



**Why its important**



**How much sugar do you drink?**



**Classroom Activities**



**Parent Tidbit Take-Aways**

# 0 sugary drinks, more water & low-fat milk

## Why It's Important in Early Childhood

- 🍏 Young children are consuming far more calories from sugar-sweetened beverages now than they did 30 years ago and the consumption of these sugary drinks is linked to obesity.
- 🍏 High in calories, sugary drinks contribute little more than excess sugar to a child's diet without the essential nutrients he needs to grow. These drinks crowd out nutrient-rich beverages, particularly milk, which is a good source of protein and rich in the calcium and vitamin D needed for crucial bone development.

## How much sugar do you drink?

### Common Drink Choices

DRINK	SIZE	TOTAL CALORIES	SUGAR GRAMS	SUGAR TSP.
Arizona® Green Tea & Honey	20 oz	175 cal	43 g	10
Coca-Cola® Classic	20 oz	240 cal	65 g	15
Minute Maid® 100% Apple Juice	15.2 oz	210 cal	49 g	11
Dunkin' Donuts Strawberry Fruit Coolata®	16 oz (sml)	230 cal	57 g	14
Gatorade Thirst Quencher®	20 oz	133 cal	35 g	8
Glaceau Vitamin Water®	20 oz	120 cal	32 g	8
Monster Energy® Drink	16 oz	200 cal	54 g	13
Mountain Dew®	20 oz	290 cal	77 g	18
Sprite®	20 oz	240 cal	64 g	15
Starbucks Bottled Frappuccino®	9.5 oz	200 cal	32 g	8
Water	ANY SIZE!	0 cal	0 g	0

Adapted from [www.multicare.org](http://www.multicare.org)

\*\*See Reverse side for Washington Administrative Code (WAC) for Infant and Toddler Development

(Effective August 1, 2019)

## **110-300-0185**

### **Menus, milk, and food.**

To ensure proper nutrition of children in care, an early learning provider must comply with the child nutrition requirements described in this section.

(1) Meals, snack foods, and beverages provided to children in care must comply with the requirements contained in the most current edition of the *USDA Child and Adult Care Food Program (CACFP)* standards, or the *USDA National School Lunch and School Breakfast Program* standards.

(a) An early learning provider must supply dated menus.

(b) Food and beverage substitutions to a scheduled menu must be of equal nutritional value.

(c) An early learning provider must only serve water, unflavored milk or one hundred percent fruit or vegetable juice.

(d) An early learning provider must limit the consumption of one hundred percent fruit juice to no more than four to six ounces per day for children between one and six years old, and eight to twelve ounces per day for children seven through twelve years old.

(2) An early learning provider must serve a fruit or vegetable as one of the two required components during at least one snack per day.

[WSR 18-15-001, recodified as § 110-300-0185, filed 7/5/18, effective 7/5/18. Statutory Authority: RCW [43.215.070](#), [43.215.201](#) and chapter [42.56](#) RCW. WSR 18-14-079, § 170-300-0185, filed 6/30/18, effective 8/1/19.]

# 0 Sugary Drinks, More Water & Low-Fat Milk

## Section 0 Table of Contents

The following pages include activity ideas for the:

Classroom	Rate the Resource
Book List: Encouraging Drinking Water	  
Make Fun Flavored Water	  
Make Your Own Sugar Bottle Display	  
Rethink Sugary Drinks! The Importance of Tooth Decay	  
Preventing Tooth Decay Activity Sheet	  
Parent Tidbit Take-Away's	  
Other _____	  

## 0 Sugary Drinks, More Water and Low-Fat Milk: Books to Encourage Healthy Drink Choices

*Reading at an early age enhances literacy skills and promotes comprehension of various topics; books can also be used to promote healthy food and drink choices, activity over sedentary screen time and other core 5210 messages. Try these fun books to encourage drinking more water and low-fat milk and less sugary drinks!*

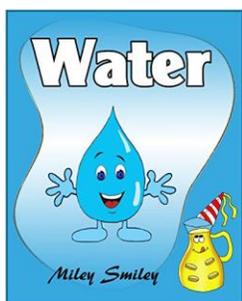
### 1. Water by Miley Smiley

"Water: The Most Important Drink In The World" (Children's bedtime stories) Early Readers

Picture Books ASIN: BOOKN16WQ2

What Readers and Reviewers Say:

-"What a fun way to present water. All the different beverages describe why they are important in a fun and



interesting way. Great pictures on every page, colorful layout and fun to read. Recommend!"

-"This is not only entertaining, but educational and engaging!"

Children should learn the importance of drinking water from a very early age.

But, it's not easy to encourage them to drink plain water instead of the sugary drinks. That's why I wrote the book: "Water: The Most Important Drink In The World"

In this book children can learn in a very entertained way about the importance of water.

Drinking plain water can make a big difference in your child's health.

### 2. **W-A-T-E-R: Children's book about drinking water by Scott Johnson**

ASIN:

B011SCU8WI

A colorful, fun children's

book for kids about the

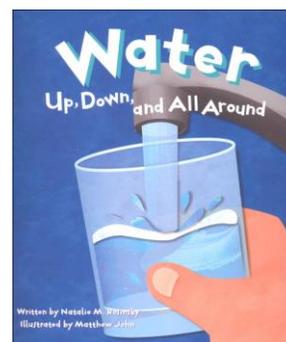
importance of drinking water as part of a healthy lifestyle. Are you thirsty? Learn about the greatest drink by far!



### 3. **Water: Up, Down, and All Around** by Natalie M. Rosinsky.

ISBN: 9781404803367

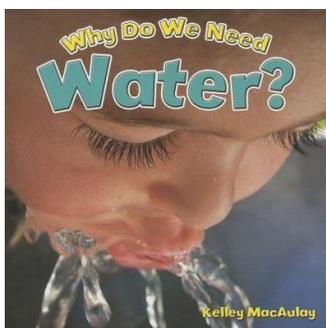
Introduce young scientists to the basics of the water cycle! Through full-



color photos and simple, easy-to-follow text, this nonfiction book introduces emergent readers to the importance of water, explaining

evaporation and condensation, dew and frost, and the three states of water. Alongside charming illustrations, award-winning author Natalie M. Rosinsky delivers fun, fact-filled text for an engaging read-aloud or beginning read-alone. Includes hands-on experiments!

4. **Why Do We Need Water? By Kelly MacAulay** ISBN: 9780778704980

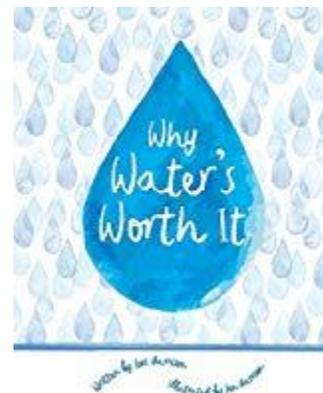


Without water, life on Earth would not exist. This book provides a refreshing look at the uses of water

and the importance of conserving and protecting this life-giving resource.

5. **Why Water's Worth It by Lori Harrison**

ISBN: 978-1-57278-354-6 This educational picture book is about a little girl with a big story to tell – Why Water's Worth It. With her nose buried in her book, she carries young readers through the world of clean water, how it's managed, and the

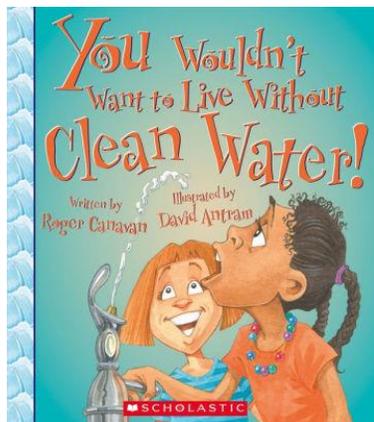


importance of everyone working together to protect it. Written for 4- to 8-year-olds but with appeal to readers of all ages, this book uses fun, engaging illustrations and rhyming text to present a simple explanation of a complex process while encouraging personal responsibility and thoughtful, “green” choices. To help small hands become big heroes, the book includes a list of small ways to make a big difference and cool facts to help explain why water's worth it!

**6. You Wouldn't Want to Live Without Clean Water! By Roger Canavan**

ISBN: 9780531213100 How would you cope in

a world without water? Clean water is far, far more important than you might



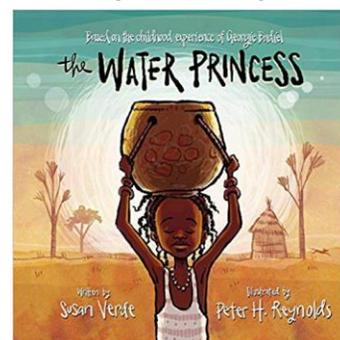
think! This title in the fantastic new You Wouldn't Want to Live Without series is bursting with surprising facts about this essential life source. As you learn about everything from how water keeps us healthy to the astounding ways in which it is used across the world, you'll soon see why you really, really wouldn't want to live without it! Featuring comprehensive diagrams, a timeline, hilarious cartoon-style illustrations, and "You Can Do It!" panels on how to conduct your own water experiments. The well-organized text in this title allows readers to explore relationships between historic scientific events. Grade-appropriate contexts help readers determine the meaning of academic words and phrases while the vivid illustrations and text features help navigate the text and locate answers to questions.

**7. The Water Princess By Susan Verde**

**AVAILABLE AT KITSAP REGIONAL LIBRARY!**

ISBN: 0399172580 Based on a true story, this beautifully crafted picture

book for older kids uses a positive story to highlight what we take for



granted--water--and how hard kids work for water every day in other countries. The endnote adds real-life context and information about organizations working for change.

*Fun with..*

# Flavored Water

Infusing your drinking water with fruit is fun, and makes drinking water less boring with more flavor! It is also a healthy option rather than using added sugar. You can even infuse your water with vegetables and herbs! Simply cut up the fruit or vegetable and soak them in your drinking water. You can combine these in a large jug with ice and have it prepared and ready in the refrigerator, or you can add them to your water bottle! See the list below for some examples of what to add to your drinking water.

## **Fruit**

- Berries
- Oranges
- Lemons
- Lime
- Grapefruit
- Pineapple
- Grapes
- Watermelon
- Mango
- Cantaloupe
- Honeydew
- Kiwi
- Cherries
- Apples

## **Vegetables**

- Cucumber
- Jalapenos
- Bell Peppers
- Celery
- Carrots

## **Herbs**

- Basil
- Mint
- Rosemary
- Cilantro
- Lavender
- Tarragon
- Thyme
- Sage
- Ginger Root



Directions to Make Your Own

# SUGAR BOTTLE DISPLAY

**Making a sugar bottle display is a great activity.**

This powerful visual is one of the best ways to show just how much sugar is in some popular drinks—you'll be surprised. This is a tool that can be used to help kids and staff to make smart drink choices.



## Supplies:

- Bottles of common sugary drinks – refer to the table on the next page for suggestions.
- Bag of white sugar
- Teaspoons
- Funnels

## Directions:

1. Empty, wash, and completely dry bottles. Be careful not to damage the labels as you want to keep them on the bottles.  
**TIP:** Give the bottles at least 24 hours to dry.
2. Find the Nutrition Facts on the bottle label.
3. Take note of serving size (many bottles contain two or more servings – something to think about!)  
**TIP:** Make sure to pay attention to the information listed per bottle.
4. Record how many grams of sugar are in a bottle. continued

5. Figure out how many teaspoons of sugar are in each bottle by dividing the grams of sugar by 4.2 (the number of grams of sugar in a teaspoon).

For example:

- Serving size 1 bottle
- Grams of sugar per bottle: 48g
- Teaspoons of sugar per bottle: 48 divided by 4.2  $\approx$  11

*The amount of sugar to put into this bottle is 11 teaspoons.*

6. Put funnel into mouth of bottle and pour in the sugar. Replace cap. Screw on tight!

7. Make a chart like the one below that matches the drinks you chose.

**TIP:** *Laminate the chart to ensure it lasts a long time.*

8. Display the chart in your building so kids and staff can see how much sugar is in some of their favorite drinks. Place the bottles filled with sugar in front of the chart.

9. Other ideas:

- Take a photo of your display and use along with chart and other handouts to make a bulletin board.
- Make a game out of it by having people guess how many teaspoons of sugar are in their favorite drinks and give the winners a 5-2-1-0 approved prize.
- Have a poster contest around limiting sugar-sweetened beverages.

DRINK	SIZE	CALORIES	SUGAR GRAMS	SUGAR TSP.
Coca-Cola® Classic	20 oz	240 cal	65 g	15
Dunkin' Donuts Strawberry Fruit Coolata®	16 oz <i>sml</i>	230 cal	57 g	14
Sprite®	20 oz	240 cal	64 g	15
Monster Energy® Drink	16 oz	200 cal	54 g	13
Arizona® Green Tea & Honey	20 oz	175 cal	43 g	10
Minute Maid® 100% Apple Juice	15.2 oz	210cal	49 g	11
Glaceau Vitamin Water®	20 oz	120 cal	32 g	8
Gatorade Thirst Quencher®	20 oz	133 cal	35 g	8
Starbucks® Bottled Coffee Frappuccino®	9.5 oz	200 cal	32 g	8
Water	Any size	0 cal	0g	0



**GO**

## LOW ACIDITY

DRINK PLENTY

- Water
- Milk



## MEDIUM ACIDITY

DRINK OCCASIONALLY

- 100% Real Fruit Juice



## HIGH ACIDITY

DRINK RARELY (IF AT ALL)

- Soft Drinks
- Diet Soft Drinks
- Energy and Sports Drinks

# Rethink Sugary Drinks!

## Tooth Decay

- Tooth decay is caused by bacteria in the mouth using sugar from foods and drinks to produce acids that dissolve and damage the teeth.
- Sugar sweetened beverages have high levels of sugar and drinking these can significantly contribute to tooth decay.
- Regular and 'diet' soft drinks, sports drinks, energy drinks, fruit juices, fruit drinks and cordials also have high acid levels that can cause tooth erosion.
- Tooth erosion occurs when acid attacks the teeth to dissolve the outer surface of tooth enamel.
- Regular loss of enamel can lead to cavities and exposure of the inner layers of the tooth that may become sensitive and painful.
- Prevention of enamel loss is very important for the long-term health of your teeth.
- Each acid attack lasts for around 20 minutes. Every time you take a sip of the drink, the acid damage begins all over again.



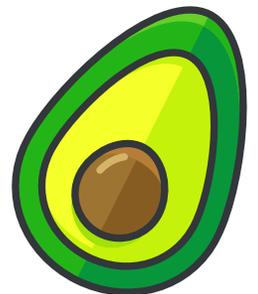
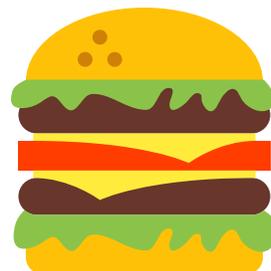
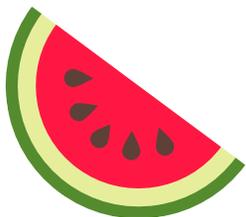
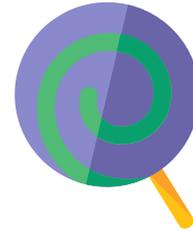
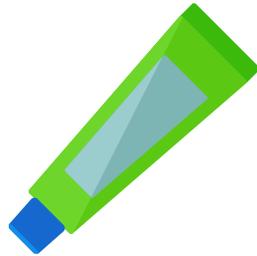


**LESS  
SUGAR**

# Keep Your Teeth Strong and Healthy



Circle the healthy choices that will help prevent tooth decay!



# Tidbits for 0

Use any of the following tidbits for your own newsletter, or social media pages!



## Common Drink Choices

DRINK	SIZE	TOTAL CALORIES	SUGAR GRAMS	SUGAR TSP.
Arizona® Green Tea & Honey	20 oz	175 cal	43 g	10
Coca-Cola® Classic	20 oz	240 cal	65 g	15
Minute Maid® 100% Apple Juice	15.2 oz	210 cal	49 g	11
Dunkin' Donuts Strawberry Fruit Coolata®	16 oz (sml)	230 cal	57 g	14
Gatorade Thirst Quencher®	20 oz	133 cal	35 g	8
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Monster Energy® Drink	16 oz	200 cal	54 g	13
Mountain Dew®	20 oz	290 cal	77 g	18
Sprite®	20 oz	240 cal	64 g	15
Starbucks Bottled Frappuccino®	9.5 oz	200 cal	32 g	8
Water	ANY SIZE!	0 cal	0 g	0

1

2

### Did you know?

**Soda has no nutritional value and is high in sugar. Just 9 ounces of soda has up to 150 empty calories. Many sodas also contain caffeine, which kids don't need. Our bodies are made of between 70-80% of water. We need water to keep our bodies running smoothly.**

3

**Water is FUEL for your body. Stay hydrated! It's cool.**



5

### Put Limits on the Juice!

- Juice products labeled "-aide", "drink", or "punch" often contain 5% juice or less. Sometimes, the only difference between these "juices" and a soda is that they have added Vitamin C.
- Always try to choose whole fruits over juice.
- Suggest a glass of water or milk instead of juice.
- If you choose to serve juice, make sure to buy 100% juice and limit it to only 4-6 ounces for children 1-6 years old per day. No juice should be given to children under the age of 6 months.

### Making it the easy choice to choose water...



- Keep a water bottle handy at all times.
- Keep it cold! Keep a pitcher of water in the fridge.
- Choose to drink water anytime you feel thirsty.
- Replace soda with water, instead of other sugar-sweetened beverages, such as juice or sports drinks.
- Add fresh lemon, lime, or orange wedges to water for some natural flavor.
- Try mixing seltzer water with a splash of 100% juice.

4



# Helpful Resources

## Polices and Health:

*Policies and procedures put values and legislative requirements into practice. Having clear, well-informed written policies, along with procedures that detail how to implement the policy, impart clarity for both staff and parents. They create consistency and make “rules” standard for everyone and easy to follow, resulting in increased efficiency. They can also provide clear, previously thought out answers to difficult questions and problems.*

## This section includes:



Links to Helpful Resources



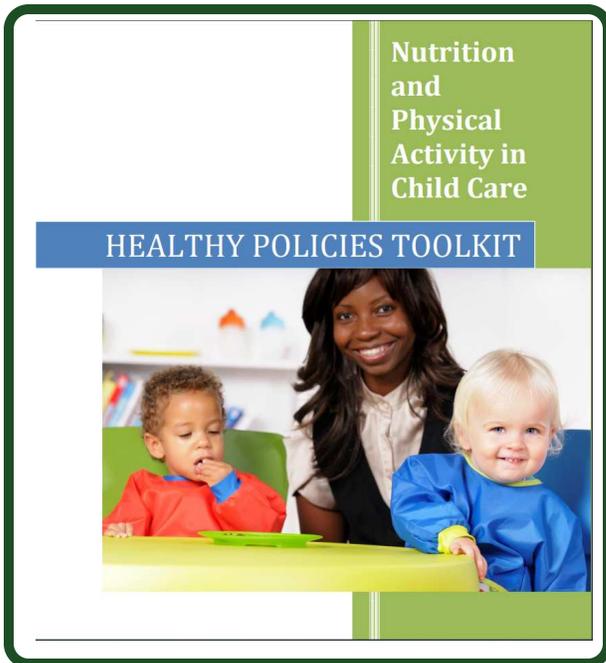
Kitsap HEAL Coalition Resource Page

# Resources

## Links to Helpful Resources

*Healthy Policies Toolkit for Nutrition and Physical Activity in Child Care -University of Washington Center for Public Health Nutrition; August, 2014*

[https://depts.washington.edu/uwcphn/work/documents/healthypolicies toolkit\\_printableFINALAug2014\\_000.pdf](https://depts.washington.edu/uwcphn/work/documents/healthypolicies toolkit_printableFINALAug2014_000.pdf)



- Let's Move! Child Care: Healthy Eating, Physical Activities, & Screen Time  
<http://www.healthykidshealthyfuture.org/family-child-care-resources/>
- Let's Go! 5210 <https://mainehealth.org/lets-go>
- Washington State Legislature  
 Washington Administrative Code (WAC) Requirements  
<https://app.leg.wa.gov/wac/default.aspx?cite=110-300&full=true#110-300-0155>
- SNAP-Ed Website  
<https://wasnap-ed.org/>
- Childhood Obesity Prevention Coalition  
<http://copcwa.org/>
- Public Health Law Center Breastfeeding and Child Care Programs  
<https://www.publichealthlawcenter.org/sites/default/files/resources/PHLC-Breastfeeding-and-ChildCare.pdf>
- Growing Healthy - A Guide for Health Managers and Families about Healthy Active Living for Young Children  
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/growing-healthy-flipchart.pdf>
- CDC: Increasing Access to Drinking Water and Other Healthier Beverages in Early Care and Education Settings  
<https://www.cdc.gov/obesity/downloads/early-childhood-drinking-water-toolkit-final-508reduced.pdf>

5

5 or more  
 fruits and  
 vegetables

2

2 hours or less  
 of recreational  
 screen time

1

1 hour or more  
 of physical  
 activity

0

0 Sugary-  
 Sweetened  
 Beverages



# Executive Summary

## Physical Activity Guidelines for Americans

2<sup>nd</sup> edition



### Physical Activity Guidelines for Americans Summary

Being physically active is one of the most important actions that people of all ages can take to improve their health. The evidence reviewed for this second edition of the *Physical Activity Guidelines for Americans* is clear—physical activity fosters normal growth and development and can make people feel better, function better, sleep better, and reduce the risk of a large number of chronic diseases. Health benefits start immediately after exercising, and even short episodes of physical activity are beneficial. Even better, research shows that just about everyone gains benefits: men and women of all races and ethnicities, young children to older adults, women who are pregnant or postpartum (first year after delivery), people living with a chronic condition or a disability, and people who want to reduce their risk of chronic disease. The evidence about the health benefits of regular physical activity is well established, and research continues to provide insight into what works to get people moving, both at the individual and community level. Achieving the benefits of physical activity depends on our personal efforts to increase activity in ourselves, family, friends, patients, and colleagues. Action is also required at the school, workplace, and community levels.

### What's New in This Edition?

This second edition of the *Physical Activity Guidelines for Americans* provides science-based guidance to help people ages 3 years and older improve their health through participation in regular physical activity. It reflects the extensive amount of new knowledge gained since the publication of the first *Physical Activity Guidelines for Americans*, released in 2008. This edition of the Guidelines discusses the proven benefits of physical activity and outlines the amounts and types of physical activity recommended for different ages and populations.

For example, new aspects include discussions of:

- Additional health benefits related to brain health, additional cancer sites, and fall-related injuries;
- Immediate and longer term benefits for how people feel, function, and sleep;
- Further benefits among older adults and people with additional chronic conditions;
- Risks of sedentary behavior and their relationship with physical activity;
- Guidance for preschool children (ages 3 through 5 years);
- Elimination of the requirement for physical activity of adults to occur in bouts of at least 10 minutes; and
- Tested strategies that can be used to get the population more active.

## Developing the Physical Activity Guidelines

The *Physical Activity Guidelines for Americans* is issued by the U.S. Department of Health and Human Services (HHS). It complements the *Dietary Guidelines for Americans*, a joint effort of HHS and the U.S. Department of Agriculture (USDA). Together, the two documents provide guidance for the public on the importance of being physically active and eating a healthy diet to promote good health and reduce the risk of chronic diseases.

The primary audience for the *Physical Activity Guidelines for Americans* is policy makers and health professionals, though it may also be useful to interested members of the public. The main idea behind the Guidelines is that regular physical activity over months and years can produce long-term health benefits.

The development of this edition of the *Physical Activity Guidelines for Americans* started in 2016 when former HHS Secretary Sylvia Mathews Burwell appointed an external scientific advisory committee, the 2018 Physical Activity Guidelines Advisory Committee. The Committee conducted a series of systematic reviews of the scientific literature on physical activity and health and met periodically in public session to discuss their findings. The Committee's work was compiled into a scientific report summarizing the current evidence. The 2018 *Physical Activity Guidelines Advisory Committee Scientific Report* and summaries of the Committee's meetings are available at <https://www.health.gov/PAGuidelines/>.



When writing the Guidelines, HHS used the Advisory Committee’s Scientific Report as its primary source but also considered comments from the public and government agencies. The Guidelines will be widely promoted through various communications strategies online and in print, such as the Move Your Way campaign materials for professionals and consumers, and partnerships with organizations that promote physical activity.

## Key Guidelines

Below are the key guidelines included in the *Physical Activity Guidelines for Americans*.



### Key Guidelines for Preschool-Aged Children

- Preschool-aged children (ages 3 through 5 years) should be physically active throughout the day to enhance growth and development.
- Adult caregivers of preschool-aged children should encourage active play that includes a variety of activity types.



### Key Guidelines for Children and Adolescents

- It is important to provide young people opportunities and encouragement to participate in physical activities that are appropriate for their age, that are enjoyable, and that offer variety.
- Children and adolescents ages 6 through 17 years should do 60 minutes (1 hour) or more of moderate-to-vigorous physical activity daily:
  - **Aerobic:** Most of the 60 minutes or more per day should be either moderate- or vigorous-intensity aerobic physical activity and should include vigorous-intensity physical activity on at least 3 days a week.
  - **Muscle-strengthening:** As part of their 60 minutes or more of daily physical activity, children and adolescents should include muscle-strengthening physical activity on at least 3 days a week.
  - **Bone-strengthening:** As part of their 60 minutes or more of daily physical activity, children and adolescents should include bone-strengthening physical activity on at least 3 days a week.



## Key Guidelines for Adults

- Adults should move more and sit less throughout the day. Some physical activity is better than none. Adults who sit less and do any amount of moderate-to-vigorous physical activity gain some health benefits.
- For substantial health benefits, adults should do at least 150 minutes (2 hours and 30 minutes) to 300 minutes (5 hours) a week of moderate-intensity, or 75 minutes (1 hour and 15 minutes) to 150 minutes (2 hours and 30 minutes) a week of vigorous-intensity aerobic physical activity, or an equivalent combination of moderate- and vigorous-intensity aerobic activity. Preferably, aerobic activity should be spread throughout the week.
- Additional health benefits are gained by engaging in physical activity beyond the equivalent of 300 minutes (5 hours) of moderate-intensity physical activity a week.
- Adults should also do muscle-strengthening activities of moderate or greater intensity and that involve all major muscle groups on 2 or more days a week, as these activities provide additional health benefits.



## Key Guidelines for Older Adults

The key guidelines for adults also apply to older adults. In addition, the following key guidelines are just for older adults:

- As part of their weekly physical activity, older adults should do multicomponent physical activity that includes balance training as well as aerobic and muscle-strengthening activities.
- Older adults should determine their level of effort for physical activity relative to their level of fitness.
- Older adults with chronic conditions should understand whether and how their conditions affect their ability to do regular physical activity safely.
- When older adults cannot do 150 minutes of moderate-intensity aerobic activity a week because of chronic conditions, they should be as physically active as their abilities and conditions allow.



## Key Guidelines for Women During Pregnancy and the Postpartum Period

- Women should do at least 150 minutes (2 hours and 30 minutes) of moderate-intensity aerobic activity a week during pregnancy and the postpartum period. Preferably, aerobic activity should be spread throughout the week.
- Women who habitually engaged in vigorous-intensity aerobic activity or who were physically active before pregnancy can continue these activities during pregnancy and the postpartum period.
- Women who are pregnant should be under the care of a health care provider who can monitor the progress of the pregnancy. Women who are pregnant can consult their health care provider about whether or how to adjust their physical activity during pregnancy and after the baby is born.



## Key Guidelines for Adults With Chronic Health Conditions and Adults With Disabilities

- Adults with chronic conditions or disabilities, who are able, should do at least 150 minutes (2 hours and 30 minutes) to 300 minutes (5 hours) a week of moderate-intensity, or 75 minutes (1 hour and 15 minutes) to 150 minutes (2 hours and 30 minutes) a week of vigorous-intensity aerobic physical activity, or an equivalent combination of moderate- and vigorous-intensity aerobic activity. Preferably, aerobic activity should be spread throughout the week.
- Adults with chronic conditions or disabilities, who are able, should also do muscle-strengthening activities of moderate or greater intensity and that involve all major muscle groups on 2 or more days a week, as these activities provide additional health benefits.
- When adults with chronic conditions or disabilities are not able to meet the above key guidelines, they should engage in regular physical activity according to their abilities and should avoid inactivity.
- Adults with chronic conditions or symptoms should be under the care of a health care provider. People with chronic conditions can consult a health care professional or physical activity specialist about the types and amounts of activity appropriate for their abilities and chronic conditions.



## Key Guidelines for Safe Physical Activity

To do physical activity safely and reduce risk of injuries and other adverse events, people should:

- Understand the risks, yet be confident that physical activity can be safe for almost everyone.
- Choose types of physical activity that are appropriate for their current fitness level and health goals, because some activities are safer than others.
- Increase physical activity gradually over time to meet key guidelines or health goals. Inactive people should “start low and go slow” by starting with lower intensity activities and gradually increasing how often and how long activities are done.
- Protect themselves by using appropriate gear and sports equipment, choosing safe environments, following rules and policies, and making sensible choices about when, where, and how to be active.
- Be under the care of a health care provider if they have chronic conditions or symptoms. People with chronic conditions and symptoms can consult a health care professional or physical activity specialist about the types and amounts of activity appropriate for them.





## Implementation of the Physical Activity Guidelines Through Move Your Way

The Physical Activity Guidelines is written for professional audiences. Therefore, its translation into actionable consumer messages and resources helps individuals, families, and communities achieve the recommendations in the Guidelines. The Move Your Way campaign was created by the Office of Disease Prevention and Health Promotion within the U.S. Department of Health and Human Services to be used by communities, health professionals, educators, and others to communicate to consumers in plain language about the recommendations from the Guidelines, promote the health benefits of meeting the recommendations, and provide tips for how consumers can meet the recommendations.

Campaign resources, including interactive tools, fact sheets, videos, and graphics, are available at <https://www.health.gov/PAGuidelines/>.

**Figure A-1. Move Your Way Adult Dosage**





Healthy Eating, Active Living



*We envision a community in which healthy food and physical activity opportunities are accessible and affordable for all.*

## GOALS

**Increase equitable access to healthy foods and opportunities for active living.**

**Cultivate a community that prioritizes healthy eating and active living.**

## GUIDING PRINCIPLES

*Collective Impact approach.  
Strive to reduce disparities.  
Use a trauma informed perspective.  
Build on existing community assets.  
Utilize best and promising practices.  
Focus on system and policy change.  
Encourage community involvement.*

Equity

Education & Skills

Collaboration & Partnerships

Life Course View

## STEERING COMMITTEE

- Kitsap Public Health District
- Kitsap Strong
- Kitsap Transit
- Olympic Educational Service District 114
- Peninsula Community Health Services
- Suquamish Tribe
- WSU Kitsap Extension
- YMCA-PKC



We know that an individual's health is deeply connected to the community in which they live, work and play. To reduce obesity and its resulting impacts, we focus on policies, systems and environmental change strategies. By working together we can create change to support a healthier lifestyle for all.

## STRATEGIES

- Improve access to markets that sell or provide high quality fruits and vegetables in underserved communities.
- Improve access to safe and affordable places for physical activity.
- Provide opportunities to build skills and knowledge regarding healthy foods and beverages.
- Establish policies and programs that increase physical activity.

## KEY MEASURES

- ➔ Reduction in the prevalence of overweight and obesity among residents
- ➔ Increase in the percentage of residents who engage in regular physical activity.
- ➔ Increase in the percent of citizens who practice healthy eating habits

Learn more about how you can make a healthier Kitsap @

**kitsapheal.org**

STAKEHOLDERS