

PHYSICAL ACTIVITY KIT (PAK)

staying on the active path in native communities ... a Lifespan approach!

BOOK #5

YOUNG CHILDREN



CONTENTS

Physical Activity Kit (PAK) Overview	1
Introduction of PAK Books.....	2
Healthy Physical Activity for Young Children.....	4
Infant Physical Activity.....	6
Toddler and Preschool Physical Activity	7
Choosy Kids.....	8
Lesson: Following Tracks	10
Lesson: The Banana Stretch.....	11
Lesson: American Indian Dancing.....	12
Lesson: Balancing Like a Tree.....	13



Physical Activity Kit (PAK) OVERVIEW

Physical Activity Kit (PAK): Staying on the Active Path in Native Communities...a lifespan approach!

The Physical Activity Kit (**PAK**) *Staying on the Active Path in Native Communities...a Lifespan Approach* strategy refines an effective and efficient method to package, implement, evaluate and disseminate culturally appropriate physical activity for American Indian/Alaska Native and other communities. The primary goal of the **PAK** is to increase the time spent in moderate to vigorous physical activity (MVPA) by promoting age and culturally appropriate physical activities across the life span of Native American communities. These physical activities are appropriate across age spans (Young People, Adults/Family, and Older Adults) and include various levels of activity: Warm-up (flexibility) cardiovascular, Strength, Cool-down (flexibility).

The **PAK** strategy is a collaboration/partnership with:

- University of New Mexico Prevention Research Center (UNM PRC)
- The Indian Health Service with representation from IHS Headquarters (Divisions of Office of Clinical and Preventive Services: Health Promotion & Disease Prevention, Head Start, Nutrition, and the Community Health Representatives) and IHS Area Offices (Albuquerque, Portland, and Oklahoma).
- PAK Field Teams with representation from:
 - Aberdeen Area Teams: **Rosebud Sioux Tribe**, SD and **Sisseton Wahpeton Oyate**, Agency Village, SD
 - Albuquerque Area Teams: **Isleta Pueblo**, NM and **San Felipe Pueblo**, NM
 - Bemidji Area Team: **Sault Sainte Marie Tribe of Chippewa Indians**, MI
 - Billings Area Team: **Northern Cheyenne**, MT
 - Navajo Area Teams: **Ft. Defiance/Navajo/Window Rock**, AZ and **Sheep Springs**, AZ
 - Phoenix Area Teams: **San Carlos Apache Tribe**, AZ
 - Portland Area Teams: **Plummer Coeur d'Alene Tribe**, ID and **Bellingham Lummi Tribe**, WA



Pictured: 2007 PAK teams and Partners

The **PAK** strategy includes: 1) create a “package” of physical activities that are culturally appropriate to American Indian and Alaskan Native communities; 2) train interested Field Teams from across the Nation to implement and field test the **PAK** in their communities; 3) conduct the **PAK** Summit/Reunion to collect information regarding the modification, acceptability and usability of the **PAK** in their communities; and 4) develop a strategy to distribute and disseminate PAK to American Indian and Alaskan Native communities across the United States.

Introduction of *PAK* Books

PAK promotes the building of positive attitudes towards fun and creative physical activity that reinforces the lifestyle of living in a Native American community.

PAK Young People Book #1 contains fun and interactive physical activities for school-age children that can be used in the classroom or group settings. The physical activities include individual, partner and group activities.

PAK Mt. Pathways¹ Challenge Book #2 focuses on participant's progress through five trails with increasing levels of physical activity.

PAK Modified American Indian Games¹ Book #3 contains traditional games that have been modified to provide more opportunity for activity while retaining the original nature of the games.

PAK Exercise Breaks Book #4 contains simple and short duration (2-10 minutes) activity breaks that can be done in a small space with no equipment and set-up.

PAK Young Children Book #5 contains physical activities and movement for infants, toddlers, and preschool children.

PAK Adult/Family¹ Book #6 contains a variety of physical activities that can be done as a family. Activities include a community event which evolves around the Great Race as participants learn about the race between the two-legged and four-legged.

PAK Older Adults Book #7 contains physical activities from the **Healthy Body Awareness²: Ats'iis' Baa'a'hwon dzin** (English translation –**Healthy Body Awareness**) a physical activity and nutrition education program for Navajo elders.

PAK Resources Book #8 contains titles, descriptions and web links for physical activities resources.

Native American Aerobic Dances: Native American dance has been with us for as long as the beat of the drum has been heard. When we hear the beat we feel it in our feet and hearts. Dances can be done almost anywhere and with any number of people and are in **PAK Young People Book #1**, **PAK Adult/Family Book #6** and **PAK Older Adults Book #7**.

¹ Pathways – Obesity Prevention Program for American Indian Schoolchildren. <http://hsc.unm.edu/pathways>

² Healthy Body Awareness: Ats'iis' Baa'a'hwon dzin (English translation –Healthy Body Awareness)

Traditional Pow Wow Dances: Pow-wow dancing is a great way to meet new friends and enjoy the company of others. It is a great form of exercise for anyone no matter what their fitness level and is located in **PAK Young People Book #1, PAK Adult/Family Book #6** and **PAK Older Adults Book #7**.

Healthy Physical Activity for Young Children

Early childhood is the time to begin the development of active, healthy lifestyles. Placing the child on the road to a lifetime of movement should begin early to ensure a lifetime of good health. Infant and young children should be physically active at least 60 minutes per day. Young children develop healthy physical lifestyles when physical activity is a family activity and included in early childhood programs, like Head Start.

Tips for nurturing healthy active children:

- **Emphasize free play.** Increase the amount of active, unstructured, outdoor play for children. Physical activity should be a part of the child's daily life - not something he/she is required to do.
- **Collaborate with community partners** such as Special Diabetes Grant Program for Indians and Fitness Leaders at Tribal health programs to provide training and active play in the Head Start classroom and provide safe outdoor play spaces in the community.
- Use **appealing music** for movement in the classroom.
- **Encourage parents** to get their children physically active through outdoor play.
- The **parent/caregiver is a role model** for physical activity. Encourage parents and caregivers to be physically active so that children see this as normal daily behavior.
- **Integrate traditional and cultural activities** into the physical activity plan.
- Provide **adequate funding and resources** for safe play space, equipment, training, and incentives.
- **Limit TV.** The American Academy of Pediatrics recommends that children younger than 2 years watch no TV and that those 2 years and older limit viewing to less than 2 hours per day.
 - ***"There are a lot of reasons why children are less active today, but the biggest culprit is the television set, followed closely by video games and computers,"*** says Edward Laskowski, M.D., a specialist in physical medicine and rehabilitation and co director of the Sports Medicine Center at Mayo Clinic, Rochester, Minn. ***"These activities encourage a sedentary lifestyle."***
- Encourage physical activities that **foster creativity and imagination.**

- **Children need instruction, practice and encouragement** to perform movement skills to a certain level of proficiency.
- **Monitor child's growth** and discuss weight status with child's health care provider.

Infant Physical Activity

Part of the infant's day should be spent with a caregiver or parent who provides systematic opportunities for planned physical activity. These experiences should incorporate a variety of baby games such as peek-a-boo and pat-a-cake and sessions in which the child is held, rocked and carried to new environments.

Confining babies and young children to strollers, play pens, car and infant seats for hours at a time, may delay development such as rolling over, crawling, walking and even cognitive development. Such restrictions can begin the path to sedentary preferences and childhood.

Guidelines for infants: (Natl. Association for Sport and Physical Education 2002)

1. **Infants should interact with parents** and caregivers in daily physical activities that promote exploration of their environment.
2. Infants and toddlers should be placed in **safe settings** that facilitate physical activity and do not restrict movement for prolonged periods of time.
3. Ensure maximum movement opportunities by **providing a rug or blanket (minimum of 5' x 7')** for playing and rolling.

"Adopting a physically active lifestyle early in life increases the likelihood that infants and young children will learn to move skillfully. Promoting and fostering enjoyment of movement and motor skill confidence and competence at an early age will help to ensure healthy development and later participation in physical activity." Dr. Jane Clark, professor, Department of Kinesiology at the University of Maryland and Chair of National Association for Sport and Physical Education Early Childhood Physical Activity Guidelines Task Force.

Toddler and Preschool Physical Activity

Guidelines for toddlers: (Natl. Association for Sport and Physical Education 2002)

1. **At least 30 minutes** of structured physical activity accumulated daily.
2. **At least 60 minutes and up to several hours** per day of daily, unstructured physical activity. Limit sedentary time to no more than 60 minutes at a time except when sleeping.
3. **Develop movement skills** that are building blocks for more complex movement tasks, such as running, jumping, throwing and catching.
4. Toddlers should have indoor and outdoor areas that meet or exceed recommended safety standards for performing large muscle activities - a minimum of **50 square feet of accessible outdoor play** per child, and minimum space of **5' x 7' per child for active movement indoors**.

Guidelines for preschoolers: (National Association for Sport and Physical Education 2002)

1. **At least 60 minutes** of structured physical activity accumulated daily.
2. **At least 60 minutes and up to several hours** of daily, unstructured physical activity. Limit sedentary time to no more than 60 minutes at a time except when sleeping.
3. **Develop competence in movement skills** that are building blocks for more complex movement tasks, such as rolling, throwing, balance and simple tumbling.
4. Preschoolers should have indoor and outdoor areas that meet or exceed recommended safety standards for performing large muscle activities - a minimum of **75 square feet of accessible outdoor play** per child, and minimum space of **5' x 7' per child for indoor** active movement.

"Let your toddlers and preschoolers see how much fun being active can be. Don't just run with them. Run like a gorilla, Walk like a spider. Hop like a bunny. Stretch like a cat." Edward Laskowski, M.D., a specialist in physical medicine and rehabilitation and co-director of the Sports Medicine Center at Mayo Clinic, Rochester, Minn.



MOVEMENT ACTIONS		
Action Awareness (WHAT my body can do)		
Traveling Actions	Manipulating Actions	Stabilizing Actions

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MOVEMENT CONCEPTS			
Effort Awareness (HOW my body moves)			
Time	Force	Control	
Space Awareness (Where my body moves)			
Categories	Direction	Levels	Pathways
Relational Awareness (Relationships my body creates WITH myself, other movers and objects)			
Body Parts	Shapes	Roles	Associations Locations

HEALTHY NUTRITION		
Nutritional Awareness (ABOUT healthy eating and drinking)		
Food & Drink Food & Drink Characteristics	Food & Drink Sources Food & Drink Skills	Mealtime Behaviors

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"I am learning to be **CHOOSY** about **WHAT** my body does. **HOW** and **WHERE** my body moves, the relationships my body creates **WITH** myself, other movers and objects, and **ABOUT** healthy eating and drinking."

Action Awareness (WHAT my body does)											
Travelling Actions			Stabilizing Actions					Manipulating Actions			
Walking	Jumping	Gallop	Twisting	Standing	Swinging	Stretching	Landing	Throwing	Rolling	Open	
Skipping	Crawling	Running	Turning	Sitting	Swaying	Bending		Catching	Kicking	Close	
Hopping	Sliding	Leaping	Balancing	Squatting	Pulling	Shaking		Bouncing	Trapping	Striking	
Climbing	Marching		Curling	Kneeling	Pushing	Dodging		Tossing	Object Handling		
Effort Awareness (HOW my body moves)											
Time		Force			Control						
Speeds	Rhythm	Degrees of Force	Creating Force	Absorbing Force	Weight Transfer	Dimensions					
Slow	Beats	Strong	Starting (GO)	Stopping	Rocking	Single Movements					
Medium	Cadence	Medium	Sustained	Receiving	Stepping	Combinations of					
Fast	Patterns	Light Explosive			Rolling	Movements					
Speeding up					Flight	Transitions					
Slowing Down											
Space Awareness (WHERE my body moves)											
Categories		Direction			Levels			Pathways			
Self space	Shared Space	Up	Right	Forward	Backward	High	Medium	Low	Straight	Curved	Zigzag
		Down	Left	Sideways							
Relational Awareness (WITH myself, other movers, and objects)											
Body Parts			Shapes		Roles	Associations	Locations				
Head	Arms	Ankles	Big	Triangle	Leading	Letters	Near to—far from	On—off			
Hand	Fingers	Toes	Small	Square	Following	Numbers	Around—through	In—our			
Ears	Chest	Elbow	Curved	Circle	Mirroring	Colors	In front—behind	Top—bottom			
Eyes	Wrist	Shoulder	Straight		Unison	Hand Signs	Together—apart	Over—under			
Nose	Hips	Neck	Rectangle		Taking Turns	Pretense	Facing—side by side				
Leg	Waist	Stomach	Wide	Narrow	Solo						
Knee	Bottom	Like	Twisted	Thin	Partner						
Foot	Back	Unlike			Group						
Nutrition Awareness (ABOUT healthy eating and drinking)											
Food & Drink Choices		Food & Drink Sources	Food & Drink Characteristics		Food & Drink Skills			Mealtime Behaviors			
Healthy		Animals	Colors	Tastes	Scrubbing	Scooping	Kneading	Table setting			
Not So Healthy		Plants	Textures	Flavors	Washing	Slicing	Snapping	Chewing			
Variety		Soil	Smells		Mixing	Stirring	Peeling	Enjoying (Food is Fun)			
Meals		Trees	Shapes		Pouring	Breaking	Mashing	Pacing			
Snacks			Sizes		Tearing	Storing	Measuring	Portions			
Cultural			Temperatures		Utensil Use	Tolling	Squeezing	Manners			
					Spreading	Dipping					

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Lesson Title: Following Tracks

Learning Objectives: Children will practice walking as a good exercise.

Background: Walking is the best form of exercise. It can be done in a safe area with an adult. The walking needs to be brisk. No running. That means the child needs to put some effort into it, not just stroll along. Again, children this age need 60 minutes of vigorous exercise every day.

They need to work off all the food (calories) they have eaten that day and the day before. This means turning off the TV or computer. It means GET MOVING.

Place tracks on the ground in paths so children can walk the tracks or paths.

What to Have Ready:

- A safe area where children can walk, either inside or outside.
- Homemade paper animal tracks laid down in large, closed-loop paths for the children to follow.

Steps:

1. Gather the children together.
2. Tell them that you are all going to be following animal tracks. They need to stay on the path made by the tracks, and be careful not to bump into each other.
3. Form them into lines behind each path.
4. Let them go for as long as the teacher decides, but for at least 10 minutes. If there's time, let them try each different path.

Optional:

1. You may want to make animal sounds as you walk.
2. Play music while they walk.

Adapted from the IHS Head Start Program *My Amazing Body* curriculum.

Lesson Title: The Banana Stretch

Learning Objectives: Children will be able to do a stretching exercise.

Background: Stretching is a good warm-up exercise before doing more vigorous exercise. This stretching exercise stretches the chest, belly, hips, and legs. It also strengthens the lower back. Be sure children continue to breathe when exercising.

What to Have Ready:

A flat space large enough for all the children to lie down without touching each other.

Steps:

1. Have children spread out wide, standing on the floor.
2. Have an adult lie down on his or her back and demonstrate the exercise as follow:
 - a) Lying on your back, grasp one knee and pull it to your chest.
 - b) Bend your head toward your knee and hold for a count of "1...2...3...4...5...."
 - c) Let go and slowly lower the leg.
 - d) Repeat on the other side.
 - e) Have the children lie down on their backs and lead them through the exercise. Repeat 3 to 5 times on each side. Remind children to breathe while exercising.

Adapted from the IHS Head Star! Program My *Amazing Body* curriculum.

Lesson Title: American Indian Dancing

Learning Objectives: Children will be able to say that most people on earth have dancing in their culture, only in different ways.

Background: Almost all people have dancing in their culture. That includes American Indians and Alaska Natives. For example, Pow Wows are great gatherings where many different dances are done such as the Snake, Buffalo, and Gourd dance.

The tribes thought to have started the tradition of the Pow Wow are the Southern Plains tribes of Kansas, Louisiana, Missouri, Oklahoma, Nebraska, and Texas. Some of these tribes are Kickapoo, Potawatomi, Sac and Fox, Creek, Choctaw.

What to Have Ready:

- American Indian/Alaska Native Map
- Pictures of American Indian Pow Wows
- Ask parent volunteer to talk about Pow Wows and bring ceremonial dress, if possible.

Steps:

1. Gather the children in a circle around the American Indian/Alaska Native map.
2. Ask the children if they like to dance. Ask for volunteers to tell you what kind of dancing they like.
3. Ask if anyone knows where the music or dance comes from.
4. Ask for volunteers to tell you of any other kind of dancing they know about, especially from other countries.
5. Ask the children where on the map they live.
6. Ask them to tell you about any tribal dancing that they do with their family or at gatherings.
7. Talk about how dancing is in all cultures of the world, and in all American Indian/Alaskan Native cultures.
8. Show pictures of Pow Wows. Ask if anyone knows what they are.
9. Show them a map where the tradition of Pow Wow began and name some of the tribes who started it.
10. Ask for volunteers to tell you what a Pow Wow is, and what kind of dancing they do there.
11. Talk about Pow Wows, sharing information with the children.
12. Play several different songs with varied beats. Ask the children to take turns in leading the class to their own dance. Give each student 5-10 minutes to lead. Rotate students each day, so that at the end of the week all students have a turn.

Adapted from the IHS Head Start Program *My Amazing Body* curriculum.

Lesson Title: Balancing Like a Tree

Learning Objectives

Children will be able to:

- Practice balancing on one foot.
- Say that exercise is fun
- Say that exercise works together with food to make you healthy.

Background:

Remind the children that eating and exercise go together: when you eat, you plan to move your body. You should do this every day, slowly working up to one hour of exercise a day.

Posing as a tree teaches balance and focus, it helps strengthen the stomach muscles, legs, hips, and ankles. It stretches the arms and chest.

Each child can pretend they are a fruit tree of their choice.

What to have Ready:

A flat space large enough for all the children to stand at arms length from each other.

Steps:

Lead the children in these steps:

1. Stand with your arms stretched out at your sides. Have the children move around so that everyone has room to stretch out their arms.
2. Now drop your arms and stand tall like a tree: with feet together, arms down at sides. Tell the children to do the same. Make sure they plant their feet into the earth and keep their weight even on both feet.
3. Lift your right foot up and bend the knee, placing your right leg across your left leg, no higher than the knee.
4. Find your balance by staring at something directly in front of you.
5. Now breathe in and raise both arms up above your head.
6. Press the palms of your hands together and bend your elbows. Your ears and arms should line up.
7. Hold this pose for several breaths. Remind the children to keep their balance.
8. Then lower your hands and arms slowly. Do the same with the other leg.

Adapted from the IHS Head Start Program My *Amazing Body* curriculum.

Give kids a Head Start on healthy lifestyles.

Regular physical activity is an important part of a healthy lifestyle. Children learn physical activities from parents and caregivers, so *it's up to you* to set the example for a lifetime of good health.



Regular physical activity increases bone and muscle strength, reduces body fat, enhances mental wellness, improves overall health and reduces disease.



To learn more about keeping your child healthy, visit our website at:
www.HeadStart.ihs.gov

- Go walking and running with your child.
- Dance with your child.
- Encourage and participate in games of kickball, soccer or catch.
- Teach your child to ride a bike, and go on rides around the neighborhood.
- Take your child to the playground regularly.
- Enroll your child in swimming lessons and make trips to the local pool a regular summer activity.

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