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Introduction

Preschool-aged children (3-5 year olds) with and without disabilities are encouraged to engage in unstructured active play and structured physical activity based on their ability every day to promote overall health, and to strengthen muscles and bones (US Department of Health and Human Services [US HHS], 2018). It is recommended that toddlers accumulate 60 minutes of structured activity and up to several hours of unstructured physical activity each day (US HHS, 2018; National Association of Sport and Physical Education [NASPE], 2015). Physical activity should encourage competence in fundamental motor skills that will serve as the building blocks for future motor skillfulness. Physical activity for children aged 3-5 helps to promote healthy growth and development, helps to achieve and maintain a healthy weight, provides opportunities to be socially aware and builds self-esteem.

In Georgia:

0.9% of children under 5 years have a disability compared to 0.7% in the US. (US Census, 2018)

12.5% of 2-4 year olds participating in GA WIC program are obese, compared to 13.9% nationwide. (Pan, Blanck, Park, 2019)

11% (78,463) of children 0-5 years have special health care needs, compared to 10.3% nationally (Child and Adolescent Health Measurement Initiative, 2018)

Most children with disabilities have higher rates of obesity compared to their peers without disabilities (Rimmer, Rowland and Yamaki, 2007)

Active children are happy and healthy, and more likely to become active, independent adults.

Overall, physical activity and healthy eating in the preschool years are critical for a child’s health and well-being. Parents/families and early care and learning centers can help lay the groundwork for lifelong activity and healthy eating by creating an environment that ensures adaptive sport and physical activity are offered.

The preschool age is an important time to learn about healthy habits and the early childcare setting is ideal since it is where many preschool-aged children spend a large portion of their day. An estimated 337,024 children in Georgia are cared for in licensed early care and learning settings. (GA DECAL, 2016)
Purpose of BlazeTOTS

Benefits of Physical Activity, Sport Participation and Healthy Eating in Preschoolers

Physical activity and healthy eating in the preschool years are critical for a child’s future and present health and well-being. Parents/caregivers and preschools can help lay the groundwork for lifelong activity and healthy eating by creating an environment that ensures adaptive physical activity opportunities are offered and healthy eating behaviors supported.

Benefits of Sport and Physical Activity for Preschoolers (US HHS, 2018, Proudfoot et al, 2019)

- Range of physical, emotional, and interpersonal benefits
- Reduced secondary medical conditions such as pressure sores
- Healthy weight. Children who are more active are more likely to be in a healthy weight range.
- Motor skills development including coordination and new sports skills.
- Social skills development such as playing on a team, working with others and supporting team mates.
- Self-confidence
- Sportsmanship. Learning the rules of the game, respect for coaches and how to have a positive attitude even when losing
- Independence
- Having fun and enjoyment
- Making friends

Benefits of Healthy Eating for Preschoolers (US HHS and USDA, 2015)

- Energy for healthy growth and development
- Protects against certain chronic diseases such as certain cancers
- Proper brain development
- Improves mood
- Healthy weight maintenance
National recommendations regarding physical activity further emphasize the importance of daily physical activity.


- 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.
- Individuals with chronic conditions and disabilities should engage in physical activity including muscle strengthening to the extent possible and to avoid inactivity.

**Society for Health and Physical Educators (SHAPE) America** offers more specific guidance for preschoolers (NASPE, 2015).

**Guideline 1:** Preschoolers should accumulate at least 60 minutes of **structured physical activity** each day.

**Guideline 2:** Preschoolers should engage in at least 60 minutes -- and up to several hours -- of **unstructured physical activity** each day, and should not be **sedentary** for more than 60 minutes at a time, except when sleeping.

**Guideline 3:** Preschoolers should be encouraged to develop competence in **fundamental motor skills** that will serve as the building blocks for future motor skillfulness and physical activity.

**Guideline 4:** Preschoolers should have access to indoor and outdoor areas that meet or exceed recommended safety standards for performing large-muscle activities.

**Guideline 5:** Caregivers and parents in charge of preschoolers’ health and well-being are responsible for understanding the importance of physical activity and for promoting movement skills by providing opportunities for structured and unstructured physical activity.


- Offer a variety of healthy foods from each food group - dairy foods, whole grains, and vegetables to build healthy habits that will last a lifetime.
- Be mindful of sweet drinks and other foods. Offer water instead of sugary drinks like regular soda and fruit drinks. Other foods like hot dogs, burgers, pizza, cookies, cakes, and candy are only occasional treats.
- Focus on the meal and each other. Children learn by watching parents/caregivers. Let children choose how much to eat of balanced meals the family provides. Children copy parent/caregiver likes, dislikes, and interest in trying new foods. Make meals/snacks a routine and a time to have conversation whether at home or early care and learning setting.
- Be patient. Children enjoy food when eating it is their own choice. Some new foods take time. Give a taste at first and wait a bit. Let children serve themselves by taking small amounts. Offer new foods many times.
- Involve children in snack preparation when possible.
What Is BlazeTOTS?

BlazeTOTS is a resource developed for early care and learning professionals working in the childcare, home or after school settings to impact their knowledge and practice related to adaptive sport, physical activity and inclusion as well as healthy eating knowledge for preschool-aged children. The resource contains handouts with key messages for parents/families as they play a critical role in the home by reinforcing behaviors learned in the early care and learning setting. BlazeTOTS physical activities can help your school or center meet the daily requirements of structured physical activity or more of active play, both indoor and outdoor.

Overall Goals of BlazeTOTS By Target Audience

**Preschoolers With and Without Disabilities**

- Participate in physical activity every day.
- Healthy foods, snacks and beverages.

**Early Care and Learning Professionals**

- Understand the importance of early introduction of adaptive sport and physical activity opportunities and healthy eating for preschoolers with disabilities.
- Gain the skills necessary to provide adaptive sport and physical activity opportunities for children with disabilities.

**Parents and Families**

- Be aware of adaptive sport and physical activity opportunities and their importance for their child with a disability.
- Participate in adaptive sport and physical activity opportunities at home, community and early child care settings.
- Be motivated to reinforce healthy behaviors at home.

The BlazeTOTS sport component was developed in accordance and alignment with the following frameworks.

01. Canadian Sport for Life ‘Long-term Athlete Development’ Model (Way et al, 2016) – Active Start phase

02. American Development Model’s Stage 1 - Discover, Learn & Play for 0-12 year olds – see image and key characteristics of this stage. (US Olympic and Paralympic Committee [USOPC], 2016)
Long Term Athlete Development Model (LTAD) – Active Start

From the LTAD, the ‘Active Start’ Stage has the following goals for physical activity and sport programs which are based on the physical, mental, emotional, and cognitive development of children and adolescents. (Way et al, 2016)

- FUN and part of daily life
- Fitness and movement skills development
- Focus on learning proper movement skills such as running, jumping, wheeling, twisting, kicking, throwing, and catching
- Some organized physical activity
- Exploration of risk and limits in safe environments
- Daily physical activity

For more information: https://athletics.ca/wp-content/uploads/2015/01/LTAD_EN.pdf

The American Development Model – Stage 1 Learn, Play, Develop (for 0-12 years of age)

Discovery of key concepts and motor skills of the sport/activity is critical in order to learn how the sport is played. Many skills are transferable between sports. Programs should accommodate athletes that participate in multiple sports. This early stage requires coaching that will allow fun and enjoyment through discovery and exploration.

Athlete
- Learn basic rules and sport techniques
- Play multiple sports to accelerate motor skill development
- Encourage deliberate play

Discover
- Have fun
- Sample multiple sports through unstructured play
- Develop motor skills that transfer from sport to sport
- Cultivate a passion for sport and active lifestyle
- Socialize with others

BlazeTOTS includes an active play section and 6 sport specific sections, using a variety of visually appealing equipment to introduce just a few of the sports that children with disabilities can do throughout their lives. The games and skills all have options for wheelchair users and other types of assistive devices and disabilities. The activities can be implemented as part of daily active play or as a series of lessons that build on each other.
Georgia Program Standards for Children age 3-5 years

The BlazeTOTS program is also aligned with the Georgia Program Standards for Children age 3-5 with particular focus on the areas of Gross Motor Skills, Health and Safety Skills, Personal Relationships, Self Awareness and Self Control. See Appendix for more details. Using these models as a framework for the program, BlazeTOTS was developed for children aged 3-5 with a disability. It includes a range of games, skills and adapted sports that will teach hand eye coordination, spatial awareness, body management, balance, agility, cooperation and social skills.

1. Let’s Get Moving!
2. Tots Basketball
3. Tots Baseball
4. Tots Tennis
5. Tots Track and Field
6. Tots Soccer

Healthy Eating
BlazeTOTS also includes a healthy eating component which goes hand-in-hand with sport and physical activity participation.

“It is important to note that while the BlazeTOTS program uses sport specific themes, the aim is not to teach these sports or focus on sport specific techniques, but instead to generate interest and excitement in sports while introducing the essential characteristics of child development including motor skill development, socialization skills and age appropriate physical activity in a fun and structured play environment.”
Who Should Use BlazeTOTS?

BlazeTOTS is a resource developed for early care and learning professionals in the day care, home or after school setting to help them create more opportunities for preschoolers with disabilities to be physically active and provide healthy foods and snacks in a manner that supports positive healthy eating behaviors in preschool-aged children.

The resource also benefits parents/families with handouts of activities that early care and learning professionals can distribute, reinforcing activity and early care and learning setting.

Disability

Disabilities can be viewed as an individual’s physical or medical impairment and be organized into groups based on the overall type of impairment. For this resource, disabilities are categorized under the following groups: Physical, Sensory, Visual and Intellectual.

It is important to remember:

• Two children with the same type of disability can be affected in very different ways
• Some disabilities are congenital or acquired.

Physical Disability

These can include physiological, neurological, functional or mobility impairments that limit ability to move, to coordinate movement and to perform certain physical activities.

Physical impairments can include:
• conditions of the limb, joints and muscles
• loss of limbs
• conditions involving the brain, spinal cord and nervous system

Physical impairments can range from mild to severe and the condition may or may not increase in severity over time.

Common physical impairments present from birth include:
• Limb loss or deformities such as club foot
• Cerebral Palsy (CP) – can be caused by damage to the developing brain during pregnancy and during childbirth. Affects body movements and muscle coordination. Children with CP have increased muscle tone and muscle spasms
• Muscular Dystrophy – a degenerative inherited disease in which the child progressively loses muscle strength
• Spina Bifida – an incomplete development of an infant’s spinal cord and its coverings during pregnancy which causes nerve damage. This can result in varying degrees of paralysis in the lower limbs.
Physical impairments acquired through accidents or other medical conditions

- Spinal Cord Injury (SCI) – results from traffic accident, falls or gunshot wounds. The severity and degree of impairment depends on the level of the injury on the spinal column. Paraplegia is loss of function/sensation in the legs only. Quadriplegia affects arms and legs.
- Brain injury results from trauma to the head which affects motor skills and the ability to control movement of legs and/or arms.

**Important tips to keep in mind during sport and physical activity participation for children with physical impairments:**

**Children with a Spinal Cord Injury**

- Watch for pressure sores, ensuring that wheelchairs and/or equipment have appropriate padding, cushioning, and support.
- Keep participants cool and hydrated when activities are taking place outside or in heated area. Some individuals with SCI do not sweat below their level of injury, making them susceptible to becoming overheated as they are not able to appropriately regulate their body temperature.
- Make sure that participants are correctly strapped in before participating in any activity (i.e. hips/waist, knees, and ankles/feet), particularly those participants that have decreased trunk control and/or balance due to their level of injury.

**Children with Cerebral Palsy**

- Children with CP tire easily
- Provide extra space for activities to help deal with participant balance problems
- Make sure the participant drinks plenty of water to prevent dehydration if the activity is taking place outside or in heated area
- Individuals with CP often have a highly sensitive startle reflex and have slower reaction times due to a lack of muscle coordination. When implementing activities, be sure to give them time to react and warn them of any loud noises and/or sounds that might occur.

**Children with Amputations**

- Ensure that stumps are protected with socks and/or gloves as these areas of the skin are usually more sensitive.
- Use proper strapping when securing individuals during activities involving wheelchairs.
- Watch for skin breakdowns around the area of their amputation and/or stump.

**Children with Spina Bifida**

- Use equipment and medical supplies (gloves, bandages, etc) that are latex free.
- Watch for pressure sores; ensuring that wheelchairs and/or equipment have appropriate padding, cushioning, and support.
- Make sure that participants are correctly strapped in safely before participating in any activity (i.e. hips/waist, knees, and ankles/feet).
- Keep participants cool and hydrated when activities are taking place outside or in heated area.

**Intellectual Disability**

Characterized by significant limitations both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behavior, which covers a range of everyday social and practical skills (AAIDD, 2017).

Disability originates during developmental period of 0-18 years and is generally caused by any condition that impairs the development of the brain before birth, during birth and in the childhood years. Some causes remain unknown.

Limitations generally cause a child:

- to learn and develop more slowly such that chronological age does not match developmental ability
- to solve problems
- learn new information and skills as easily as others
- to remember things
- Examples of intellectual impairments include Down Syndrome, Fragile X syndrome and Autism.

**Important tips to keep in mind during sport and physical activity participation for children with intellectual impairments:**

- Keep directions simple to one to two steps.
- Use cue cards to show process when available.
- Demonstrate movements multiple times before asking the child to replicate the movement.
- Keep the activity space simple and schedule predictable (warm up, activity, cool down, etc.).
- Try to minimize outside distractions.
• Pair with able-bodied preschoolers when available for modeling.
• Send activity cards home to practice when able to allow participants to continue to practice learned skills in the home setting.

Visual Disability

Any type of vision loss, whether partial or complete blindness.

Individuals with low vision require aids to read and see such as glasses or magnifying glasses. Children with no vision at all need to use non-visual resources such as braille, text to speech, and white cane for mobility.

Leading causes of VI include congenital and genetic causes. Other causes include accident causing damage to eyes or infection.

Important tips to keep in mind during sport and physical activity participation for children with visual impairments:
• Remove obstacles around activity area that may cause participant to fall, trip or injure themselves.
• Make sure to have a firm grip on a participant’s arm or elbow when guiding them from one location to another.
• Be very descriptive when explaining and describing activities to participants. Use specific words such as (left, right, up, down) to help orient them to their surroundings.
• Allow participants to feel and/or hear equipment being used prior to the start of an activity so that they can become familiar with the process before participation.

Hearing & Speech Disability

Refers to partial or complete loss of hearing.

Can originate from birth or occur later in life.

Causes include genetics, ear infections or trauma to the ears.

Speech Impairment (impairment in ability to communicate) is often associated with hearing impairment but can be caused by physical impairments or neurological orders (such as brain injury).

Important tips to keep in mind during sport and physical activity for participation for children with speech/hearing disabilities:
• Teach in view of the child at all time in order to help them read lips.
• Make sure the facility is light well so all children can see you.
• Use simple hand signs to start, pause and start activities.
• Use shorter syllable words for games- or hand signs.
• For children with hearing aids- make sure they are cleaned after exercise.

General adaptations to consider for children with various disabilities and sport/physical activity participation:
• Be careful not to generalize. Not every child with a certain type of disability or delay will respond to the same adaptations. Get to know the children in your care and customize adjustments to each child.
• A child with a speech or language delay or hearing loss may need more frequent visual and verbal cues, such as counting to three by voice and on your fingers, and jumping three times.
• A child with a cognitive delay may need instructions broken into small, simple steps. The child may benefit from partnering with a buddy who can help demonstrate the steps.
• A child with autism may be more or less sensitive to noise, touch or light. You may need to adapt equipment, materials and the environment. Routines are very important with activities occurring at the same times throughout the day.
• A child with physical challenges thrives in environments that provide ample space to navigate. Include adaptive equipment and store materials accessibly. You can modify activities to use different body parts or motions.
• Be mindful of time as you create schedules or lesson plans. Children with developmental delays or disabilities may need more time to complete tasks or they may need a shorter period of time to ensure they are not stressed or overwhelmed by the activity. They may need more breaks to rest.
Inclusion

This resource is meant to be a support for early child care providers to ensure preschool-age children of all ability levels participate in active play, sport and physical activity.

Regardless of age or type of disability, there is always some kind of physical activity they can do with encouragement to at least try or try something else if too hard.

Providing an inclusive early childcare setting is beneficial to all children with and without disabilities – developmentally, educationally and socially. There is also a legal foundation to inclusion with federal laws such as the Americans with Disabilities Act, Individuals with Disabilities Education Act and the Head Start Act.

• The Americans with Disabilities Act 1990 (ADA, 1990) mandates that that people with disabilities have freedom, equality, and opportunity to participate fully in public life including early child care.

• Individuals with Disabilities Education Act (IDEA) entitles children aged 3-21 to a free, appropriate public education in the least restrictive environment. Support can be provided to ensure meaningful participation.

• Head Start promotes the school readiness of young children from low-income families and supports the mental, social, and emotional development of children from birth to age 5. The law mandates that at least 10% of the total children enrolled in Head Start have a disability.

Several federal agencies have also issued joint position statements on the importance of inclusion in early child care settings including US Department of Education, US Department of Health and Human Services, (DOE/HHS, 2015) Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) (DEC/NAEYC, 2009).

“Working with preschoolers with disabilities, think about ways to adapt the physical activity or sport activity planned to meet their individual needs. Every child with a certain type of disability or delay may not respond to the same adaptation. It is important to understand the child’s individualized education plan or individualized family service plan and how they related to sport and physical activity participation.”
• A child with a physical impairment would benefit from an environment with enough physical space to navigate. Provide adaptive equipment and store in an accessible manner.

• Children with a speech or language delay or hearing loss may need more frequent visual or verbal cues, such as counting to three on fingers or jumping three times.

• A child with a cognitive delay may need instructions broken into small, simple steps. The child may benefit from partnering with a buddy to help show the steps.

• A child with autism may be more or less sensitive to light, noise or touch. Routines become very important with physical activities occurring at the same times throughout the day.

When developing schedules or lesson plans, consider the time and pace that meets the needs of all children. Children with developmental delays may need more time to complete an activity or need a shorter time so to not be overwhelmed. Some children may need more breaks to rest.

Modify rules to games, provide extra prompts and ensure adaptive equipment is available for the activity. For example, provide a variety of balls including different sizes, weights and textures.

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Accessibility

Create an environment for all children with disabilities to participate in physical activity or sport that is accessible in terms of space and equipment. Making small changes to the childcare environment and can make a big difference.

**Accessible Play Area**

• Conduct activities on hard, flat, smooth surfaces, such as floors or blacktop, to allow unimpeded movement of wheelchairs, crutches, or walkers.

• Decrease the size of the playing area to make it easier/less challenging.

• Think about how space is defined. Is there enough room for all the children?

• If a child uses a walker or wheelchair, can they use the same traffic patterns as the other children?

• Are the boundaries of the space clearly defined? If not, use tape or fixed features in the room to create a well-defined space for movement and physical activity. Remove both large and small obstacles.

• Use barriers around a group to decrease the distance the ball may travel.

• For throwing or catching activities, position the student in front of a wall, if he or she frequently misses the ball.

• Removing a rug that slips will help a child who has trouble walking.

• A quiet, private space for play may help an overactive child.

• A child with poor vision may benefit from an extra lamp/light in the play area.
How To Use BlazeTOTS

Assessment/Preparation

Find out as much as you can about your group as far in advance as possible to allow you to plan appropriately:
• Number of children in group
• Size and type of activity area
• Types of disabilities and how many in group
• Number of children using a mobility device and which type e.g. manual wheelchair, walker.

Organization

Plan out your session BUT be ready to adapt. Each group will be different. What works for some children may not work for others.

Accessible Equipment

• Prepare your equipment and have a variety of adaptions ready.
• Use larger, lighter, softer balls to slow the speed of an activity and to allow students more time to react (e.g., use fluff balls or beach balls instead of tennis balls).
• Use shorter, lighter striking implements (e.g., foam hands) to give students greater control.
• All equipment should be adapted to the needs of the preschoolers specific disability.
• Use floor markers that are flat to the ground to allow students to maneuver wheelchairs or walkers more easily.

• Use throwing equipment that is easy to hold (e.g., beanbags, foam balls).
• Use visual cues to aid a student with a hearing impairment. Flags may be used with a whistle to indicate that an activity is starting or stopping.
• Extend a student’s reach in tag-type activities (e.g., with a piece of foam).
• Have teammates wear different colored pennies for easy identification.
• Make sure materials and equipment are within reach of all children.
• Place heavier objects lower to the ground and place lighter physical activity materials, such as scarves or bean bags, on higher shelves.
• If you notice that a child is having trouble using a ball, think of ways to make it easier.
• Try textured balls, different sizes or weights. Let children master rolling, throwing and catching with equipment that is easier to use and can help the child be successful.

The ADA developed a checklist for accessible playground areas that can be used by early childcare centers to make improvements in the accessibility of their indoor and outdoor play areas. See url: https://adachecklist.org/doc/rec/play/play.pdf

SHAPE America (ND) has also developed a Play Space Assessment: 3 through 5 year olds for Head Start and other early childhood educators to assess quality of outdoor play spaces.

• Use larger, lighter, softer balls to slow the speed of an activity and to allow students more time to react (e.g., use fluff balls or beach balls instead of tennis balls).
• Use shorter, lighter striking implements (e.g., foam hands) to give students greater control.
• All equipment should be adapted to the needs of the preschoolers specific disability.
• Use floor markers that are flat to the ground to allow students to maneuver wheelchairs or walkers more easily.
1. **Time**
- The recommended time for each BlazeTOTS session is 25-40 minutes.
- Allow for rest breaks in your plan.
- If a game isn’t working, even after an adaption, don’t spend too much time on it - the key is fun!

2. **Equipment**
- Prepare your equipment and have a variety of adaptions ready.
- Use larger, lighter, softer balls to slow the speed of an activity and to allow students more time to react (e.g., use fluff balls or beach balls instead of tennis balls).
- Use shorter, lighter striking implements (e.g., foam hands) to give students greater control.
- Use floor markers that are flat to the ground to allow students to maneuver wheelchairs or walkers more easily.
- Use throwing equipment that is easy to hold (e.g., beanbags, foam balls).
- Use visual cues to aid a student with a hearing impairment. Flags may be used with a whistle to indicate that an activity is starting or stopping.
- Extend a student’s reach in tag-type activities (e.g., with a piece of foam).
- Have teammates wear different colored pennies for easy identification.
- All equipment should be adapted to the needs of the preschoolers.
- See full list of Equipment to support BlazeTOTS activities in the Appendix.

3. **Area**
- Conduct activities on hard, flat, smooth surfaces, such as floors or blacktop, to allow unimpeded movement of wheelchairs, crutches, or walkers.
- Decrease the size of the playing area to make it easier/less challenging.
- Use barriers around a group to decrease the distance the ball may travel.
- For throwing or catching activities, position the student in front of a wall, if he or she frequently misses the ball.

### Programming

**Allow numerous attempts and opportunities for practice when students are performing skills.**

**Increase opportunity for success.**

In games that involve passing a ball or other object, ensure that each student has a chance to complete a number of passes.

**Allow students extra hits and/or bounces (e.g., in tennis).**

**For a child with a visual impairment:**
- use bright or strongly contrasting colors to mark boundaries;
- use equipment with strongly contrasting colors;
- have teammates use sounds for identification (e.g., clapping, calling, wearing a wrist bell);
- for running activities, have a guide runner assist the student, with each holding one end of a short rope as they run.
- If available use adapted equipment with built in sound devices, e.g. beep baseball, ball with bells inside.

### Communication

- If a child has difficulty understanding what to do in an activity, try one or more of the following:
- Ensure that you have the student’s undivided attention before instructions begin (e.g., establish eye contact).
- Ask the student to repeat the instruction back to ensure that he or she understands the rules and procedures.
- Demonstrate the skill and break it down into smaller skill sets if required.
- Keep instructions specific, precise, and brief.
- Use verbal prompts.
- Use cooperative games and games that require little organization to teach skills.
- Always assume a child can do something before assuming they can’t.
**Sport/Physical Activities**

**Let’s Get Moving!**

The section includes a series of active games that can either be used together for a general activity session or can be added to the start of a sport specific session as a warm up.

**Traffic Lights**

*Skills: following instructions, speed, agility, reactions, spatial awareness.*

*Equipment: scarves (red, amber, green)*

Children walk/run/push around the space in all directions. Leader calls or holds up a colored scarf to indicate the action the children should perform.

**Red:** Stop

**Yellow:** Jog, march on spot or wheel back and forward (revving motion)

**Green:** Continue round the room

Additional commands:

- Traffic Jam: Line up one behind the other and move forward very slowly. Beep your ‘horns’.
- Roundabout: Turn around on the spot and move off
- Cross Roads: make an X shape with your arms/body
- Railway crossing: make a train sound/action
- Reverse: moving backwards

Can the children think of other commands and actions?

**Body Parts**

*Skills: body awareness, coordination, agility, following instructions*

Children to move around the room in all directions. Leader calls out the name of a body part. The children can either touch that part on their body with one hand or place that part on the floor (if able). E.g., elbow, knee, shoulder, ear, belly button.
Alien/Dinosaurs & Humans
*Skills: speed, agility, reactions*
*Equipment: foam baton to assist with tagging if required, colored pinnie to mark the aliens.*

One child is the human and all the other children are the aliens/dinosaurs. If the human tags an alien/dinosaur they must go to the blue planet/dinosaur island (a designated area of the gym/space). Another alien/dinosaur can free the children from the island/planet at any point by tagging them. The game is over once the human has sent all the aliens/dinosaurs to the blue planet/dinosaur island.

Animals
*Skills: imagination, body management*

Leader calls out an animal and the children have to move or mimic that animal. Encourage the children to be expressive and use as many body parts as possible. Animal Noises are good too! Examples: Elephant, Snake, Monkey, Giraffe, pig, duck.

Freeze
*Skills: body management, balance, reactions*

Leader stands at one end of the room with back to the group (facing the wall). The children all line up at the opposite end of the room. While the leader is facing the wall the children can start to creep towards him/her. As soon as the leader turns around the children must freeze. If the leader catches anyone moving they must return to the start. The winner is the 1st child to tag the leader without him/her catching them moving.

Follow The Leader
*Skills: decision making, agility, following instructions, coordination, spatial awareness*

Leader starts off by leading everyone around the room. They can add in actions such as waving their arms, turning around, walking/rolling backwards. After a while a child can take over as the leader until each child has a turn.

Octopus
*Skills: speed, agility, spatial awareness*

Children line up at one end of the gym. An Octopus is chosen to stand in the middle. When the Octopus shouts “GO”, the children must move from one end of the gym to the other. If the Octopus catches them on the way they become seaweed and must remain exactly where they were caught while swaying their arms like seaweed. The seaweed can catch people as they run by but must not move from the spot. The octopus is the only one who can move anywhere to catch the others. The game continues from end to end until everyone is caught.
**Bean Bags**

*Skills: coordination, physical control, balance*

*Equipment: 1 beanbag per student*

Children can use the bean bags to try different skills such as:

- Balance on head
- Balance on head and move around room
- Thrown in air and catch
- Thrown, clap once/twice, and catch
- Throw to partner

**Parachute Games**

*Skills: reactions, strength, speed, agility, team work*

*Equipment: parachute, fluff balls, beach balls*

Stormy Sea/Calm Sea: The children should move the parachute up and down quickly for stormy seas and slow gradually to calm seas.

Popcorn: Place some beach balls or fluff balls on the parachute and ask the children to make them bounce like popcorn.

**Hot Potato**

*Skills: reactions, team work, awareness of others*

*Equipment: Colored floor markers, ball*

Place the floor markers in a circle, and ask the children to sit on them. They should be close enough so that the ball won’t escape through large gaps. Ask them to roll the ball around the circle and when it comes to them to imagine it’s a ‘hot potato’ and to push it away to someone else.

**Obstacle Course**

*Skills: agility, balance, spatial awareness, body management, coordination*

*Equipment: Colored floor markers, ball*

Use a variety of equipment such as cones, hoops, marker floor markers, bean bags and balls and set up a fun obstacle course using all the space in the gym.
Find the Bases

Skills: following instructions, spatial awareness, speed
Equipment: colored floor markers

Mark off the 4 corners of the gym with 4 different colored floor markers. Children walk/run/push around the space in all directions. Leader calls out a color and the children must move to the correct area as fast as they can. When the Leader calls “Home Run” children must visit each base before arriving back in the middle.

Ball Skills

Skills: eye-hand coordination, physical control, body management
Equipment: bean bags, bean balls, balls, sticky mits

Give each child a ball (or bean bag) and ask them to find a space in the gym on their own. Challenge them to:
- Thrown in air and catch
- Catch in 1 hand only
- Throw from 1 hand to other
- Throw, clap once/twice, and catch

Throwing

Skills: physical control, body management, strength
Equipment: Bean bags, bean balls, scarves, baseballs

In lines facing one direction. Children take it in turns to throw as far as they can down the hall. Once everyone has thrown their objects, they can collect them and bring them back to the start.
Use a variety of balls/objects.

Receiving A Ball

Skills: eye-hand coordination, body management
Equipment: balls, mitts, ramp

1 child with 1 leader. 1 ball between 2.
Leader rolls a ball to the child (about 3 feet away). Child receives ball in mitt, and rolls back to leader.
Repeat this activity but leader throws underarm.
Striking A Ball 1

Skills: eye-hand coordination, taking turns, body management
Equipment: batting tee, bats, balls

In lines facing one direction. Place a batting tee in front of each line. Children take turns to strike the ball from the tee. Encourage children to use 2 handed grip if possible. Once each child has had a turn they should collect all the balls.

Striking a ball 2

Skills: eye-hand coordination, working with a partner, body management
Equipment: Bats, Balls

1 child with 1 leader.
Find a large space not too close to anyone else.
Leader pitches ball underarm for child to bat.

Fielding

Skills: team work, body management, decision making, eye-hand coordination
Equipment: Batting tee, bat, ball, baseball mitt.

3 children spread around the outfield. The remaining children form a line behind the batting tee. One batter hits the ball from the tee. The closest fielder to the ball should collect and either throw or roll back to the leader standing in the middle. Rotate batters and fielders so all children have a turn of fielding.

Ball Game

Skills: team work, body management, decision making, eye-hand coordination
Equipment: Batting tee, bat, ball, baseball mitt, cone

Split into 2 teams. Batting and Fielding
Batter strikes ball from tee, races around a marker cone and returns to home base. Fielders aim to get ball to leader before batter makes it home.
Ball Familiarization

Skills: communication, eye-hand coordination, physical control, agility, working on own and with a partner.

Equipment: appropriate-sized basketball or other type of ball per child

Give each child a basketball and ask them to find a free space. Ask them to grip the ball and notice the color, size, texture of the ball. Is it heavy / light / smooth / rough / hard / soft?

Try these skills and adapt for different disabilities:

• Can they grip the ball in 2 hands?
• Can they balance the ball in 1 hand?
• Can they transfer the ball from 1 hand to the other?
• Can they toss the ball in the air and catch it?

In 2’s, ask children to stand or sit back to back. Holding the ball in 2 hands can they twist around and give the ball to their partner? Ask them to twist their body and keep their feet still.

Children using wheelchair can also twist in their chair and touch ball to either wheel.

Still back to back, can they reach up and pass the ball behind to their partner?

Children using wheelchair can pass the ball back to a person standing behind.

Moving With The Ball 1

Skills: eye-hand coordination, physical control, spatial awareness

Equipment: appropriate-sized basketball or other type of ball per child, floor markers or cones

Using floor markers or cones set up gates around the gym. Holding the ball in 2 hands children should move around the gym, passing through the gates as they go.

Children using wheelchairs can carry the ball on their lap.

Moving With The Ball 2

Skills: eye-hand coordination, physical control, taking turns

Equipment: appropriate-sized basketball or other type of ball per child, cones, floor markers

Split your group into small teams. E.g. 2’s or 3’s. Set up a cone at the end for each group. Children should line up in their teams facing the cone. On go, children should travel to the cone, go around the cone, return to their line and give the ball to their team mate.
The leader can add skills to be performed once they reach the cone:
• toss in the air and catch
• bounce once and catch
• circle waist once
(Adapt skills depending on group)

**Dribbling 1**

*Skills: eye-hand coordination, physical control.*

*Equipment: appropriate-sized basketball or other type of ball per child*

Give each child a basketball. Try the following skills adapt for different disabilities:
• Toss ball up, let it bounce and catch it
• Holding the ball in 2 hands at waist level, bounce once and catch.
• Dribble ball using 2 hands.
• Use only 1 hand
• Use one hand then the other.

**Dribbling 2**

*Skills: eye-hand coordination, physical control, spatial awareness*

*Equipment: appropriate-sized basketball or other type of ball per child, cones*

Set up gates and ask the children to travel around the gym, moving between the gates bouncing/dribbling the ball as they go.

**Game: Traffic Lights**

Play the traffic lights game from Lets Get Moving Section. Instead of just moving around gym, children should dribble as they go, and stop on command.

**Shooting**

*Skills: eye-hand coordination, physical control, spatial awareness*

*Equipment: appropriate-sized basketball or other type of ball, cones, hoop, small portable basketball hoop*

Set up cones. Children should zig zag through cones (without dribbling) and shoot at the end. Leader can assist and adjust basket to improve chances of success.
Set up children in equal lines. Children should dribble towards goal. After shooting collect ball and return to team mate.
Don’t focus on technique. Just let them shoot and have fun!

**Passing**

*Skills: eye-hand coordination, physical control, working with a partner.*

*Equipment: appropriate-sized basketball or other type of ball*

In pairs. Or 1 child with 1 leader. 1 ball between 2.
Practice simple catches and throws. Start very close together. Depending on success move further apart.
Bounce pass. (repeat above using a bounce pass)
Beat the Ball

*Skills: speed, agility, eye-hand coordination*

*Equipment: appropriate-sized basketball or other type of ball, floor markers*

Children form a circle. Stand close together or further apart depending on ability levels. Pick a child to be the first to try and beat the ball. On "GO" they must start to travel around the outside of the circle as quick as they can, finally returning to their original space. Meanwhile the leader stands in the middle and passes the basketball to each player in the circle, trying to pass to everyone before the player returns to their space. Repeat until every child has had a chance to beat the ball.

Caterpillar

*Skills: team work, agility, eye-hand coordination*

*Equipment: appropriate-sized basketball or other type of ball, hoop*

Children form a line; close enough so they can reach out and touch the shoulders of the next person. The ball starts at the end. Children pass the ball from hand to hand until the ball reaches the top child. They must turn and shoot the ball. Once they shoot, they join the start of the line. Repeat until each child has shot the ball. If the group is large form more than 1 line.

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Tots Tennis

Ball Control

*Skills: eye-hand coordination, physical control, body management.*

*Equipment: beach balls, fleece balls, foam hands, tennis racquets.*

Give each child a beach ball and ask them to find a space in the gym on their own. Challenge them to:

• Keep the ball in air using one hand
• Bounce from 1 hand to other.
• Small rebounds
• Large rebounds
• 1 large hit and retrieve.

Repeat above using fleece balls.
**Striking the Ball 1**

Skills: eye-hand coordination, physical control, body management.

Equipment: beach balls, fleece balls, foam hands, tennis racquets

Introduce Foam Hands and repeat above actions with beach balls and fleece balls. Introduce light weight racquets and repeat above actions with fleece balls.

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**Striking the Ball 2**

Skills: eye-hand coordination, taking turns, body management

Equipment: batting tee, tennis racquets or foam hands, sponge balls

In lines facing one direction. Place a batting tee in front of each line. Children take turns hitting the ball from the tee. Hit in one direction only and have children collect the balls at the end of the game.

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**Simon Says**

Skills: concentration, interpretation, following instructions, body management, reactions.

Equipment: tennis racquets

The children spread out in the gym with plenty space around them to stretch out their racquet and not hit anyone. Leader demonstrates the following actions: forehand, backhand, overhead, freeze Leader calls “Simon Says (name a stroke)” and the children go through the motions.

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**Popcorn**

Skills: eye-hand coordination, agility

Equipment: Tennis balls

Children line up along the net facing away. With one less ball than students balancing on leader’s racquet, throw them all in the air and call out “POPCORN!” The children race to catch a ball, and the one who does not, gets to call Popcorn the next round.

---

**“Touch” Something**

Skills: spatial awareness, speed, agility

Ask the children to use all the space to run or push around making sure not to bump into each other. Call out an object or a color from around the room that the children have to locate and touch before coming back to the main area. Examples: touch a chair, a wall, something red, a door, touch the highest thing you can reach.
Racing

*Skills:* speed, body management, agility, taking turns.
*Equipment:* Floor markers, cones

Line the children up in teams so they are all facing one direction. Ask each child at the front to run or push to the cone and back as fast as they can. On returning to their team, ask them to high 5 the next person in line for them to go.

Quick and Slow

Introduce different speeds. Ask the children to move to the cone as slowly as they can, then medium speed (a jog), then as fast as they can (a sprint).

The Tortoise Race

The winner is the child who comes last. (no stopping allowed – they must always be moving). Great for body management and balance!

Relay Race

*Skills:* Team work, cooperation, speed, endurance
*Equipment:* mark out a track in gym area, relay baton or bean bag

Set up the children for the relay with a child at each corner of the “track”. On GO the 1st child should run or push towards the next child who is ready and waiting. Child 1 passes the baton to child 2 and so on.

Throwing

*Skills:* body management, strength, taking turns
*Equipment:* colored floor markers, scarves, foam javelins

Arrange the children in lines as before. Give each child a throwing scarf. On GO ask the children at the front to throw as far as they can. Once they have thrown, they move to the back of the lines so that the next child can move up, and throw their scarf. Once all children in each line have thrown, they should retrieve their scarves.

Repeat above with the foam javelins.
Dribbling 1

Skills: body management, agility, eye-foot coordination
Equipment: Soccer ball each (large ball for chair users), cones, floor markers

Give each child a ball and ask them to move around using their feet (for ambulant children), their chair or their hand (for chair users).
Ask them to stop and change direction if they get too close to another person or an object.
Using floor markers or cones set up gates around the gym. The children should move around the gym, passing through the gates as they go.

Dribbling 2

Set up the group in lines. The person at the front should dribble the ball round the cone and then back to their team.

Passing

Skills: body management, agility, eye-foot coordination, spatial awareness
Equipment: soccer balls, 4-8 cones, colored floor markers to mark off area.

Half the group stand on one side of a marked out area with 1 ball each and the other half stand facing them (without a ball). Place colored cones in the center of the space. The children with the ball strike the ball trying to hit the cones in the middle. Once they have tried the other group retrieves the balls and repeat from their side. The game is over once all the cones are knocked over.

Shooting

Skills: body management, agility, eye-foot coordination
Equipment: Soccer balls (large ball for chair users) cones, floor markers, goals

Exchange the cones for goals. Children should dribble up and shoot towards the goal. They should collect their ball and return to the back of the line.

Soccer Game

Skills: team work, eye-foot coordination, communication
Equipment: 2 goals, soccer balls, colored pinnies for teams

Set up the soccer pitch with a goal at either end of the area. Make teams of between 2 and 4 children in each team (no goalkeepers). Have spare soccer balls ready to kick in if the game ball rolls out. (Involve players not as active in game by getting them to start with the ball).
Healthy Eating

The preschool age is the perfect time to get a preschooler with or without a disability on the path to healthy eating. A child’s eating environment may be just as important as the foods he or she eats. Positive interactions and patience are important, as is an engaging eating experience. Child care providers can promote positive attitudes toward food and create a friendly eating environment to help children form lifelong healthy eating habits.

The following are general healthy eating guidelines based on the US Dietary Guidelines (USDA, 2015) and Child and Adult Care Food Program Guidelines.

Early care and learning providers can use the following guidelines to improve foods and beverages served, update current practices and offer nutrition education.

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**Fruits & Vegetables**

**Why are Fruits and Vegetables Important?**

- Provide important vitamins and minerals that can protect against many chronic diseases such as cancer and heart disease
- Low in calories but high in fiber which can help students feel full longer

**Examples of Fruits and Vegetables**

- Fresh, frozen, canned or dried fruit. (Canned in water or 100% juice)
- Variety of fresh, frozen or canned vegetables especially dark red, orange and green. (Canned in no salt or reduced salt)
- Fruit is offered in its own juice (no syrups) all of the time. Instead of fried or pre-fried potatoes (French fries, tator tots, hash browns) serve oven-baked potato or sweet potato wedges.
**Vegetables**

<table>
<thead>
<tr>
<th>Dark Green &amp; Leafy:</th>
<th>bok choy, broccoli, collard greens, leafy lettuce, kale, mustard greens, romaine lettuce, spinach, turnip greens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red &amp; Orange:</td>
<td>red peppers, tomatoes, tomato products, carrots, pumpkin, acorn squash, butternut squash, sweet potatoes</td>
</tr>
<tr>
<td>Other:</td>
<td>avocados, green beans, cauliflower, Brussel sprouts, celery, peas, zucchini</td>
</tr>
</tbody>
</table>

**Fruits**

| Purple:             | Blackberries, raisins, purple grapes |
| Orange:             | apricots, oranges, cantaloupe, mangoes, peaches, tangerines |
| Red:                | strawberries, red apples, raspberries, watermelon |
| Green:              | honeydew melon, green pears, green apples, kiwi, green grapes |
| Yellow:             | yellow apples, grapefruit, pineapple, yellow pears |
| White:              | bananas |

**How many fruits and vegetables do preschoolers need?**
- 1–1 1/2 cups of raw or cooked vegetables every day
- 1–1 1/2 cups of fresh, frozen and canned (in 100% fruit juice) every day

**Ways to Encourage More Fruits & Vegetables**
- Serve a fruit and/or vegetable with every snack and meal
- Make fruits and vegetables fun – have children make their own fruit kabob or fruit/vegetable person and eat it, give fruits and vegetables silly names. If serving with a dip, choose yogurt-based dips or hummus
- Talk informally with children about trying and enjoying new fruits and vegetables on a regular basis all of the time
- Find out what fruits and vegetables students eat at home and serve those.
- Try a taste testing of new fruits or vegetables 1-2/month and then add these to the menu
- Provide an opportunity for children to garden if possible.

**Beverages**

- Serve water, 1% or fat free milk, water. Limit 100% juice to 4-6 ounces per day.
- Sugar sweetened beverages are not recommended because they are low in nutrients and high in sugar. Too much juice is linked to tooth decay and weight problems and can take the place of more nutritious beverages.

**Water**

- Water should be accessible and made available throughout the day and upon request. Young children may not realize they are thirsty or to ask for water.
- Provide access to drinking fountains or provide pitchers of water and cups if drinking fountains not available.
- Offer more water during or after physical activity, on hot summer days or during colder months when the air is drier due to heating indoors.
- Serve water with snacks most of the week instead of 100% juice.
Snacks

Snacks consist of age-appropriate servings of 2 or more of the following most of the time: vegetables, fruits, whole grains, low-fat dairy or low-fat protein

Examples of easy snacks for preschoolers:
- Fruit kabob using a straw
- Fruit slices with a yogurt-based dip
- Whole wheat crackers/goldfish and cheese
- Sandwich made with whole grain bread and turkey

“Sometimes Foods” and “Anytime Foods”

- “Anytime” Foods, Foods that are good to eat anytime. These are healthiest foods with nutrients to help preschoolers’ growth and development. Examples: fruits and vegetables, nonfat and lowfat milk. See full list of Anytime Foods that can be served as part of snacks or meals.
- “Sometime” Foods: Foods that are least healthy. Should be eaten once in a while or not served at all. Examples: French fries, cookies, ice cream.
Anytime Foods are foods we can eat every day, like fruits and vegetables, lean proteins, and whole grains. (Sesame Street, 2007) Anytime foods are:

• **Vegetables**: fresh, frozen, steamed, or canned.
• **Fruits**: fresh, frozen, dried, or canned (in its own juices).
• **Low-sugar drinks**: water, nonfat and lowfat milk.
• **Whole grains**: whole-grain or whole-wheat breads, pitas, and tortillas; whole-grain pasta; brown rice; oatmeal; hot and cold unsweetened breakfast cereals.
• **Nonfat and lowfat milk and milk products**: cheese, cottage cheese, milk, and yogurt.
• **Lean meats that are baked, broiled, grilled, or steamed**: Beef and pork (trimmed of fat); extra-lean ground beef; chicken and turkey without skin; tuna canned in water; fish and shellfish; beans; tofu; and eggs

**Role Modeling**

- Sit at the table with children and eat the same snacks and meals together
- Encourage, but do not force, children to eat or finish their plate.

**Mealtime Environment**

- Serve snacks/meals in the most integrated setting possible
- Make meal and snack time positive, enjoyable and relaxing. This includes access to handwashing station before snacks/meals, appropriate-sized utensils and dishes, space to eat and pleasant conversation.
- Consider taking a food allergen off the menu so that all children can sit together eating the same snack/meal. If this is not possible, to control exposure require children with very severe food allergies to sit at a separate table to avoid exposure.
- Schedule mealtimes after physical activity and active play to encourage eating and improve children’s behavior.

**Other Healthy Eating Practices**

- Food or physical activity should not be used as reward or punishment
- Display posters/images of healthy foods and physical activity pictures and books in every room
- Offer healthy food choices as part of all celebrations and special events
- Provide nutrition education activities (see below or visit BlazeTOTS website at www.blazesports.org)
Cultural Competence

- Refers to a program’s ability to honor and respect the beliefs, interpersonal styles, attitudes and behaviors both of families and staff. (US HHS. 2003)
- Obtain cultural information about families and staff including understanding family structure and what each child’s life is like at home.
- Eating, sleeping and physical activity patterns at home influence how active a child will be in the early child care setting
- Communicate frequently with families and ask “how” and “what” questions to encourage them to talk about their child’s nutrition and physical activity at home and in care. Discuss the benefits of nutrition and physical activity for each child.

Children with Disabilities and Special Dietary Needs

- Most aspects of nutrition and eating are similar for all children; however some aspects may be different depending on the child.
- Snack and mealtime routines are important for all children and should be done in an integrated setting. When working with a child who has an identified disability, think about how meals and the eating environment can be adapted to meet the child’s needs.
- Work with families to plan food substitutions or adaptive equipment as necessary to support children with special diets or other needs.
- Develop an individual plan for each child with a disability or special dietary need. Include information such as foods that the child can or cannot eat, foods that can be chewed or swallowed, proper child positioning while eating, preparation/storage/time and amount to be served.
- Check ingredient labels for all foods for food allergens and intolerances.
- Create a designated area in the kitchen for allergy-free meals/snacks. Use separate equipment and utensils during food preparation, cooking and serving.

Nutrition Education Activities

Eat The Rainbow Food Journals
A food journal is a simple and fun way to help preschoolers understand food choices. With this activity, preschoolers learn the importance of “eating the rainbow”, and they show that by filling their plates and then marking which colors they ate throughout the day in their journal.

Mystery Fruit or Vegetable
See if your sense of touch can guess what fruit or veggie we are holding. Place a fruit or veggie in a cardboard box or brown paper bag with just an opening for a hand. Have the student reach in and guess what fruit or veggie they are touching. You can help them by giving them clues if they are stuck.
Materials: Shoebox or paper bag, fruit and vegetables (ex. those with unique skin textures are often more interesting like kiwi, artichoke, celery, broccoli, cauliflower, etc.)

Visit the BlazeTOTS webpage for more healthy eating and nutrition education resources. www.blazesports.org/blazetots
Parents and caregivers are important role models for physical activity and healthy eating behaviors. They have ability to make positive changes at home and to reinforce habits that their children learn in preschool.

**Strategies**

01. Keep families informed about positive physical activity and nutrition-related changes being made and encourage them to support the changes by becoming involved with activities and decision-making.

02. Encourage families to make similar changes at home so children receive positive health messages from more than one source.

03. Communicate regularly with families in different ways such as adding nutrition information to newsletters, update website information, send home list of healthy snacks or new activities to try, invite families to eat lunch with their child.

04. Discuss healthy menu options with families to help support a healthier environment and to get them to incorporate healthier choices at home.

05. Maintain open communication when families have suggestions about improving menus and special dietary needs.

06. Encourage families to take part in activities with their children at home. Examples include gardening, cooking a family meal, menu planning, grocery shopping, family fitness night.

07. Talk to families about modeling healthy eating habits:
   - Be enthusiastic about eating a variety of foods
   - Introduce new foods several times and in different ways
   - Have a variety of nutritious foods readily available for snacks instead of high-calorie, low-nutrient foods
   - Allow their child to refuse a food item
   - Model healthy eating behaviors: “Talk the Talk” and “Walk the Walk”
   - Practice family-style dining at mealtimes and enjoy family meals together
   - Drink more water
   - Avoid using dessert as a reward or punishment
   - Eat when hungry, and stop eating when full.

08. Talk to families about modeling physical activity habits:
   - Reduce screen time and other sedentary activity
   - Play together inside and outside. Encourage siblings to participate in physical activity.

Refer to BlazeSports BlazeTOTS website for more resources
Glossary of Key Words

Active Start
A term used to describe physical activity at an early age (as early as possible) or start in life, regardless of disability.

Active Play
Describes regular, vigorous, physical activity that preschoolers need to develop and grow properly. Active play strengthens bones, muscles and the brain, and establishes connections between all of them.

Adaptive Behavior
Age appropriate behaviors that people with and without disabilities need to live and function in society.

Adaptive Sport
Sports that are either created for individuals with disabilities, or modified for individuals with disabilities.

Agility
Ability to move easily and quickly.

Balance
Even distribution of body weight allowing a person to stay upright.

Body Management
The skills used to control the body in various situations such as twisting, stretching and rolling.

Braille
A system of raised dots that can be felt by those with a visual impairment to read.

Chronic Diseases
A disease that lasts more than 1 year and can limit day to day activities of daily living.

Chronological Age
An individual’s actual age.

Club Foot
A deformity in which an infant’s foot turns inwards or even upwards.

Congenital
Something from birth (could be disease or disability).

Developmental Ability
The skills that a typical child should possess at a given age.

Functional
An activity or purpose natural to or intended for a person or thing.

Fundamental Motor Skills
Movements that have specific patterns. They can be further broken up into three categories: locomotor skills (running, jumping, hopping, galloping, etc), manipulative skills (throwing, catching, kicking, etc), and stability skills (balance, twisting and turning).

Genetic
Relating to genes.

Gross Motor Skills
Skills of walking, jumping, kicking, sitting upright, lifting, and throwing a ball.

Hand-eye Coordination
The act of using visual input to guide hand movement.

Inclusion
The action of including individuals regardless of disability in programming and activities.

Individualized Education Plan
A plan developed with key medical and education personnel to ensure that a child with an identified disability receives specialized instruction and related services.
**Individualized Family Services Plan**
A plan that guides and supports a child’s development from birth to 3 for children with disabilities.

**Mobility**
The ability to move.

**Motor Skills**
A combination of muscle movements that result in a specific act. The components of motor skills related to fitness are agility, balance, coordination, power, reaction time and speed.

**Muscle Spasms**
A sudden involuntary contracture of a muscle (or group of muscles).

**Muscle Tone**
The muscle’s resistance to passive stretching during resting state.

**Nervous System**
The neurological system of the body consisting of nerves and the spinal cord for example.

**Neurological**
Relating to the anatomy, functions and organic disorders of nerves and the nervous system.

**Paralysis**
The loss of the ability to move any part of the body due to injury or illness.

**Paraplegia**
Paralysis of the lower legs.

**Physiological**
Relating to the normal functioning of living organisms.

**Pressure Sores**
Areas of damaged skin caused by too much pressure in that spot for too long (sitting the same way for a long time).

**Quadriplegia**
Paralysis of all four limbs.

**Secondary Medical Condition**
Conditions or complications that can arise due to a primary medical diagnosis. For example, individuals with a Spinal Cord Injury are more likely to have secondary medical conditions such as bowel or bladder dysfunction.

**Sedentary**
Limited physical activity.

**Skin Breakdown**
Occurs when blood flow to the skin is limited or cut off.

**Social Skills**
Skills that we use to communicate with each other. These can be verbal or non-verbal.

**Spatial Awareness**
The awareness of one’s body in space (position and relationship to objects).

**Startle Reflex**
Response to a loud noise or sudden movement.

**Structured Physical Activity**
Movement experiences for children that are planned and instructed by a parent, teacher, or other care provider.

**Stump**
The residual limb that is left beyond a healthy joint.

**Text-To-Speech**
A form of speech synthesis that converts text into voice output.

**Trunk**
The part of the body apart from the limbs and head.

**Unstructured Play**
Open-ended play where children engage in play has no certain purpose.
BlazeTots is developed in line with the Georgia Early Care Learning Standards for 3 year olds, Georgia Pre-K program content standards for 4 year olds.

### 3 Years

#### Physical Development

**Gross Motor Skills**
- Control body movements as they:
  - Lift and carry
  - Climb on low outdoor equipment
  - Jump down
  - Hop

- Demonstrate coordination and balance as they:
  - Walk on a low balance beam
  - Jump forward from a standing position
  - Move around without bumping into things
  - Kick
  - Throw
  - Catch
  - Run

- Express creativity through movement:
  - Make creative body movements freely.

**Health & Safety Skills**
- Pay attention to safety instructions as they:
  - Follow safety procedures

#### Emotional & Social Development

**Personal Relationships**
- Demonstrate social skills with other children as they:
  - Play with other children
  - Take turns, with some guidance from adults
  - Share materials
  - Work together

**Self Awareness**
- Show behaviors that reflect their self-concept as they:
  - Show pride in their accomplishments
  - Take on different roles as they play
  - Describe themselves in positive ways
  - Teach another child how to do something

- Demonstrate confidence in their abilities as they:
  - Share their accomplishments with an adult
  - Have an attitude of "I can do it!"
  - Choose increasingly difficult tasks
  - Show positive emotions such as smiling, laughing, or clapping in response to adult approval

**Self Control**
- Regulate own emotions and behavior most of the time as they:
  - Ask adults to intervene
  - Wait for some things
  - Use strategies to calm down
  - Use words to express emotions
  - Take turns

- Follow routines and social rules in a group setting most of the time as they:
  - Repeat classroom rules
  - Follow classroom rules
  - Recognize different places have different rules
  - Remember familiar routines
  - Follow familiar routines
**4 Years**

**Physical Development**

**Gross Motor Skills**
Children will participate in a variety of gross-motor activities to develop control, balance, strength and coordination.

Develops coordination and balance
- Walks on balance beam
- Balances on one foot

Coordinates movements to perform tasks
- Walks, gallops, jumps and runs in rhythm to simple tunes and music patterns
- Moves body into position to catch or kick a ball
- Builds strength and stamina in movement activities

Participates in a variety of indoor and outdoor activities that increase strength, endurance, and flexibility.

**Emotional & Social Development**

**Personal Relationships**

Children will develop a respect for differences in people.

Identifies similarities and differences among people.

Demonstrates emerging awareness and respect for abilities
- Includes children with disabilities in play/conversation

Children will develop interpersonal and social skills for relating with other members of the learning community

Participates successfully as a member of a group
- Cooperates with other children during dramatic play or in building block structures
- Works with other children to complete a project
- Develops friendships with peers

**Kindergarten**

**Physical Development**

**Gross Motor Skills**

PEK.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.

Demonstrates basic movement in general and personal space.
- Travels in general space without bumping into another student.
- Uses a variety of movements within personal space (balance, body control, and jumping).

Demonstrates basic locomotor skills.
- Performs walk, run, hop, jump, and gallop.
- Uses walk, run, hop, jump, leap, and gallop in a tag game/activity.

Demonstrates basic non-locomotor skills.
- Bends, straightens, twists, stretches, and turns during warm-up activities.
- Twists, turns, and bends to external rhythmic accompaniment.

Demonstrates basic manipulative skills.
- Tosses a ball.
- Catches a bean bag.

**Emotional & Social Development**

**Personal Relationships**

PEK5.1: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Follows classroom rules and shows self-control.
- Responds to teacher’s signals and verbal cues.
- Listens to directions while sitting still and without touching equipment.

Follows simple directions for basic games and activities.
- Participates in freeze tag.
- When given a team “number” or “color”, student willingly goes to that number or color without help.

Uses body, space, and equipment safely.
- Avoids contact with others during a movement activity.
- Follows teacher’s directions to put equipment away.

Works with a partner or small group regardless of personal differences.
- Shares space and equipment and takes turns with any student.
- Plays catch with a student with a disability.

PEK.6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
PEK.2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Identifies general and personal space.
• Students know when another student is beside, behind or in front.
• Students move throughout open space while staying within boundaries.

Identifies basic locomotor skills.
• Students name three locomotor skills.
• On cue, students change to appropriate locomotor skills.

Identifies basic non-locomotor skills.
• Students bend, straighten, stretch, and turn when prompted.
• The students name the non-locomotor skill performed by the teacher or another student.

Students identify components of tossing and catching.
• Students name a level and appropriately release the ball to travel at the level.
• Students explain why they need to look at the ball in order to catch it.

Students apply basic movement concepts of space.
• Students will move in various pathways on verbal command.
• Students change levels from low, medium, to high.

PEK.3: Participates regularly in physical activity.
Participates regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills both inside and outside of physical education.
• Plays at local area parks.
• Plays hop scotch or jumps rope with friends.

Perform basic locomotor skills away from school.
• Engages in simple invasion games at home or recreation centers.
• Begins playing recreational sports.

Health & Safety Skills

PEK4.1: Achieves and maintains a health enhancing level of physical fitness.
Participates in fitness and conditioning activities.
• Moves continuously for at least one minute while playing tag or running games.
• Holds own body weight for 5 seconds while participating in partner push up or traversing along a rock wall with teacher assistance.

Identifies physiological indicators that accompany moderate to vigorous physical activities.
• Identifies that their hearts are beating faster after running or moving vigorously.
• Identifies sweating as a product of moving vigorously.
## CHILD MEAL PATTERN

### Breakfast
(Select all three components for a reimbursable meal)

<table>
<thead>
<tr>
<th>Food Components and Food Items</th>
<th>Ages 1-2</th>
<th>Ages 3-5</th>
<th>Ages 6-12</th>
<th>Ages 13-18²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluid Milk⁴</td>
<td>4 fluid ounces</td>
<td>6 fluid ounces</td>
<td>8 fluid ounces</td>
<td>8 fluid ounces</td>
</tr>
<tr>
<td>Vegetables, fruits, or portions of both⁴</td>
<td>¼ cup</td>
<td>¼ cup</td>
<td>½ cup</td>
<td>½ cup</td>
</tr>
<tr>
<td>Grains (oz eq)⁵,⁶,⁷</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole grain-rich or enriched bread</td>
<td>½ slice</td>
<td>½ slice</td>
<td>1 slice</td>
<td>1 slice</td>
</tr>
<tr>
<td>Whole grain-rich or enriched bread product, such as biscuit, roll or muffin</td>
<td>½ serving</td>
<td>½ serving</td>
<td>1 serving</td>
<td>1 serving</td>
</tr>
<tr>
<td>Whole grain-rich, enriched or fortified cooked breakfast cereal⁸, cereal grain, and/or pasta</td>
<td>¼ cup</td>
<td>¼ cup</td>
<td>½ cup</td>
<td>½ cup</td>
</tr>
<tr>
<td>Whole grain-rich, enriched or fortified ready-to-eat breakfast cereal (dry, cold)⁸,⁹</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flakes or rounds</td>
<td>½ cup</td>
<td>½ cup</td>
<td>1 cup</td>
<td>1 cup</td>
</tr>
<tr>
<td>Puffed cereal</td>
<td>¼ cup</td>
<td>¼ cup</td>
<td>1 ¼ cup</td>
<td>1 ¼ cup</td>
</tr>
<tr>
<td>Granola</td>
<td>¼ cup</td>
<td>¼ cup</td>
<td>¼ cup</td>
<td>¼ cup</td>
</tr>
</tbody>
</table>

¹ Must serve all three components for a reimbursable meal. Offer versus serve is an option for at-risk afterschool participants.
² Larger portion sizes than specified may need to be served to children 13 through 18 years old to meet their nutritional needs.
³ Must be unflavored whole milk for children age one. Must be unflavored low-fat (1 percent) or unflavored fat-free (skim) milk for children two through five years old. Must be unflavored low-fat (1 percent), unflavored fat-free (skim), or flavored fat-free (skim) milk for children six years old and older.
⁴ Pasteurized full-strength juice may only be used to meet the vegetable or fruit requirement at one meal, including snack, per day.
⁵ At least one serving per day, across all eating occasions, must be whole grain-rich. Grain-based desserts do not count towards meeting the grains requirement.
⁶ Meat and meat alternates may be used to meet the entire grains requirement a maximum of three times a week. One ounce of meat and meat alternates is equal to one ounce equivalent of grains.
⁷ Beginning October 1, 2019, ounce equivalents are used to determine the quantity of creditable grains.
⁸ Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams sucrose and other sugars per 100 grams of dry cereal).
⁹ Beginning October 1, 2019, the minimum serving size specified in this section for ready-to-eat breakfast cereals must be served. Until October 1, 2019, the minimum serving size for any type of ready-to-eat breakfast cereals is ¼ cup for children ages 1-2; 1/3 cup for children ages 3-5; and ¼ cup for children ages 6-12.
## CHILD MEAL PATTERN

### Lunch and Supper
(Select all five components for a reimbursable meal)

<table>
<thead>
<tr>
<th>Food Components and Food Items</th>
<th>Ages 1-2</th>
<th>Ages 3-5</th>
<th>Ages 6-12</th>
<th>Ages 13-18²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluid Milk³</td>
<td>4 fluid ounces</td>
<td>6 fluid ounces</td>
<td>8 fluid ounces</td>
<td>8 fluid ounces</td>
</tr>
<tr>
<td><strong>Meat/meat alternates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lean meat, poultry, or fish</td>
<td>1 ounce</td>
<td>1 ½ ounce</td>
<td>2 ounces</td>
<td>2 ounces</td>
</tr>
<tr>
<td>Tofu, soy product, or</td>
<td>1 ounce</td>
<td>1 ½ ounce</td>
<td>2 ounces</td>
<td>2 ounces</td>
</tr>
<tr>
<td>alternate protein products⁴</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheese</td>
<td>1 ounce</td>
<td>1 ½ ounce</td>
<td>2 ounces</td>
<td>2 ounces</td>
</tr>
<tr>
<td>Large egg</td>
<td>½</td>
<td>¾</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Cooked dry beans or peas</td>
<td>¾ cup</td>
<td>¾ cup</td>
<td>½ cup</td>
<td>½ cup</td>
</tr>
<tr>
<td>Peanut butter or soy nut</td>
<td>2 tbsp</td>
<td>3 tbsp</td>
<td>4 tbsp</td>
<td>4 tbsp</td>
</tr>
<tr>
<td>butter or other nut or seed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>butters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yogurt, plain or flavored</td>
<td>4 ounces or</td>
<td>6 ounces or</td>
<td>8 ounces or</td>
<td>8 ounces or</td>
</tr>
<tr>
<td>unsweetened or sweetened⁵</td>
<td>½ cup</td>
<td>¾ cup</td>
<td>1 cup</td>
<td>1 cup</td>
</tr>
<tr>
<td>The following may be used</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to meet no more than 50%</td>
<td>½ ounce =</td>
<td>¾ ounce =</td>
<td>1 ounce =</td>
<td>1 ounce =</td>
</tr>
<tr>
<td>of the requirement:</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Peanuts, soy nuts, tree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nuts, or seeds, as listed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in program guidance, or an</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>equivalent quantity of any</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>combination of the above</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>meat/meat alters (1 ounces of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nuts/seeds = 1 ounce of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cooked lean meat, poultry, or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fish)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vegetables⁶</td>
<td>⅛ cup</td>
<td>¼ cup</td>
<td>½ cup</td>
<td>½ cup</td>
</tr>
<tr>
<td>Fruits⁶,⁷</td>
<td>⅛ cup</td>
<td>¼ cup</td>
<td>¼ cup</td>
<td>¼ cup</td>
</tr>
<tr>
<td>Grains (oz eq)⁸,⁹</td>
<td>½ slice</td>
<td>⅛ slice</td>
<td>1 slice</td>
<td>1 slice</td>
</tr>
<tr>
<td>Whole grain-rich or enriched</td>
<td>½ slice</td>
<td>⅛ slice</td>
<td>1 slice</td>
<td>1 slice</td>
</tr>
<tr>
<td>bread</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole grain-rich or enriched</td>
<td>½ serving</td>
<td>½ serving</td>
<td>1 serving</td>
<td>1 serving</td>
</tr>
<tr>
<td>bread product, such as biscuit,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>roll or muffin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole grain-rich, enriched</td>
<td>⅛ cup</td>
<td>⅛ cup</td>
<td>½ cup</td>
<td>½ cup</td>
</tr>
<tr>
<td>or fortified cooked breakfast</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cereal¹⁰, cereal grain, and/or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pasta</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ Must serve all five components for a reimbursable meal. Offer versus serve is an option for at-risk afterschool participants.
2 Larger portion sizes than specified may need to be served to children 13 through 18 years old to meet their nutritional needs.

3 Must be unflavored whole milk for children age one. Must be unflavored low-fat (1 percent) or unflavored fat-free (skim) milk for children two through five years old. Must be unflavored low-fat (1 percent), unflavored fat-free (skim), or flavored fat-free (skim) milk for children six years old and older.

4 Alternate protein products must meet the requirements in Appendix A to Part 226.

5 Yogurt must contain no more than 23 grams of total sugars per 6 ounces.

6 Pasteurized full-strength juice may only be used to meet the vegetable or fruit requirement at one meal, including snack, per day.

7 A vegetable may be used to meet the entire fruit requirement. When two vegetables are served at lunch or supper, two different kinds of vegetables must be served.

8 At least one serving per day, across all eating occasions, must be whole grain-rich. Grain-based desserts do not count towards the grains requirement.

9 Beginning October 1, 2019, ounce equivalents are used to determine the quantity of the creditable grain.

10 Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams sucrose and other sugars per 100 grams of dry cereal).
## CHILD MEAL PATTERN

### Snack
(Select two of the five components for a reimbursable snack)

<table>
<thead>
<tr>
<th>Food Components and Food Items</th>
<th>Ages 1-2</th>
<th>Ages 3-5</th>
<th>Ages 6-12</th>
<th>Ages 13-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluid Milk</td>
<td>4 fluid ounces</td>
<td>4 fluid ounces</td>
<td>8 fluid ounces</td>
<td>8 fluid ounces</td>
</tr>
<tr>
<td>Meat/meat alternates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lean meat, poultry, or fish</td>
<td>½ ounce</td>
<td>½ ounce</td>
<td>1 ounce</td>
<td>1 ounce</td>
</tr>
<tr>
<td>Tofu, soy product, or alternate protein products</td>
<td>½ ounce</td>
<td>½ ounce</td>
<td>1 ounce</td>
<td>1 ounce</td>
</tr>
<tr>
<td>Cheese</td>
<td>½ ounce</td>
<td>½ ounce</td>
<td>1 ounce</td>
<td>1 ounce</td>
</tr>
<tr>
<td>Large egg</td>
<td>½</td>
<td>½</td>
<td>½</td>
<td>½</td>
</tr>
<tr>
<td>Cooked dry beans or peas</td>
<td>¼ cup</td>
<td>¼ cup</td>
<td>¼ cup</td>
<td>¼ cup</td>
</tr>
<tr>
<td>Peanut butter or soy nut butter or other nut or seed butters</td>
<td>1 tbsp</td>
<td>1 tbsp</td>
<td>2 tbsp</td>
<td>2 tbsp</td>
</tr>
<tr>
<td>Yogurt, plain or flavored unsweetened or sweetened</td>
<td>2 ounces or ¼ cup</td>
<td>2 ounces or ¼ cup</td>
<td>4 ounces or ½ cup</td>
<td>4 ounces or ½ cup</td>
</tr>
<tr>
<td>Peanuts, soy nuts, tree nuts, or seeds</td>
<td>½ ounce</td>
<td>½ ounce</td>
<td>1 ounce</td>
<td>1 ounce</td>
</tr>
<tr>
<td>Vegetables</td>
<td>½ cup</td>
<td>½ cup</td>
<td>¼ cup</td>
<td>¼ cup</td>
</tr>
<tr>
<td>Fruits</td>
<td>½ cup</td>
<td>½ cup</td>
<td>¼ cup</td>
<td>¼ cup</td>
</tr>
<tr>
<td>Grains (oz eq)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole grain-rich or enriched bread</td>
<td>½ slice</td>
<td>½ slice</td>
<td>1 slice</td>
<td>1 slice</td>
</tr>
<tr>
<td>Whole grain-rich or enriched bread product, such as biscuit, roll or muffin</td>
<td>½ serving</td>
<td>½ serving</td>
<td>1 serving</td>
<td>1 serving</td>
</tr>
<tr>
<td>Whole grain-rich, enriched or fortified cooked breakfast cereal</td>
<td>¼ cup</td>
<td>¼ cup</td>
<td>½ cup</td>
<td>½ cup</td>
</tr>
<tr>
<td>Whole grain-rich, enriched or fortified ready-to-eat breakfast cereal (dry, cold)</td>
<td>½ cup</td>
<td>½ cup</td>
<td>1 cup</td>
<td>1 cup</td>
</tr>
<tr>
<td>Flakes or rounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puffed cereal</td>
<td>¾ cup</td>
<td>¾ cup</td>
<td>1 ¼ cup</td>
<td>1 ¼ cup</td>
</tr>
<tr>
<td>Granola</td>
<td>½ cup</td>
<td>¼ cup</td>
<td>¼ cup</td>
<td>¼ cup</td>
</tr>
</tbody>
</table>

1. Select two of the five components for a reimbursable snack. Only one of the two components may be a beverage.
2. Larger portion sizes than specified may need to be served to children 13 through 18 years old to meet their nutritional needs.
3. Must be unflavored whole milk for children age one. Must be unflavored low-fat (1 percent) or unflavored fat-free (skim) milk for children two through five years old. Must be unflavored low-fat (1 percent), unflavored fat-free (skim), or flavored fat-free (skim) milk for children six years old and older.
4. Alternate protein products must meet the requirements in Appendix A to Part 226.
Yogurt must contain no more than 23 grams of total sugars per 6 ounces. 
Pasteurized full-strength juice may only be used to meet the vegetable or fruit requirement at one meal, including snack, per day. 
At least one serving per day, across all eating occasions, must be whole grain-rich. Grain-based desserts do not count towards meeting the grains requirement. 
Beginning October 1, 2019, ounce equivalents are used to determine the quantity of creditable grains. 
Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams sucrose and other sugars per 100 grams of dry cereal). 
Beginning October 1, 2019, the minimum serving sizes specified in this section for ready-to-eat breakfast cereals must be served. Until October 1, 2019, the minimum serving size for any type of ready-to-eat breakfast cereals is ¼ cup for children ages 1-2; 1/3 cup for children ages 3-5; and ¾ cup for children ages 6-12.
BlazeTOTS Equipment List for Preschool

**Lets Get Moving:**
- **Colored scarves:** red, amber, green (http://www.flaghouse.com/display-item-14743) $15.50 x1
- **Colored Cones** (http://www.flaghouse.com/display-item-1994) $20.95 x1
- **Bean bags** (http://www.flaghouse.com/display-item-14511) $18.95 x1
- **Colored Floor Spots** (http://www.flaghouse.com/KEEPERS-Spot-Marker-Set-item-12234) $89.95 x1
- **Mini Cones** (24 Pack) $20.95 x1
- **Pinnies** $56.95 x1
- **Parachute** (http://www.flaghouse.com/Web-Handled-Parachute-12-%E2%80%93-12-Handles-item-737) $49.95 x1

**Total:** $273.20

**Tots Baseball:**
- **Colored Floor Spots**
- **Bean Bags**
- **Bean Balls** (http://www.flaghouse.com/FLYING-COLORS-Bean-Ball-Set-item-14447) $15.95 x1
- **Grip-Rite Mitts** (http://www.flaghouse.com/GRIP-RITE-Mitts-item-15768) $13.50 x6 = $81.00
- **Light baseballs** (http://www.flaghouse.com/Soft-Skin-6-Color-Coated-Foam-Baseball-Set-item-14533) $15.95 x2 = $31.90
- **Batting Tees** (http://www.flaghouse.com/Batting-Tee-item-1272) $22.95 x3 = $68.85
- **Bats** (http://www.flaghouse.com/Big-Bat-Set-item-17639) $54.95, (http://www.flaghouse.com/Widebody-Foam-item-11612) $10.95

**Total:** $263.60

**Tots Basketball**
- **Colored Floor Spots**
- **Colored Cones**
- **Basketballs Size 3** (http://www.flaghouse.com/Active-Series-Rubber-Basketball-Size-3-item-9478) $9.50 x10 = $95

**Total:** $144.99

**Tots Soccer**
- **Colored Floor Spots**
- **Colored Cones**
- **Size 3 Soccer Balls** (http://www.flaghouse.com/display-item-10123) $7.95 x10 = $79.50
- **Large Soccer ball:** Power (http://www.powersoccershop.com/powersoccershoptournamentball.aspx) $79.99
- **Soccer Goals** (http://www.flaghouse.com/display-item-15699) $36.75 x2 = $73.50

**Total:** $232.99

**Tots Tennis**
- **Colored Floor Spots**
- **Beach Balls** $7.95 (large)
- **Tennis Balls** (http://www.flaghouse.com/display-item-18127) $31.95
- **Fleece balls** (http://www.flaghouse.com/display-item-841) $21.95
- **Foam Hands** (http://www.flaghouse.com/display-item-12494) $15.95
- **Hand Racquets** (http://www.flaghouse.com/Hand-Racquet-item-11719) $15.95 x2 = $31.90
- **Tennis Racquet** (http://www.flaghouse.com/Molded-Plastic-Paddle-item-10154+BLU) $6.95 x8 = $55.60
- **Batting Tees** (see baseball)
- **Tennis Net** (http://www.flaghouse.com/display-item-9654) $179.00

**Total:** $344.30

**Tots Track and Field**
- **Colored Floor Spots**
- **Colored Cones**
- **Foam Javelins** (https://www.globalindustrial.com/product/itemKey/31101347?infoParam.campaignId=T9A&gclid=CJ6mw5T187oCFcVQ7AodU3oAvQ) $6.99 x12 = $83.99

**Total:** $83.88

**Total Cost of all Equipment:** $1342.96
References


The **Play Space Assessment** has been developed to assist Head Start and other early childhood educators in assessing the quality of the outdoor play spaces for **children ages 3 through 5**. Using this tool will help identify the strengths and needs of an existing play space, and serve as a basis for setting priorities and planning enhancements and improvements over time. **It can also be used as a tool to help plan and design a new play space.** The assessment is divided into eleven (11) categories.

**Directions:** This tool is best completed during a walk-through of a play space. For **each of the eleven (11) categories** in the left-hand column, consider the extent to which a play space meets the given criteria. Score the play space using the rating scale below found in the center column. **Circle** the number that best reflects the present state of the play space. Use the right-hand column to make additional comments, such as strengths, areas for improvement, high or low priorities, ideas, etc. **Note:** If you are using this tool to help plan a new play space, simply ignore the ratings scale column. This tool can be completed by teaching teams, parents and administrators.

**Rating Scale:** Not at all = 1  Somewhat = 2  Partially = 3  Mostly = 4  Fully = 5

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating Scale</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>Key Features</strong></td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>The play space comprises a variety of developmentally appropriate play areas/learning settings and materials made of manufactured and natural materials to promote a diverse range of experiences for children. All materials and equipment included in the play space are designed and/or selected for children in the age range that are using them. At least five (5) of the following are included in the play space: multipurpose, open space; anchored play equipment (i.e. climbing structure, swings, slides, springers/rocking toys); wheeled toys (i.e. tricycles, scooters, wagons, push toys, other); manipulative equipment (i.e. balls, jump ropes, hula hoops, other); water play features (i.e. hose/sprinkler, wading pool, stream, recirculating shallow water feature, other); music and movement/acoustic play area (i.e. marimbas, log drums, rain sticks, chimes, other); sand play area; balance beam/stepping stones; playhouse; flower or vegetable garden; loose parts for building; climbing tree; climbing/rolling mound; raised deck/stage; other.</td>
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<tr>
<td><strong>Movement Opportunities</strong></td>
<td>1 2 3 4 5</td>
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<td>The key features of the existing site promote physical activity and movement. At least five (5) of the following listed activities are supported by the key features of the outdoor space in each of the identified categories: traveling actions (walking, skipping, hopping, climbing, jumping, crawling, sliding, marching, galloping, running, leaping); stabilizing actions (twisting, turning, squatting, swinging, swaying, pushing, pulling, stretching, bending, shaking, dodging, landing); and manipulating actions (throwing, catching, bouncing, tossing, rolling, kicking, trapping, opening, closing, striking, object handling). Key features of the play space provide opportunities for children to move at varying speeds with different degrees of force and to explore ways to control their movement, such as rocking, stepping, rolling and flight. They are able to move in a variety of directions (i.e. up, down, right, left, forward, backward, and sideways) and levels (i.e low, medium and high).</td>
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<tr>
<td><strong>Flexibility and Play</strong></td>
<td>1 2 3 4 5</td>
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<td>The play space has a variety of features that can be changed and/or played with in many different ways. The flexibility of the play space offers a wide range of experiences for children. The play space supports children in being spontaneous, innovative, flexible, and creative. It supports children in solitary play as well as parallel and cooperative play. Children engage in functional play (gross motor activities/skills such as running, jumping, throwing, climbing, crawling, rolling, swinging, sliding, etc); construction play (building that incorporates cognition and gross and fine motor skills); and symbol play( role play or fantasy play).</td>
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<tr>
<td><strong>Shelter and Shade Structures</strong></td>
<td>1 2 3 4 5</td>
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<td>Natural or artificial shade structures provide enough shade to accommodate the total number of children in the classroom. For example, shade might be provided by a combination of the following: shadows cast by the building, manufactured shade structures, trees, pergolas, umbrellas.</td>
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Natural Features
The play space incorporates a variety of natural elements for children to play with such as trees, stumps, boulders, long grass, water, and pebbles. The landscape contains natural elements from three or more of the following categories: a variety of species of trees or shrubs; a variety of non-poisonous flowering plants; vines; topographic variation (i.e. mounds, terraces, slopes); and a variety of safe ground surfaces.

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<th>Enclosures and Safety Features</th>
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<td>The play space is enclosed by a fence at least four (4) feet tall and the fence has a safe gate closure with no entrapment spaces where children’s heads can get stuck. Play equipment is free of protrusion and entanglement hazards (no bolts or pieces extend outside the structure and any ropes present are securely attached on both sides). No sharp edges or points are exposed that could cut the skin. No entrapment openings are present throughout the play space (generally all openings measure smaller than 3.5” and larger than 9”) and sufficient space is maintained between play equipment (generally a minimum of 12 feet). Any elevated surfaces (generally those higher than 20”) should have guardrails. The play space is free of trip hazards such as random stumps or exposed concrete. Storage sheds are available to maintain moveable and manipulative equipment. *Programs should consult CPSC guidelines and ASTM standards for playground safety.</td>
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<th>Welcoming Atmosphere</th>
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<td>The play space has a friendly, inviting atmosphere. The play space is clean, free of litter and kept in good repair. Outdoor toys, loose parts and supplies are appropriately stored and organized. At least two of the following decorative elements add visual and/or auditory interest and appeal to the play space: banner, chime, wind sock, statue, gazing ball, flag, cultural artifact, or decorative object (i.e. wreath, topiary, fence weaving, mural, mosaic, weather vane, pinwheel, whirligig, whimsical sign, garland, wood sculpture).</td>
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<th>Sensory Elements</th>
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<td>The play space provides opportunities for a variety of sensory experiences (i.e. touch/textures, smell, listening, looking, vestibular and proprioceptive input). For example, opportunities for vestibular stimulation are provided by at least two of the following: rolling; rocking; swinging; sliding; merry-go-round; gliders; and other. Opportunities for proprioceptive stimulation are provided by at least two of the following: climbing; crawling on/through; lifting; throwing; and other. At least two fragrant herbs are planted in different locations to enhance the multi-sensory experience of the play space.</td>
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<td>All children are able to get to everything they want. Children across ages and abilities access and enjoy the play space and the opportunities it creates to participate with peers. This may include mixed-use play equipment (i.e. the addition of an accessible swing to a bay of swings) and/or free-standing accessible play equipment like slides, elevated sandboxes and spring riders. Opportunities are present for children’s various levels of physical abilities with lesser and greater challenges provided (i.e. lower and higher climbing areas; tricycles with and without pedals). Surfacing of the play area and surrounding paths are accessible.</td>
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<th>Risk and Challenge</th>
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<td>The play space provides children with opportunities to do things that are exciting and adventurous. Components of the play space are characteristically open-ended, challenging children’s physical, social and cognitive abilities by having the potential for engaging in increasingly more difficult and complex activities. Visual and textural variations suggest different ways for children to move from place to place (run quickly across open grassy space; jump from flat stone to flat stone; tiptoe from brick to brick). Opportunities are present for increasing challenge (i.e varying height apparatus, hills, and trees to climb; variety of surfaces for balancing such as beams, logs, stones, and stumps). Adventure is created by the inclusion of hiding places, jumping perches, looping trails, secret pathways, hidden hollows, and cozy nooks. The play space is safe and piques children’s interest and creativity through the use of novelty such as inclusion of new materials (parachute, pool noodles, and beach ball) or by having familiar materials (i.e. doll carriage, scarves, or costumes) introduced into the outside setting.</td>
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<td>The surface or ground under and around playground equipment is soft enough to cushion a fall (i.e. hardwod fiber/mulch, sand, pea gravel, and synthetic or rubber tiles and mats). The surface is well maintained, generally at a depth of 12 inches, is kept free of standing water and debris and not allowed to become compacted. Surfacing may vary throughout the play space to include a variety of textures and experiences for children as well as to provide an accessible pathway for all children.</td>
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### BlazeTOTS Call To Action

| Inclusion of preschoolers with disabilities | Early Childcare Center  
For each area below, identify 1-2 actions you will take to improve your child care center or after-school program | Parents/Families  
For each area below, identify 1-2 actions you will take to support your parents/families. |
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