

Physical Activity Guide For Children Aged 2 to 6

For Kindergartens and Child Care Centres
Revised 2020



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Foreword

Lay a Solid Foundation of Health for Our Children

Taking care of young children is likened to the cultivation of plants, both requiring meticulous attention and a favourable growth environment. With about 180,000 young children attending kindergartens and child care centres in Hong Kong every year, kindergartens and child care centres are considered an important place other than the home for supporting young children's positive development. Indeed, the school-based setting plays essential roles in fostering young children's lifestyle habits, thereby promoting their health and preventing childhood obesity.

Too little physical activity and too much sedentary time

According to *Global Recommendations on Physical Activity for Health* published by the World Health Organization (WHO), physical inactivity is estimated to be the principal cause for approximately 21-25% of breast and colon cancer burden, 27% of diabetes and approximately 30% of ischaemic heart disease burden. ¹ Physical inactivity is one of the leading behavioural risk factors for non-communicable diseases (NCD), and is also the major cause of overweight and obesity. According to the Survey on Healthy Lifestyle of Preschool Students 2016/17 conducted by the Department of Health, over 70% of young children had less than 180 minutes of physical activity per day and the median duration of young children's screen time activity was 60 minutes per day. ² It can be seen that the physical inactivity and sedentary behaviour of young children in Hong Kong have become a matter for concern.

Being active is beneficial to children

Active engagement in physical activity may influence young children in many positive ways, including:

- Learning about body parts and functions through physical activities
- Developing a sense of awareness towards the environment through bodily movements and sensory perception
- Enhancing physical fitness, sensory functions and motor skills
- Building willpower, confidence and courage
- Developing a sense of and ability for self-protection

Improving the school environment to support children's healthy lifestyle

It is clear that regular physical activity is vital for the physical, psychological and social development of children. In this regard, the Department of Health, in collaboration with relevant government departments/institutions, have launched the "StartSmart@school.hk" Campaign and compiled *Physical Activity Guide for Children Aged 2 to 6*, with the third revision of the Guide conducted in 2020 based on the WHO's guidelines on physical activity, sedentary behaviour and sleep for children under 5 years of age.³ We hope that teachers in kindergartens and child care centres can design and incorporate a broader range of school-based physical activity into classroom teaching so that active play can be enjoyable, interesting and stimulating for children. In this way, young children are best able to build a good physique and develop a habit of regular physical activity as part of healthy living. We also hope that, by making reference to recommendations herein and taking into consideration young children's developmental needs and abilities, curriculum requirements and existing resources, kindergartens and child care centres will lay a firm foundation for the health of our children in their years to come.

This Guide focuses on promoting the health of young children and has provided samples on "School Physical Activity Policy" (in Part 2) and "Evaluation of School Physical Activity Policy" (Appendix 1) for schools to monitor the implementation of physical activity policy. Schools may also use the "StartSmart@school.hk" Evaluation Form (Appendix 2) as a tool to check on the progress of building a healthy school environment. For further reading on guidelines, principles and recommendations of physical activity in young children, kindergartens and child care centres are encouraged to consider the following:

- *Operation Manual for Pre-primary Institutions* compiled by the Education Bureau⁴
- *Reference Materials on Physical Activities in Kindergartens* compiled by the Curriculum Development Institute of the Education Bureau⁵
- *Practical Guide of Physical Fitness and Motor Development for Preschool Children* (Chinese version only) co-compiled by the Centre for Health Education and Health Promotion of the Chinese University of Hong Kong and the Department of Early Childhood Education of the Hong Kong Institute of Education⁶

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Part 1
Get to Know Physical Activity
for Young Children

(I) The Pattern of 24-hour Activity

Physical inactivity has been identified as a leading risk factor for non-communicable diseases (such as diabetes and cardiovascular diseases) and the major cause for the rise in overweight and obesity. Globally, over 23% of adults and 80% of adolescents are not sufficiently physical active.³ In Hong Kong, 13% of people aged 15 or above do not have adequate levels of physical activity to be of benefit to health and over 70% of young children have less than 180 minutes of physical activity per day.^{2,7}

There are important interactions among physical activity, sedentary behaviour and adequate sleep time. Improving physical activity, reducing sedentary time and ensuring quality sleep in young children will improve their physical health and mental well-being, and help prevent childhood obesity and associated diseases later in life. If healthy physical activity patterns, sedentary behaviour and sleep habits are established early in life, this helps shape habits through childhood, adolescence and into adulthood.

24-hour activity is made up of sleep time, sedentary time and light-, moderate- and vigorous-intensity physical activity. The World Health Organization (WHO) and various countries have published guidelines on physical activity, sedentary behaviour and sleep for young children.^{3,8-10} The recommendations include replacing sedentary time with more moderate- to vigorous-intensity physical activity, as well as ensuring sufficient quality sleep for young children. When sedentary, young children are encouraged to spend quality time in interactive non-screen-based activities with a caregiver, such as reading, storytelling, singing or doing puzzles, which are very important for their development. In conclusion, young children should do more moderate- to vigorous-intensity physical activity, cut down on sedentary time and have sufficient sleep in a 24-hour period for the greatest health benefits.

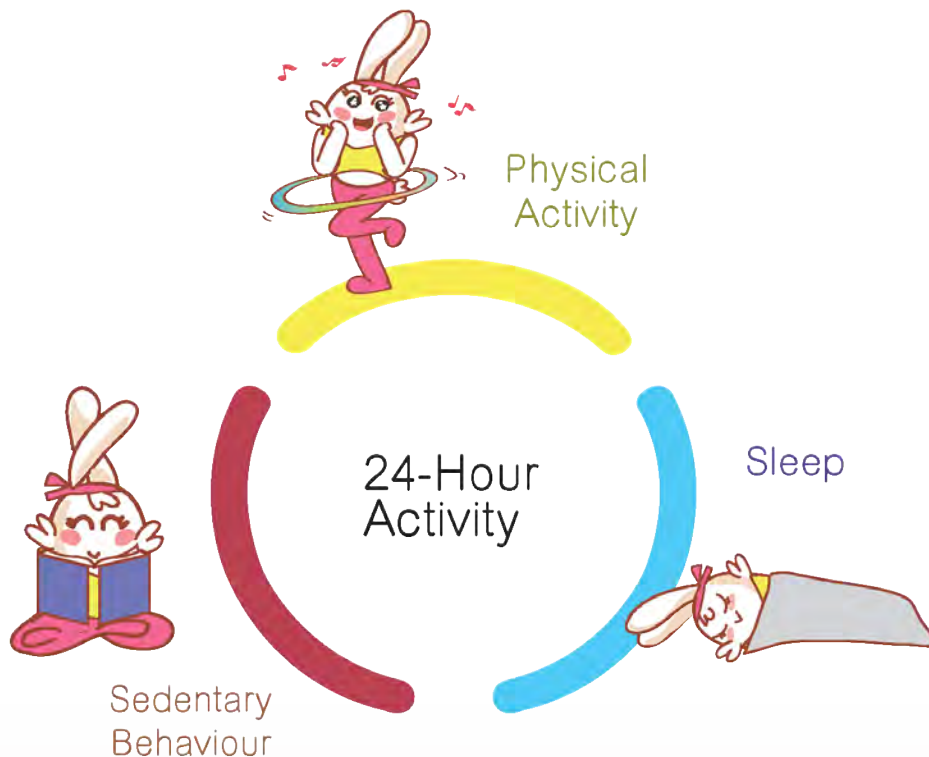


Figure 1 The pattern of 24-hour activity

(II) Physical Activity, Sedentary Behaviour and Sleep Duration for Young Children

(1) Physical activity for young children

"Physical activity" refers to any bodily movement supported by our joints and muscles that results in energy expenditure. For young children, physical activity may mean running, jumping, climbing, throwing, walking, singing and dancing, and playing in the park, etc. Meanwhile, "exercise" is a kind of physical activity. It refers to planned and sustained physical activities which require relevant skills to perform. The aim of exercising is to strengthen our health-related physical fitness (including body composition, cardiorespiratory endurance, muscular endurance, muscular strength and flexibility).

Children love playing games and having fun. Adding game elements to physical activity is the best way to get them to be physically active and develop a healthy lifestyle.

"Physical activity" can further be classified by the level of intensity: light, moderate and vigorous. (Table 1)

Intensity	Physiological signs	Common examples*
Light	Breathing rate and heart rate normal; able to talk normally	Slow walking, playing toys, putting on clothes, grooming and packing school bag
Moderate	Slight increase in heart rate and breathing rate; able to talk in short sentences or single words	Brisk walking, cycling, paddling, playing slides, swinging, circuit games, hopscotch, tossing balls
Vigorous	Significant increase in heart rate and breathing rate; unable to talk normally	Running, rope skipping, dancing, playing in park, playing football and swimming

* Activities should be appropriate for the age and physical developmental needs of young children.

Table 1 Physiological signs and common examples of physical activity by intensities

Recommendations on physical activity for young children

School and parents should encourage young children to develop good habits of regular physical activity and adopt a healthy lifestyle since early childhood. Taking reference from the guidelines on physical activity for young children currently adopted by the WHO and various countries^{3, 8-10}, the Department of Health recommends that:

- ◆ **Young children of 2 years of age:**
should spend at least 180 minutes in a variety of physical activities of different intensity levels, including moderate- to vigorous-intensity physical activity (Table 1) spread throughout the day; more is better.
- ◆ **Young children of 3 to 6 years of age:**
should spend at least 180 minutes in a variety of physical activities of different intensity levels, including at least 60 minutes of moderate- to vigorous-intensity physical activity spread throughout the day; more is better.

Benefits of physical activity

Physical activity is essential to the whole-person development of young children. For young children, regular physical activity is an important step to achieve physical fitness and an effective way to develop motor skills, which contributes to the growth of muscles and bones in preparation for engagement in sports activities in later years. Physical activity can even improve young children's cardiovascular and metabolic health and reduce the accumulation of fat, thereby preventing the risk of non-communicable diseases such as cardiovascular diseases and diabetes. Engagement in physical activity is also vital to the cognitive development of young children and helps enhance their learning ability, memory, concentration and language ability. Regular physical activity is beneficial for the psychological and social development of young children (Figure 2).

As young children grow, it is necessary for them to engage in more physical activities of higher intensity levels so as to promote cardiorespiratory fitness and bone growth. The more physical activity they do, the better it is for their health. For the sake of young children's health, teachers and parents should arrange for an adequate number of safe and entertaining physical activities and games every day in accordance with young children's developmental needs. They should also encourage young children to engage more in physical activities of higher intensity levels.

Furthermore, these recommendations are for all healthy young children and are relevant for young children of all abilities, teachers and parents of young children with a disability or those with a medical condition may seek additional guidance from a health professional.

Positive effects of adequate physical activity on young children's learning

According to various recent studies that have been conducted in many places around the world, especially the developed countries, it was found that physical activity had a positive effect on the academic performance of school children.¹¹ Physical activity plays an essential role in the learning process and growth of young children. It is beneficial to their physical and psychological health as well as academic performance. Physical activity can enhance the cognitive functions (e.g. memory and attention span) and classroom behaviour of young children. Through physical activity, they can also learn to relax and handle pressure even at a young age, and build self-confidence, self-esteem and develop a sense of belonging to the school. Balancing between classroom teaching and physical activity will contribute towards a learning environment that supports their holistic development.



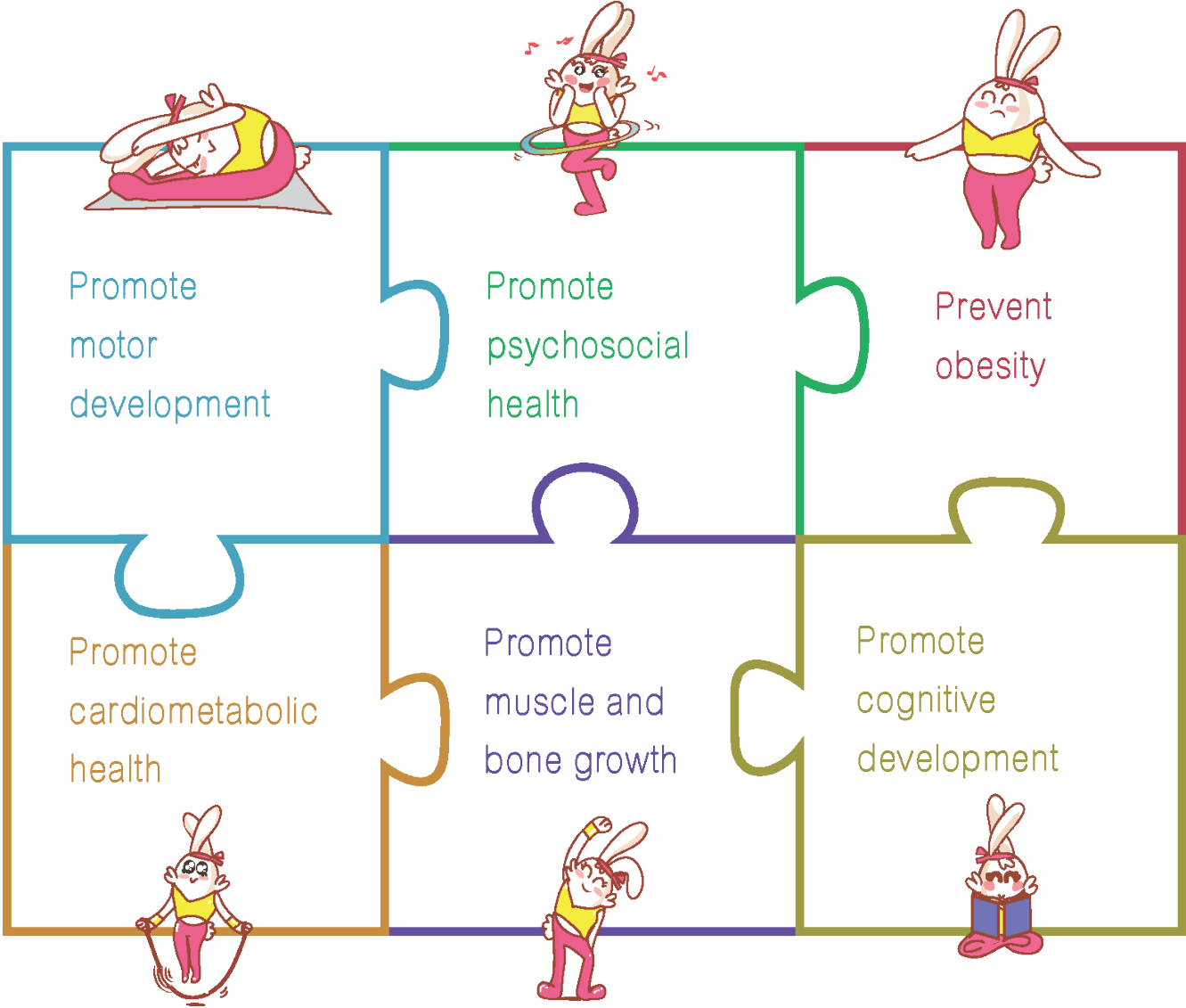


Figure 2 Benefits of physical activity for young children

(2) Sedentary behaviour of young children

Sedentary behaviour is any waking behaviour while in a sitting, reclining or lying posture. Sedentary time can be divided into "sedentary screen time" and "non-screen-based sedentary time". "Sedentary screen time" refers to time spent passively watching screen-based entertainment such as watching TV or using a computer, tablet or smartphone. It does not include active screen-based games where physical activity or movement is required. Excessive screen activities undermine young children's motivations to explore the outside environments and learn new things, but also takes up the time for physical activity and sleep, which in turn may lead to obesity, inadequate sleep, affecting the development of social skills, visual symptoms and other health problems.

"Non-screen-based sedentary time" usually refers to time spent sitting but not using screen-based entertainment. For young children, it includes lying on a mat, sitting in a car seat, high chair, pram or stroller with little movement, sitting listening to a story, reading a book or playing a sedate game. The quality of sedentary time matters. "Interactive non-screen-based activities" are important for young children's social and cognitive development as well as recreation and relaxation. Examples include reading, storytelling, singing, playing musical instruments, colouring, block building, cutting out, puzzles and games with teachers and parents.

Recommendations on sedentary time

School and parents should encourage young children to avoid excessive sedentary activities and sitting time, as well as to develop healthy lifestyle and habits since early childhood. Taking reference from the guidelines on sedentary activity for young children currently adopted by the WHO, various countries and professional bodies^{3, 8-10, 12-14}, the Department of Health recommends that:

Young children of 2 to 6 years of age:

- ◆ should not be restrained for more than 1 hour at a time (e.g. in prams/strollers, high chairs, or strapped on a caregiver's back) or sit for extended periods of time.
- ◆ engage in reading and storytelling with a parent/caregiver when sedentary.
- ◆ have no more than 1 hour of sedentary screen time a day (e.g. watching TV or using a computer, tablet computer or smartphone); less is better.
- ◆ choose interactive and educative screen activities, which should be carried out under the guidance of teachers/parents.

When young children have to engage in sedentary activities, caregivers may choose those that could be favourable to their cognitive or psychosocial development.

Teachers and parents should be a role model and cut down on their own screen time. It is not advisable to use screen time as a reward or punishment for young children. Teachers and parents should try to replace screen activities with physical activities or interactive non-screen-based activities, such as reading and storytelling.

When young children engage in screen activities, teachers and parents should be present to offer guidance and explanation, so as to bring out the educational function of such activities. They can further remind children to maintain proper posture and an appropriate distance from the screen. Young children should also have breaks at times, look at distant objects to relax the eye muscles, and change posture frequently to relax muscles of different body parts.

Benefits of less sedentary activities

Spending less time restrained, such as in prams/strollers, car seats/high chairs or strapped on a caregiver's back, and not to sit for extended period of time are beneficial to the health of young children including lowering the risks of becoming overweight or obese and promoting the growth of muscles. Reducing screen-based sedentary activities (e.g. watching TV, watching videos and playing computer games) helps reduce the risks of fat accumulation and adiposity, improve motor and cognitive development and maintain psychosocial health.

(3) Sleep for young children

Adequate and good quality sleep is essential for young children's growth and development. The total amount of sleep (including daytime naps) that young children need each day varies among different age groups. To ensure adequate and good quality sleep, it is necessary to have regular sleep and wake-up times.

Recommendations on sleeping time

Taking reference from the guidelines of sleep for young children currently adopted by the WHO, various countries and professional bodies^{3, 8-10, 12, 15}, the Department of Health recommends that:

- ◆ Young children of 2 years of age:
should have 11 to 14 hours of good quality sleep, including naps, with regular sleep and wake-up times.
- ◆ Young children of 3 to 6 years of age:
should have 10 to 13 hours of good quality sleep, which may include a nap, with regular sleep and wake-up times.

Apart from ensuring adequate sleep time, it is also crucial to set up a stimulation-free and comfortable sleeping environment.

- ◆ Keep young children's sleeping area quiet, dim and comfortable. Before bedtime, turn off the computer and keep other electronic screen products out of reach.
- ◆ Help young children establish a soothing pre-sleep routine with a period of relaxing activities an hour or so before bed, e.g. taking a bath and reading a book. Avoid stressful and stimulating activities such as playing video games and having vigorous exercises.

Benefits of adequate sleep

Adequate sleep is crucial for young children's cognitive development and emotional regulation. Shorter sleep duration is associated with higher adiposity, poorer emotional regulation, impaired growth, more screen time and higher risk of injuries.

(III) Interpreting and Practicing the Recommendations

At the school level, teachers can take note from the *Kindergarten Education Curriculum Guide (2017)*¹⁶ compiled by the Curriculum Development Council for arranging various types of activity according to the learning and developmental needs of young children to help children grow healthily and learn effectively. With respect to the physical activity arrangement in schools, full-day and half-day kindergartens and child care centres can arrange 90 to 105 minutes and 45 to 60 minutes, respectively, of music, physical or arts integrated activity for young children every day. Teachers should provide ample opportunities for all young children to engage in physical activity in schools. Also, kindergartens and child care centres should adopt an integrated approach in curriculum planning and consider "playing and learning" as a whole by incorporating more physical play into different learning elements and adopting appropriate learning and teaching strategies to develop children's physical, intellectual, social, creative and reasoning abilities.



The recommended 180-minute physical activity by the Department of Health covers physical activities performed in any way, anywhere, at any intensity. For example, it can be toilet time and music, physical or arts integrated activity conducted in school. As young children grow, it is necessary for them to engage in more physical activities of higher intensity levels so as to promote cardiorespiratory fitness and bone growth. The more physical activity they do, the better it is for their health. Teachers and parents should encourage young children to engage more in physical activities of higher intensity levels, and to arrange 60 minutes of moderate- to vigorous-intensity physical activities in a day for young children of 3 to 6 years of age (K1 to K3). To accommodate young children's intermittent and sporadic activity style, it is inadvisable for teachers and parents to arrange activities of extended duration, which may cause exhaustion and boredom.

The Department of Health also encourages teachers to educate parents the importance of physical activity in young children through effective channels. Teachers should assess the average amount of time spent on physical activity by young children each day in school and make it known to the parents, who may then find out how much longer they should engage their children in physical activity after school. By home-school cooperation, young children can actively participate into physical activities, enjoy the fun and cultivate a good habit of regular exercise. Therefore, young children can progress gradually according to their developmental needs to achieve the ultimate goal of engaging in an adequate amount of physical activity so as to meet all the recommendations as stipulated in Part 1 of *Physical Activity Guide for Children Aged 2 to 6*.

(IV) The Unique Physical Activity Pattern of Young Children

Like adults, young children need regular physical activity to stay healthy. They have less endurance and a shorter attention span as compared with adults. Young children usually like interesting activities with the "game" element included while adults would take the personal health factor and interest as the primary consideration. These distinctive patterns of young children should be taken into account when planning physical activities so that their needs could be met. It is recommended that the following factors should be considered when designing physical activities:

Young children tend to follow an intermittent and vigorous activity pattern

Being vibrant and lively, young children may not know how to adjust the intensity of physical activity, with a tendency to engage in fast-tempo and vigorous activities. Compared to adults, young children have lower exercise endurance. They usually exercise in an intermittent pattern. On the other hand, they can recover very soon and can engage in the exercise again after a short break. Thus, short breaks should be given for young children to recover and replenish fluid loss during physical activity sessions. Relaxation activities such as slow walking or experience sharing by the teacher may be introduced during the breaks to adjust the tempo of activities.

Give direct and concrete encouragement to enhance the sense of achievement

Physical activity and games provide an opportunity for young children to learn and experiment, and helping them to develop a sense of achievement. Through the positive experience of physical activity, children build self-confidence, which in turn reinforces their active lifestyle and to explore new things.

Develop motor skills in early childhood

Most motor skills are important to the daily life of young children (e.g. walking, running and jumping). Young children will be able to take care of themselves through the sound development of motor skills (e.g. writing, putting on clothes and personal hygiene). Fundamental motor skills and physical fitness (e.g. agility, reaction, eye-hand coordination and flexibility) should be developed in early childhood as it would be more difficult for their development in later years. Research has shown that those who have developed good motor skills in early childhood will have more active engagement in physical activity in their adulthood.¹⁷

Young Children have shorter attention span

Young children are active and energetic, but they have shorter attention span compared with adults. They may not be interested in prolonged physical activity. Teachers must constantly identify young children's favourite activities and accordingly revise their lesson plan. They may use different learning themes or music, modify the type of exercises for the training of major muscles and small muscles or adjust the level of difficulty of motions. Through this approach, physical activity lessons will become more interesting and young children can thus be guided to enjoy regular physical activity as part of healthy lifestyle.



(V) Safety Tips for Young Children Engaging in Physical Activity

A survey on unintentional injury conducted by the Department of Health in 2008 revealed that for children aged 9 or below, the major cause of injury was fall (40%), followed by hit/struck (14%) and sprain (17%). In the same study, 65% of all unintentional injuries in children took place at school, other educational areas or at home.¹⁸ Thus, safety during class physical activity is very important for young children. These findings do not mean that schools should reduce the amount of physical activity to avoid injury. To prevent unintentional injury among young children, the school must become familiar with exercise safety and put in place appropriate safety measures. This Guide will give recommendations on some safety issues in physical activity which are worth noting (Table 2). We hope that safety awareness among teaching staff could be enhanced so that young children will be able to take part in physical activity in a properly planned and safe environment to prevent avoidable injury.

Safety issue	Recommendations
Arrangement of physical activity	<ul style="list-style-type: none"> Teachers should take note of the physical condition and medical record of young children to ensure that they are physically fit before involving them in any physical activity; Young children should be engaged in adequate warm-up, stretching and relaxation exercise before and after the physical activity; There should be adequate time between meals and physical activity (not less than an hour); Teachers should constantly pay attention to the physical condition of young children. If any of them feels sick (e.g. severe shortness of breath, dizziness and vomiting), the activity should be stopped immediately to let the young children take a rest; Clear instructions should be given to young children prior to each activity, and the staff should ensure that they follow the instructions; Young children should put on suitable clothing and footwear for exercise with no jewellery worn; Sufficient staff should be arranged to supervise children; Young children should not run, jump or chase around while playing on equipment (e.g. slide); and The number of young children using the same equipment should be limited to minimise the chance of collision.
Environment and equipment management	<ul style="list-style-type: none"> Adequate space should be provided for each young child to prevent any collision; Any activity involving running or jumping should be conducted in a suitable venue free of obstruction; All glass doors, lights and fans in the activity venue should be enclosed with protective facilities; Chairs, tables or heavy objects should not be used as demarcation of boundaries; Play equipment should be firmly installed, periodically checked and maintained, and should be checked every time before use to ensure safety; and Please pay attention to the weather and the conditions during the activities and avoid vigorous activities under extreme weather conditions.⁶
Handling injury	<ul style="list-style-type: none"> Schools should put in place a school-based procedure for handling unintentional injury. Staff should be familiar with the workflow; Staff should be aware of the location of nearby hospitals with an accident and emergency department, the proper procedures to call for ambulance services and related telephone numbers; Inform parents as soon as possible when their young children have an accident; Temporary first aid cannot replace proper medical treatment. School should encourage parents to seek further medical advice afterwards; and There should be at least one staff holding a valid first-aid certificate in each child care centre. There should be at least two teachers trained in administering first-aid in each kindergarten.

Table 2 Safety recommendations for physical activity⁴⁻⁵

(VI) Questions

1. What are the benefits of adequate physical activity for young children?
 - A. Enhanced memory
 - B. Enhanced classroom behaviour
 - C. Better ability to handle pressure
 - D. All of the above
2. According to the recommendation of the Department of Health, young children aged 2 to 6 should spend no more than _____ each day engaging in screen activities.
 - A. 1 hour
 - B. 1.5 hours
 - C. 2 hours
 - D. 2.5 hours
3. Young children are recommended to engage in bouts of physical activity for a total of at least _____ each day.
 - A. 60 minutes
 - B. 90 minutes
 - C. 120 minutes
 - D. 180 minutes
4. Which of the following activities should be included in the calculation of the daily physical activity level of young children?
 - A. Running
 - B. Playing on a swing
 - C. Playing with toys
 - D. All of the above
5. According to the recommendation of the Department of Health, young children aged 3 to 6 should have _____ of good quality sleep.
 - A. 10 to 13 hours
 - B. 15 hours
 - C. 7 to 8 hours
 - D. 11 to 14 hours
6. Young children aged 3 to 6 are recommended to engage in moderate- to vigorous-intensity physical activity for a total of at least _____ each day.
 - A. 60 minutes
 - B. 90 minutes
 - C. 120 minutes
 - D. 180 minutes

Answers:

1. D (please refer to P.4)
2. A (please refer to P.6)
3. D (please refer to P.3)
4. D (please refer to P.3)
5. A (please refer to P.8)
6. A (please refer to P.3)



Part 2

Strategy to Enhance
Physical Activity
among Young Children

(I) How can Physical Activity be Effectively Promoted among Young Children?

School is a key setting where young children learn good habits and attitudes. Kindergartens and child care centres must put in place a comprehensive "School Physical Activity Policy" if physical activity is to be promoted in an effective and sustainable manner.

The "School Physical Activity Policy" should cover the following areas:

- ◆ School administration
- ◆ Physical activity arrangement
- ◆ Publicity and communication

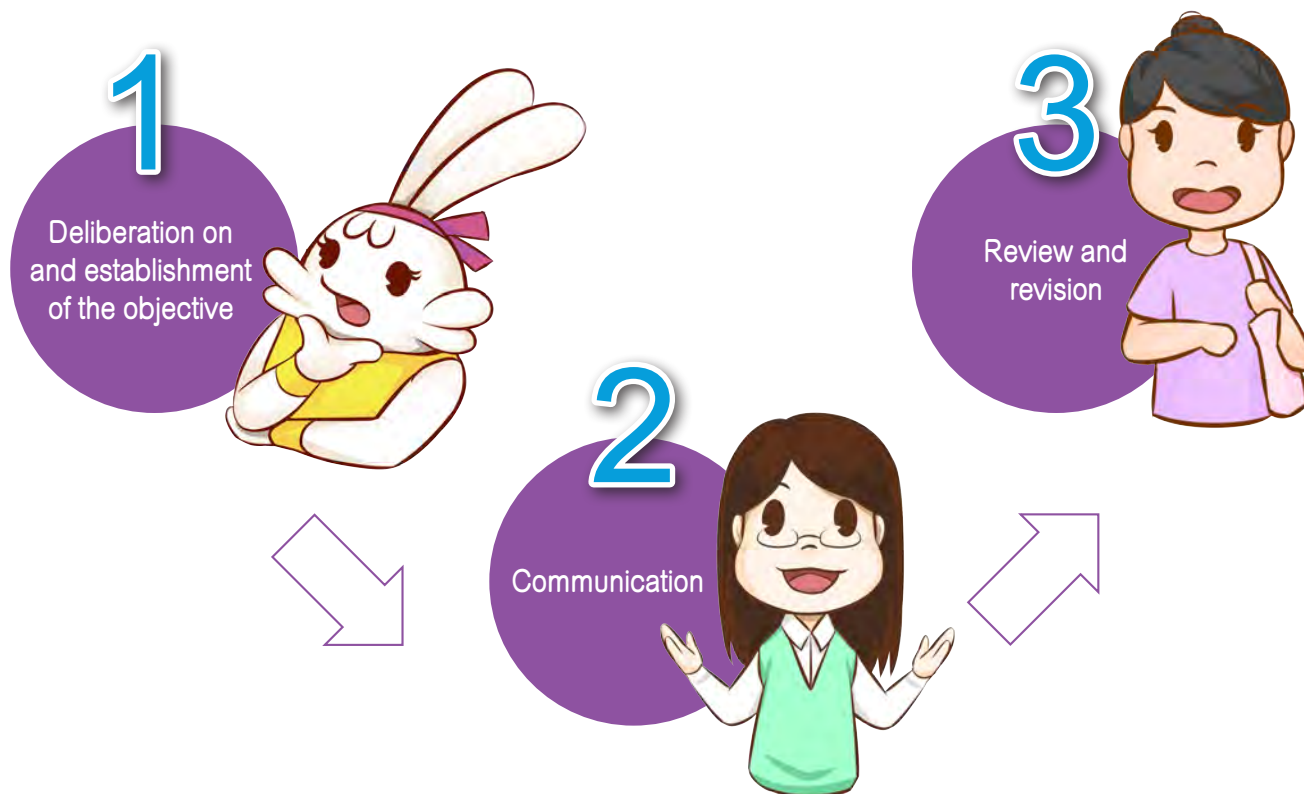
School administration staff and other school members, including teachers and parent representatives should be involved in the formulation of the "School Physical Activity Policy" to meet the needs of the young children. Taking the circumstances peculiar to the school into consideration, they may set goals and formulate a policy that is conducive to cultivating the habit of regular physical activity among young children. The policy should be laid down in writing which will then be disseminated to all staff and parents so that home-school cooperation could be fostered to achieve the desired goals. It is also recommended that kindergartens and child care centres should review the policy on a regular basis for improvement.

(II) What are the Benefits of Having a Specific "School Physical Activity Policy"?

- ◆ To ensure sufficient resources would be allocated for implementation of a comprehensive and sustainable physical activity policy in school;
- ◆ To create a supportive school environment and atmosphere to make physical activity more interesting and promote participation in physical activity among children; and
- ◆ To enhance the awareness of physical activity among young children, teachers and parents so that parents and school can instil consistent and positive concepts towards healthy living.

(III) How to Formulate a "School Physical Activity Policy"?

Kindergartens and child care centres may refer to the following steps to formulate their school-based physical activity policy:



Step 1: Deliberation on and establishment of the objective

A policy-making group comprising the principal, teachers and parent representatives (e.g. parent members of Parent-Teacher Association (PTA)) should assess the knowledge, attitude and behaviour of young children and parents on physical activity. The group should then draft a physical activity policy tailored to the circumstances of their school before submitting for deliberation, amendment and endorsement by the school personnel. The adopted policy should be observed by all parties of the school.

Step 2: Communication

Kindergartens and child care centres would regularly and repeatedly remind all school personnel of the policy and the result of policy review, and keep all parents informed by issuing notices and making announcements on the school website (if applicable).

Step 3: Review and revision

To review the implementation of policy annually and revise when necessary (see Appendix 1 for a sample of the evaluation of school physical activity policy), so that objectives of school policy can be attained with adequate manpower and resources.

(IV) School Physical Activity Policy (Sample)

The following example of "School Physical Activity Policy" sets out comprehensive measures encompassing school administration, teaching and learning of physical activity, safety considerations, home-school communication and publicity. By using this template, schools can formulate their policy and practical measures to move towards becoming a lively school.

Stay Active Kindergarten School Physical Activity Policy

Policy Statement:

Our school is committed to promoting the importance of physical activity to our students, parents and staff on a long-term basis. This is achieved by establishing a healthy and active environment conducive to young children's development of a habit of regular physical activity on a daily basis.

Our school will implement the following policies:

(1) School administration

- ◆ To appoint at least one designated staff to set up a committee or group with parents as members to assist the formulation and implementation of physical activity policy;
- ◆ To inform school personnel, parents and students of the school physical activity policy and all relevant measures every school year;
- ◆ To review the school policy and the implementation of various measures by means of questionnaires and meetings in each school year;
- ◆ The School Physical Activity Group to review the policy and draft amendments for consulting other staff and parents. The revised policy should come into effect upon the principal's approval; and
- ◆ To ensure that the staff in charge of physical activity receives adequate support, including manpower, resources as well as time for organising activities and attending related training.

(2) Physical activity arrangement

- ◆ To give priority to young children's age, motor skills development, physical need and health educational messages when designing and conducting physical activity;
- ◆ To determine the average amount of time young children spend on physical activity in school per day and inform parents of the arrangements on physical activity. Encourage parents to cooperate with the school and ask them to engage their young children in physical activity after school so that they could accumulate adequate amount of physical activity every day so as to meet all the recommendations as stipulated in Part 1 of *Physical Activity Guide for Children Aged 2 to 6*;
- ◆ To measure the height and weight for young children at least twice a school year and assess their weight status by referring to the "Weight-for-Height Chart" (Figure 4 and Figure 5 in Part 3). Inform parents of the result;
- ◆ To schedule main meals and physical activity properly. Vigorous physical activities (e.g. running or rope skipping) should be avoided within one hour of the main meal;
- ◆ To encourage young children to drink plenty of water during or after physical activity sessions; and
- ◆ Do not use physical training as a form of punishment for young children with behavioural or disciplinary problems.

(3) Publicity and communication

- ◆ To inform parents of their young children's participation in school physical activity through various channels including notice, email and website so that they may gain a better understanding of their children's activities at school;
- ◆ To encourage parents to inform the school of the young children's health status and their engagement in physical activity after school;
- ◆ To inform parents of the importance of physical activity outside school. Encourage them to act as role models for their children by practising regular physical activity in their daily life; and
- ◆ To organise at least one physical fitness programme in particular to promote cooperation among families, school and the community (e.g. family activity day, sports day) in each school year.



Points to note

After formulating the "School Physical Activity Policy", kindergartens and child care centres may designate a staff to coordinate the measures relating to the promotion of physical activity and to implement the policy through concrete measures. Implementation of the policy can be divided into three stages: short, medium and long-term. The school should build the capacity of stakeholders and enhance their effectiveness progressively and systematically.

M Questions

1. The three major steps in formulating a school physical activity policy are...
 - A. Deliberation on and establishment of the objective → Communication → Review and revision
 - B. Communication → Deliberation on and establishment of the objective → Review and revision
 - C. Deliberation on and establishment of the objective → Review and revision → Communication
 - D. There are no specific steps. Schools can make flexible arrangements in accordance with their circumstances.
2. Which of the following should be kept in mind when formulating a school physical activity policy?
 - A. Establishing a healthy and active environment
 - B. Enabling young children to develop a habit of regular physical activity on a daily basis
 - C. Promoting the importance of physical activity on a long-term basis
 - D. All of the above
3. Which factor(s) should be given priority when designing and conducting physical activity?
 - A. Young children's age
 - B. Motor skills development
 - C. Physical need
 - D. All of the above

Answers:

1. A (please refer to P.15)
2. D (please refer to P.16)
3. D (please refer to P.17)



GIRLS
WEIGHT FOR HEIGHT

BOYS
WEIGHT FOR HEIGHT

Part 3

Measuring Height and Weight of Young Children

(I) Measuring Height and Weight of Young Children

The statistics collected by the Student Health Service of the Department of Health showed that the problem of childhood obesity has been on the rise in recent years in Hong Kong. The percentage of overweight and obese among primary one students has increased from 11.3% in 1996/97 to 17.1% in 2008/09. Although it decreased to 15.3% in 2010/11, this problem has still become prevalent among young children, as the rates were 11.6% in 2017/18. If children are overweight or obese, they are more likely to remain obese in adulthood with increased risks in developing diabetes mellitus, hypertension and cardiovascular diseases. This situation is of major concern.

The most effective way to control childhood obesity is through prevention and early intervention. Regular weight monitoring is important to the health of young children. Kindergartens and child care centres are recommended to measure the height and weight of young children regularly (e.g. twice in a school year). Young children's height and weight change as they grow up. As such, the Department of Health takes reference from previous statistics on the height and weight of Hong Kong children¹⁹ and adopt the Weight-for-Height Chart to assess the weight status of growing young children. Kindergartens and child care centres may refer to this chart when assessing the weight status of young children and keep parents informed of the assessment result.

Assessing the height and weight status of young children is not difficult. Please refer to the following steps:

Step (1)
Measure the young child's height and weight



Step (2)
Refer to the Weight-for-Height Chart



Step (3)
Find out the weight status of young children



Step (1) Measure the Young Child's Height and Weight

Ensure that all equipment works properly and gives accurate readings before taking the measurement. If a wall ruler is used for height measurement, please ensure that it is placed vertically. The marks of the ruler should be positioned at the corresponding height (Place the 0 cm mark of the ruler at the ground level. If the mark starts at 30 cm, the ruler should be placed vertically at 30 cm above the ground. Check the height of the marks to ensure accuracy.) The measuring equipment should be placed in a partitioned area to ensure privacy.

A proper measuring method is a key to accurate height and weight reading. Please refer to the following recommendations:

How to measure standing height

- ◆ Remove shoes and hair ornaments;
- ◆ Stand up straight against the wall; keep thighs together and straight; heels, calves, buttocks, back and head should make contact with the wall (as shown by the red arrows in Figure 3);
- ◆ Look straight ahead and breath normally;
- ◆ Read the measurement horizontally. Record the height in centimetres (cm) (correct to one decimal place);
- ◆ Repeat the measurement once. Record the average of the two readings as the final.

How to measure weight

- ◆ Digital scales are recommended;
- ◆ Place the scale on level ground;
- ◆ Remove shoes and heavyweight clothing;
- ◆ Stand still on the central part of the weighing scale and maintain balance;
- ◆ Look straight ahead with arms hanging loosely by the sides;
- ◆ When the reading steadies, record the weight in kilograms (kg) (correct to one decimal place).

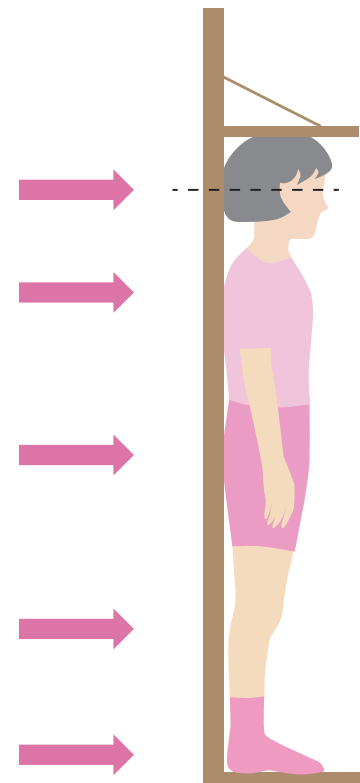


Figure 3 Correct standing posture against the wall

Step (2) Refer to the Weight-for-Height Chart

The Weight-for-Height Chart helps you assess if the weight of a young child is appropriate for height.

For boys, use the Chart in Figure 4; for girls, Figure 5. Mark the height and weight of the young child in both axes of the chart; then extend upward and rightward from the two markings respectively for an intersection point.

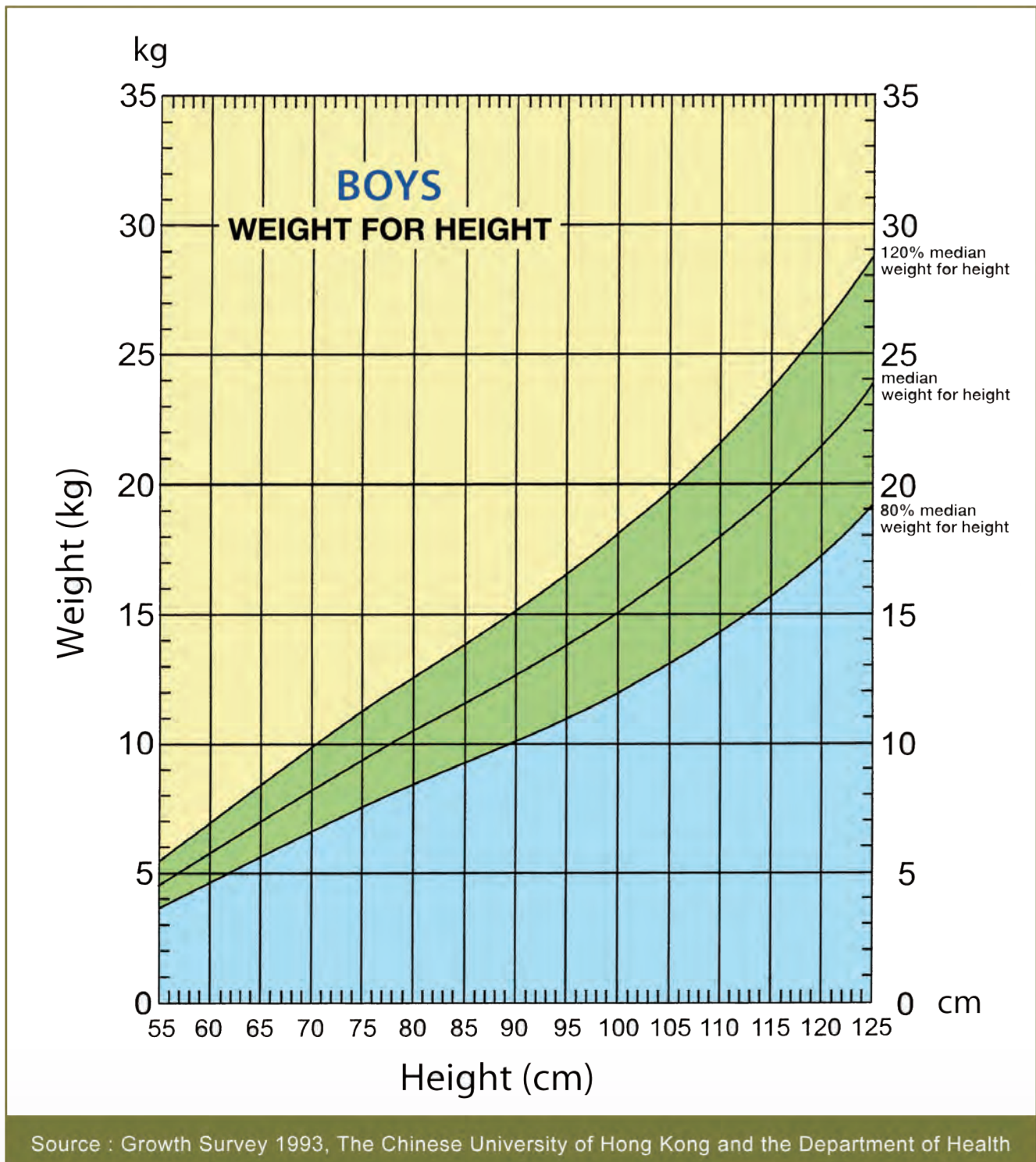
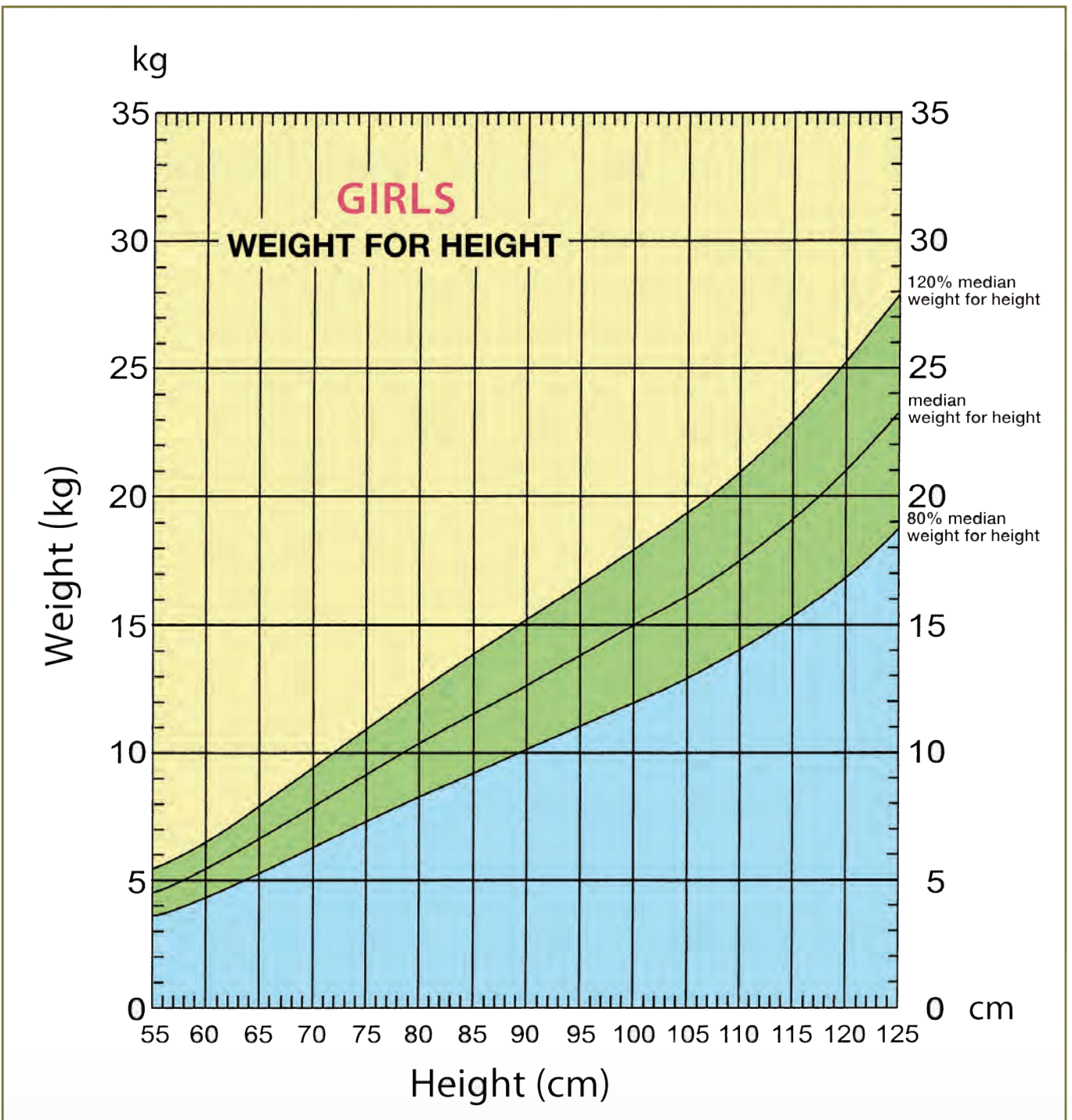


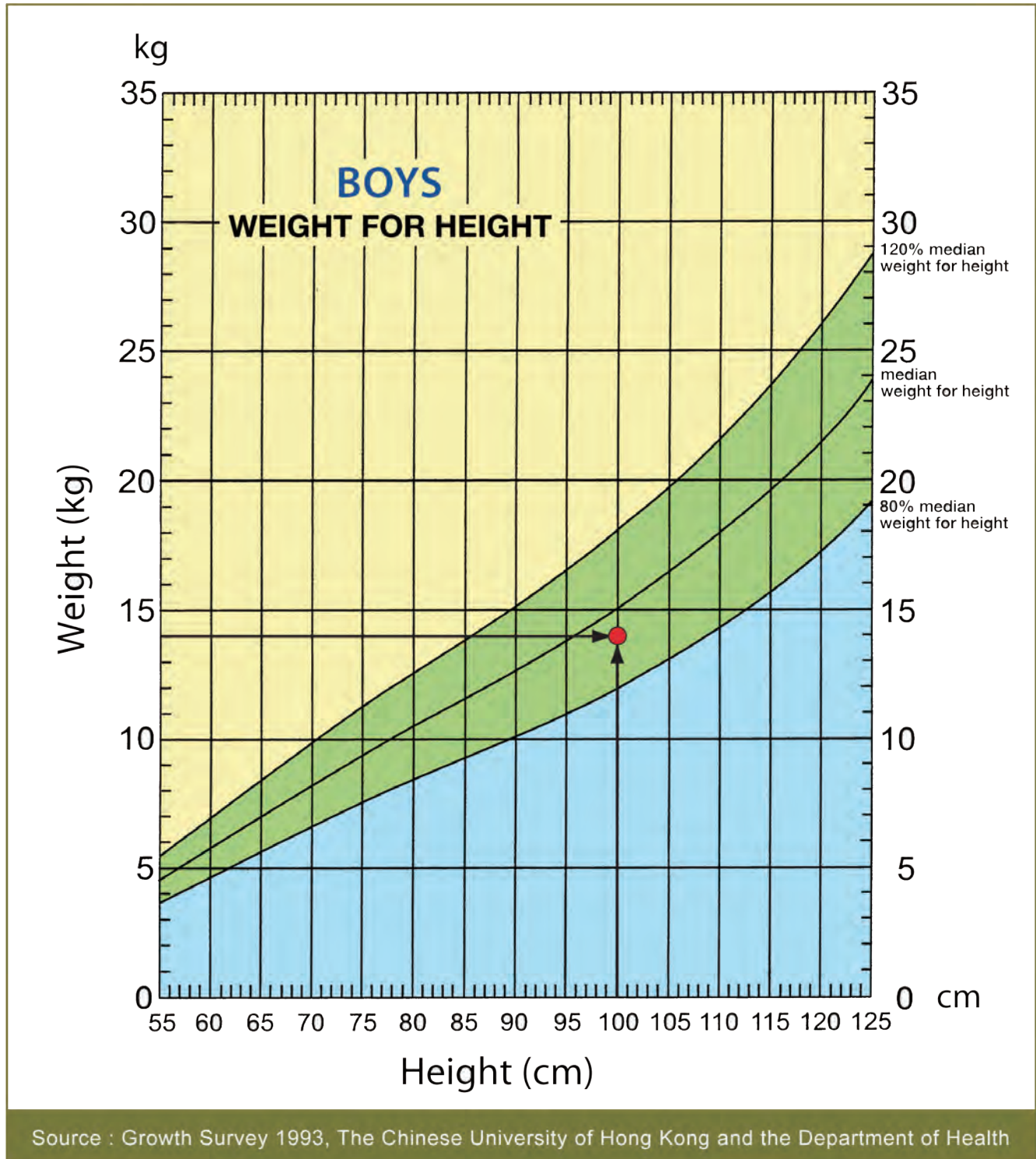
Figure 4 Weight-for-Height Chart (boys)¹⁹



Source : Growth Survey 1993, The Chinese University of Hong Kong and the Department of Health

Figure 5 Weight-for-Height Chart (girls)¹⁹

Example: A boy is 100 cm in height and 14 kg in weight. Find the intersection point ● as shown in the graph below.



Source : Growth Survey 1993, The Chinese University of Hong Kong and the Department of Health

Figure 6 Weight-for-Height Chart (boys)¹⁹ - example

Step (3) Find out the Weight Status of Young Children

Overweight

If the intersection point ● is in the yellow area (■), the young child's weight exceeds the weight-for-height reference value, and the young child is overweight. Please keep the parents informed and advise them to bring the young child to consult the family doctor or contact their designate Maternal and Child Health Centre for further assessment.

Normal weight

If the intersection point ● is in the green area (■), the young child's weight is within the weight-for-height reference value (i.e. within the range 80% to 120% of the median weight-for-height), indicating a normal weight. Referring to the example shown in Figure 6, the boy's height is 100 cm, and weight is 14 kg. The intersection point ● is in the green area, and the weight of the boy is normal.

Underweight

If the intersection point ● is in the blue area (■), the young child's weight is below the weight-for-height reference value, and the young child is underweight. Please keep the parents informed and advise them to bring the young child to consult the family doctor or contact their designate Maternal and Child Health Centre for further assessment.

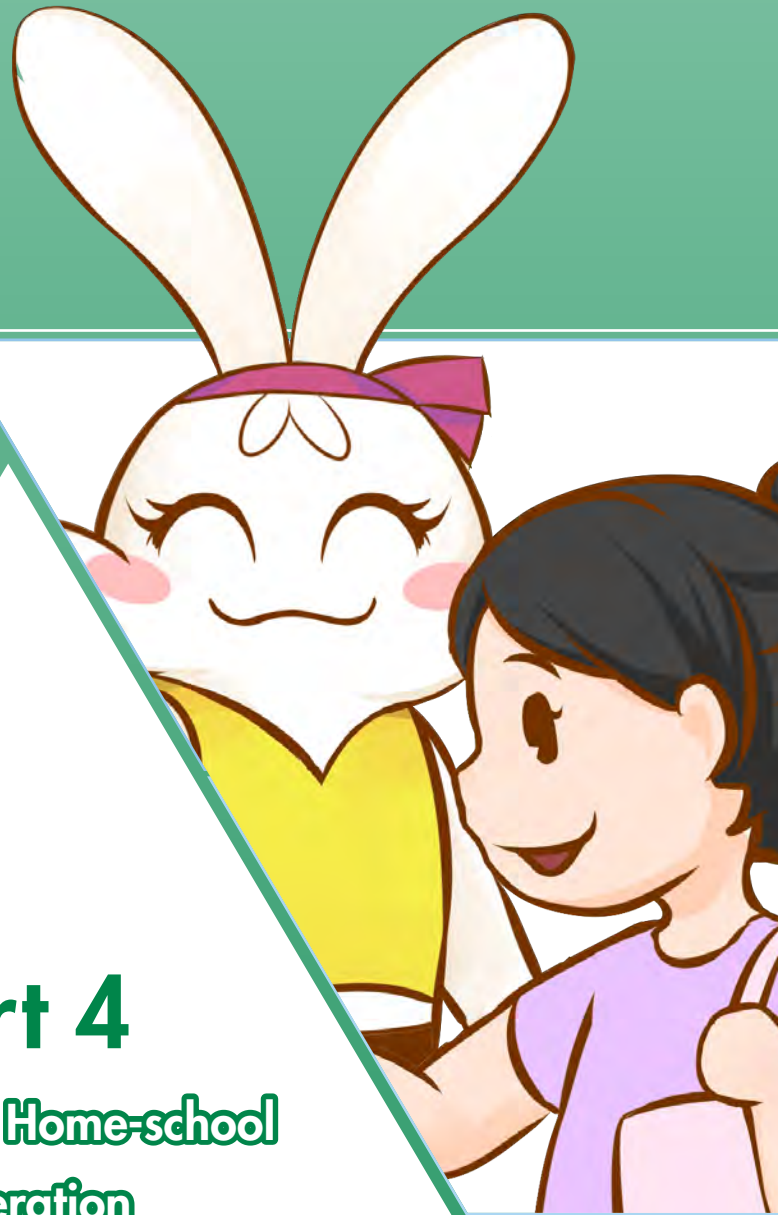
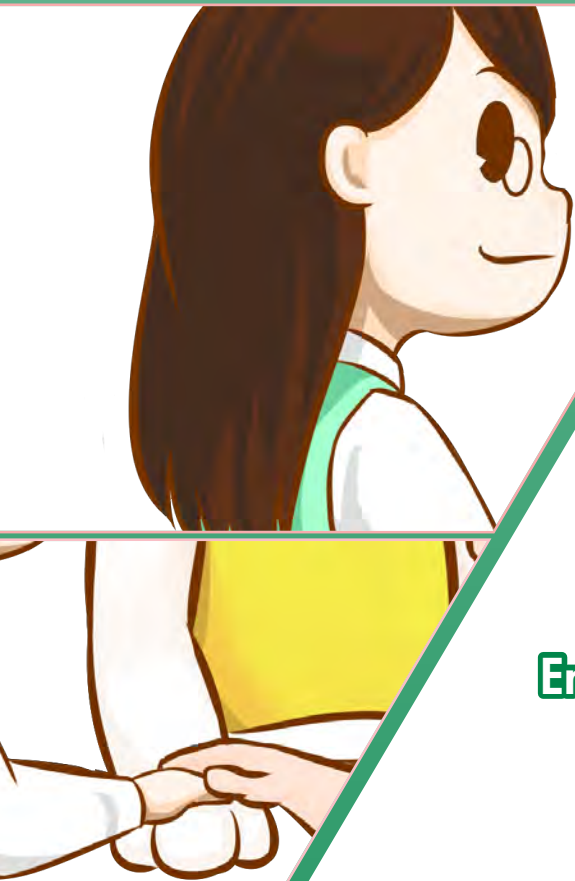


(II) Questions

1. Which of the following descriptions about height measurement for young children is **incorrect**?
 - A. Stand straight with the back against a wall and the heels, calves, buttocks and head touching the wall. Keep both legs together and straight.
 - B. Look down and breathe normally.
 - C. Read the measurement at eye level. Record the height in centimetres.
 - D. Repeat the measurement and take the average of the two readings.
2. Which colour area represents a normal weight in the Weight-for-Height Chart?
 - A. The yellow area
 - B. The green area
 - C. The blue area
 - D. The black area

Answers:

1. B (please refer to P.21)
2. B (please refer to P.25)



Part 4
Encouraging Home-school
Cooperation

(I) Home-school Cooperation

Schools and parents are responsible for ensuring that young children take part in adequate physical activity. It is recommended that schools should determine the average duration young children spend on physical activity in school per day and keep parents informed of such arrangements. Schools should also encourage parents to work with the school to engage their young children in physical activity after school so that their young children could accumulate at least 180 minutes of physical activity every day, and young children aged 3 to 6 should engage in at least 60 minutes of moderate- to vigorous-intensity physical activities every day.

Here are some useful tips:

- ◆ Inform parents of the physical activity and games engaged by their young children at school through various channels so that parents will have a better understanding of these activities;
- ◆ Invite relevant professionals to hold talks or workshops on the importance of physical activity to the growth of young children;
- ◆ Encourage parents to inform the school of the young children's health status and the physical activity involved after school;
- ◆ Encourage parents to act as role models for their young children by actively participating in physical activity in the daily life so that their young children would learn from them and build up the habit of regular physical activity;
- ◆ Organise in each school year more health-related physical fitness activities, especially those promoting the cooperation among families, schools and the community (e.g. family activity day, sports day);
- ◆ Ask parents to limit the time spent on sedentary activities by their young children, such as watching TV and playing computer games;
- ◆ Encourage parents to use quality time with their young children, e.g. talking, reading, playing and doing physical activities to replace screen time; and
- ◆ Ask parents to ensure adequate sleep for young children.



(II) Questions

1. Who have the responsibility to ensure an adequate level of physical activity for young children?
 - A. Schools and parents
 - B. Parents and young children
 - C. Young children and schools
 - D. None of the above

Answer:

1. A (please refer to P.28)



Part 5
Frequently
Asked Questions

1. It is recommended that adults should accumulate at least 30 minutes of physical activity each day. Is the recommendation of 180 minutes too much for young children?

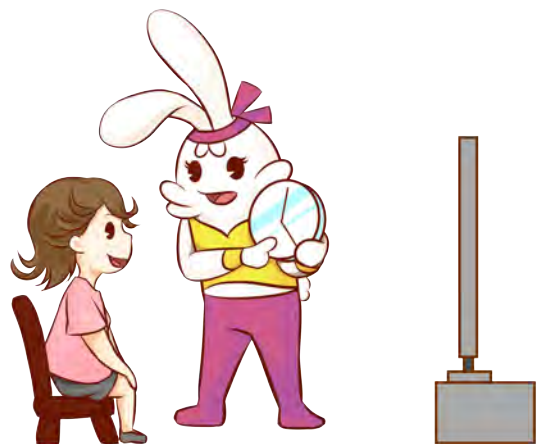
Answer: The recommendation for adults covers only physical activity of moderate to vigorous intensity, and excludes light intensity activities (e.g. slow walking). The 180-minute physical activity recommended for young children includes light intensity activities (e.g. playing with toys, dressing up and packing school bags) on top of more vigorous ones (e.g. brisk walking, rope skipping and playing hide-and-seek). Since young children tend to be physically active in an intermittent pattern with short bouts of rest in between, the recommended 180 minutes should be accumulated throughout the whole course of the day. Besides, as young children grow older, they need to engage in physical activities of higher intensity so as to enhance cardiorespiratory fitness and stimulate bone growth. Thus, the Department of Health recommends that for young children aged 3 to 6, the 180 minutes of physical activity should consist of 60 minutes of moderate- to vigorous-intensity physical activities. Some evidence shows that the physical activity level of young children may progressively decline as they grow. Also, it could be reduced after they have started primary one due to changes in the schooling environment. Therefore, it is necessary to help them form an active lifestyle with regular physical activity during their kindergarten stage.²⁰

2. Should the recommended 180 minutes of physical activity be of moderate or vigorous intensity?

Answer: Not necessarily so. As mentioned in this Guide, the 180 minutes of physical activity can be of any intensity (see Table 1) for young children of 2 years of age. Meanwhile, for young children of 3 to 6 years of age, the 180 minutes of physical activity should consist of 60 minutes of moderate- to vigorous-intensity physical activities. For young children, it is more important to accumulate adequate amounts of physical activity rather than to put emphasis on a particular intensity. However, it is worth noting that higher intensity of activities can promote cardiorespiratory fitness and bone growth more efficiently. Therefore, as they grow up, it is necessary to encourage them not only to build up an active lifestyle, but also to participate more in higher intensity physical activities for additional health benefits.

3. What are the adverse effects of screen time activity to young children; why should their screen time be limited?

Answer: Excessive screen activities undermine young children's motivations to explore the outside environments and learn new things, but also takes up the time for physical activity and sleep, which in turn may lead to obesity, inadequate sleep, affecting the development of social skills, visual symptoms and other health problems. Parents should also keep their young children away from TV while dining as this would spoil their appetite and hinder them from developing the ability to feed themselves. The Department of Health announced "Report of Advisory Group on Health Effects of Use of Internet and Electronic Screen Products" in 2014.¹² The Report summarised the close relationship between using screen products by children and physical health (include physical fitness and obesity, vision, musculoskeletal problems, hearing, injury and accidents, etc.), and psychosocial health (addiction, cognitive development and learning, sleep deprivation, aggressive behaviour, etc.). Hence, teachers and parents should restrict young children's screen time activity and substitute it by active physical plays for maximising their health benefits.



4. How should we arrange physical activity for young children who are overweight or obese?

Answer: Young children who are overweight or obese may have weaker exercise endurance and poorer agility due to lack of physical activity, so a step-by-step approach can be adopted for them. Teachers are advised to refer to Part 1 of this Guide for recommendations on the targeted amount of physical activity for young children. Based on the recommendations, teachers can make suitable adjustment according to their needs (for example, setting the duration of initial bouts at 15 to 20 minutes each). Besides, intermittent rests should be provided during exercise. Activities which require weight bearing such as frame-climbing, running and rope skipping may be too strenuous for them; cycling, jogging or swimming can be considered as alternatives. Once improvement in their physical fitness and body weight is achieved, the amount of physical activity can be increased accordingly for more health benefits.

5. Childhood obesity is temporary only; young children's body weight will be normalised as they grow up. Should we ignore it?

Answer: Lack of physical activity may result in a decline in exercise endurance and agility in obese young children. Subsequently, their ability to endure physical training and develop related skills may also be affected. More importantly, studies show that obesity is likely to persist from childhood to adolescence and even adulthood. Therefore, teachers should help young children cultivate an active lifestyle since young age by engaging them in habitual physical activities, which help maintain an optimal body weight and improve physical fitness.



6. Does profuse sweating indicate that the physical activity is too vigorous and need to be stopped immediately?

Answer: Sweating is a normal body response for regulation of body temperature during physical activity. As the physical activity intensity and duration increase, sweating increases as well. Therefore, it is not necessary to stop children from exercising when they sweat. However, measures to prevent heat stroke should not be overlooked during hot summer months. An indoor venue is preferable if the weather is hot. When an outdoor game is necessary, it should be scheduled for anytime but noon (such as morning). More importantly, teachers should make sure that children drink plenty of water for rehydration to avoid heat stroke.

7. Should young children focus on academic performance rather than spending much time doing physical activity at school?

Answer: It is stated in Kindergarten Education Curriculum Guide (2017) ¹⁶, issued by the Education Bureau, that "physical fitness and health" is one of the six key learning areas. This highlights the essential role of physical activity in the growth of young children. Indeed, physical activity can have a positive impact on their learning performance with potential to improve their attention span, patience, obedience and learning ability. Teachers should inform parents, through various channels, of the health benefits of physical activity for young children; and engage home-school cooperation to encourage them to exercise frequently and regularly for fun and healthy development.

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8. Is playing toys a kind of physical activity?

Answer: Yes. Although playing with toys may not be an energetic activity, it is good motor training for small muscles. Games like puzzles and building blocks can enhance young children's fine motor skills whereas activities involving large muscles such as tossing, throwing and catching of small soft balls can promote eye-hand coordination. As such, teachers should provide young children with adequate activities for training both large and small muscles, so as to promote their overall physical development.

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9. Should young children with asthma avoid doing any exercise?

Answer: It is safe for young children who have asthma to engage in a suitable amount of physical activity, which can improve heart and lung functions, increase physical fitness and boost immunity. In the long run, it has a positive effect on asthma control. For their safety, however, teachers should keep in touch with parents regularly to find out their health conditions; they should also know whether they are taking drugs or bronchodilators as instructed. Young children should always bring along their relieving medicine (including bronchodilators). Teachers should also closely observe their conditions and watch out for any asthmatic symptoms during physical activities. Should there be any signs and symptoms of an asthmatic attack, stop exercising and administer the appropriate relieving medicine at once, and notify parents for further medical care if necessary. Besides, young children with asthma should avoid exercising in cold and/or dry weather for fear of a higher likelihood of triggering acute attacks.

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10. Should physical activity be used as a form of punishment for behavioural and disciplinary problems?

Answer: Absolutely not. Physical activity aims to develop young children's vital skills, strengthen their physique and facilitate mental development. Physical activity as a form of punishment not only lowers their self-esteem and affects their self-image, but also reduces their motivation for physical activity. Young children may even lose their interest and motivation in physical activity as they grow up.

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Appendix 1 Evaluation of School Physical Activity Policy (Sample)

Date of review: 18/7/2019

Policy Statement:

Our school is committed to promoting the importance of physical activity to our students, parents and staff on a long-term basis. This is achieved by establishing a healthy and active environment conducive to young children's development of a habit of regular physical activity on a daily basis.

School administration	Executed	Pending to execute	Need improvement	Remarks
<ul style="list-style-type: none"> Appoint at least one designated staff to set up a committee or group with parents as members to assist the formulation and implementation of physical activity policy. 	✓			
<ul style="list-style-type: none"> Inform school personnel, parents and students of the School Physical Activity Policy and all relevant measures every school year. 	✓			
<ul style="list-style-type: none"> Review the school policy and the implementation of various measures by means of questionnaires and meetings in each school year. 	✓			
<ul style="list-style-type: none"> The School Physical Activity Group reviews the policy and draft amendments for consulting other staff and parents. The revised policy should come into effect upon the principal's approval. 	✓			
<ul style="list-style-type: none"> Ensure that the staff in charge of physical activity receives adequate support, including manpower, resources as well as time for organising activities and attending related training. 	✓			

Other comments regarding school administration:

Note: This example can be downloaded at: <https://www.startsmart.gov.hk/en/others.aspx?MenuID=23>

Physical activity arrangement	Executed	Pending to execute	Need improvement	Remarks
<ul style="list-style-type: none"> Give priority to young children's age, motor skills development, physical need and health educational messages when designing and conducting physical activity. 	✓			
<ul style="list-style-type: none"> Determine the average amount of time young children spend on physical activity in school per day and inform parents of the arrangements on physical activity. Encourage parents to cooperate with the school and ask them to engage their young children in physical activity after school so that they could accumulate an adequate amount of physical activity every day to meet the recommendations stipulated in Part 1 of <i>Physical Activity Guide for Children Aged 2 to 6</i>. 	✓			
<ul style="list-style-type: none"> Measure the height and weight for young children at least twice a school year and assess their weight status by referring to the "Weight-for-Height Chart" (Figure 4 and Figure 5 in Part 3). Inform parents of the result. 	✓			Example: Notice (5 / 5 / 2 0 1 9) Parents will be informed of the height and weight of their children on the Parents' Day.
<ul style="list-style-type: none"> Schedule main meals and physical activity properly. Vigorous physical activities (e.g. running or rope skipping) should be avoided within one hour of a main meal. 	✓			
<ul style="list-style-type: none"> Encourage young children to drink plenty of water during or after physical activity sessions. 	✓			
<ul style="list-style-type: none"> Do not use physical training as a form of punishment for young children with behavioural or disciplinary problems. 	✓			

Other comments regarding physical activity arrangement:

Publicity and communication	Executed	Pending to execute	Need improvement	Remarks
<ul style="list-style-type: none"> Inform parents of their young children's participation in school physical activity through various channels including notice, email and website so that they may gain a better understanding of their children's activities at school. 	✓			
<ul style="list-style-type: none"> Encourage parents to inform the school of the young children's health status and their engagement in physical activity after school. 	✓			
<ul style="list-style-type: none"> Inform parents of the importance of physical activity outside school. Encourage them to act as role models for their young children by practicing regular physical activity in their daily life. 	✓			
<ul style="list-style-type: none"> Organise at least one physical fitness programme in particular to promote cooperation among families, school and the community (e.g. family activity day, sports day) in each school year. 	✓			

Other comments regarding publicity and communication:

Example: The Family Activity Day was well received. Similar activities will be organised more frequently.

Appendix 2 "StartSmart@school.hk" Evaluation Form

Through this evaluation form, schools can have an understanding of the promotion of healthy lifestyles (healthy eating and physical activity) and monitor the progress in creating a healthy living environment. Schools may assess different areas and list out improvement initiatives and follow-up action. The goal is to create a sustainable environment and culture that is conducive to healthy eating and regular exercise.

This evaluation form can be downloaded at: <https://www.startsmart.gov.hk/en/others.aspx?MenuID=23>

Name of school: _____

Name and position of reviewer: _____

Evaluation date: _____

Areas of evaluation	Please tick the appropriate box			Remarks
	Yes	No	N.A.	
A. Administration				
1. Has the school appointed at least one designated staff to set up a committee or group with parents as members to assist in the formulation and implementation of the policy on healthy eating and physical activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Does the school inform its school staff, the catering staff as well as parents of its policy and all relevant measures on healthy eating and physical activity every school year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Does the school review the policy and the implementation of various measures on healthy eating and physical activity by means of meetings, questionnaires and face-to-face interviews every year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Does the meal arrangement and physical activity committee consult other teaching staff and parents before reviewing the policy and making amendments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Has the principal approved the revised policy before it comes into effect?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Have the teachers and staff responsible for promoting healthy eating/meal arrangement and physical activity received adequate support, including manpower, resources as well as time for organising activities and attending related training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Improvement and follow-up action:				

Areas of evaluation	Please tick the appropriate box			Remarks
	Yes	No	N.A.	
B. Meal arrangement				
1. Are young children's nutritional needs, nutritional value of food and hygiene given priority when designing meals and preparing events on special occasions on which food will be supplied (e.g. birthday party)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Does the school post its menu (including the ingredients used) on notice boards and/or websites for parents' reference and comment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Did the school issue a notice at the beginning of a school year to encourage parents, who tend to bring food from home, to follow the healthy eating policy of the school and prepare food that is in compliance with the recommendations of the <i>Nutrition Guidelines for Children Aged 2 to 6</i> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Does the meal arrangement committee monitor the type, nutritional quality and hygienic condition of food, conduct a review with the catering staff in each school year and follow up any areas for improvement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Does the school provide meals (e.g. breakfast, snacks and lunch) at a regular time every day in a comfortable environment and provide sufficient time for young children and school personnel to eat?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Are there at least 4 hours between each main meal?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Are there at least 1.5 hours between each snack session and a main meal?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Does the school forbid any promotion on unhealthy food and refuse any sponsorship from the food manufacturers of those food on school activities (e.g. sports day or birthday party)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Does the school use other gifts (e.g. stationery, stickers, story books, towels) instead of food as rewards or birthday party presents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Does the school notify parents about the food arrangement for the birthday party or other celebrations beforehand and encourage parents, who tend to bring food from home, to prepare food items that are in line with the school healthy eating policy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Improvement and follow-up action:				

Areas of evaluation	Please tick the appropriate box			Remarks
	Yes	No	N.A.	
C. Food provision (main meals and snacks)				
1. Does the school refer to the <i>Nutrition Guidelines for Children Aged 2 to 6</i> for its "Recommended servings for main meals" (Table 3) and "Recommended servings for snacks" (Table 6) when determining the servings for each main meal and snack?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Does the school use the Menu Evaluation Form in Appendix 4 of <i>Nutrition Guidelines for Children Aged 2 to 6</i> to ensure that the food provided every day is in line with the recommendations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Do young children have potable drinking water to use at all times?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. On the day of the birthday party, does the school provide healthy snacks as usual without providing food high in fat, salt and sugar (e.g. sausage, ham, chicken wings, and cream cake)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Improvement and follow-up action:				

Areas of evaluation	Please tick the appropriate box			Remarks
	Yes	No	N.A.	
D. Physical activity (implementation)				
1. Is the physical activity appropriate for the young children's age and physical development needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Is there any stretching or cool-down exercise before/ after the physical activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Does the school refer to the recommendations on safety regarding physical activity in <i>Physical Activity Guide for Children Aged 2 to 6</i> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Is there sufficient space and ample opportunities for young children to be creative and imaginative and to express themselves when doing physical activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Does the school encourage young children to drink plenty of water during or after physical activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Improvement and follow-up action:				

Areas of evaluation	Please tick the appropriate box			Remarks
	Yes	No	N.A.	
E. Health education and home-school cooperation				
1. Has the school referred to <i>Nutrition Guidelines for Children Aged 2 to 6</i> and <i>Physical Activity Guide for Children Aged 2 to 6</i> and included the elements of healthy eating and physical activity in the curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Does the school use different teaching activities (e.g. field visit, newspaper clipping, storytelling and singing/playing) to help young children learn more about healthy living?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Does the school organise activities that enhance the cooperation among, school and community in each school year (e.g. joining the Joyful Fruit Month held by the Department of Health) to promote healthy eating and regular exercise?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Does the school encourage the staff and parents to act as role models for healthy eating and regular exercise through various means of communication (e.g. notice, notice board and intranet)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Does the school communicate and exchange ideas with parents through various means (e.g. student handbook, notice, intranet and notice board) so as to encourage home-school cooperation in creating a healthy living environment at the institution and at home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Does the school provide parents with information on healthy eating or physical activity, e.g. distributing leaflets, pamphlets or health newsletters, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Does the school avoid giving food as rewards and delivering messages contradicting to healthy eating and regular exercise under all circumstances?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Improvement and follow-up action:				

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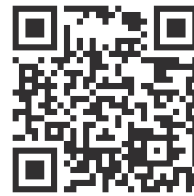
Tung Wah Group of Hospitals

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