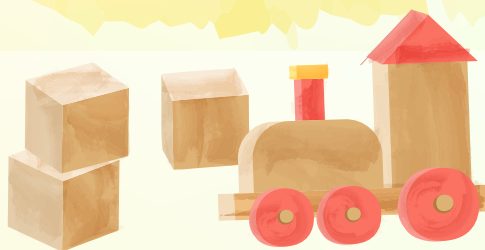




# Physical Activity Guide

## For Kindergartens and Child Care Centres

Revised 2024







# **Physical Activity Guide**

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## Foreword

### Lay a Solid Foundation for the Health of Our Children

Taking care of young children is likened to the cultivation of plants, both requiring meticulous attention and a favourable environment for growth. With over 100,000 young children attending kindergartens and child care centres in Hong Kong every year, kindergartens and child care centres are considered important places for supporting young children's positive development other than their home. Indeed, the school setting plays an essential role in fostering young children's living habits, promoting their health and preventing childhood obesity.

### Too little physical activity and too much sedentary time

According to the WHO Guidelines on *Physical Activity and Sedentary Behaviour* published by the World Health Organization (WHO), higher amounts of sedentary behaviour are associated with the incidence of cardiovascular disease, cancer and diabetes.<sup>1</sup> Insufficient physical inactivity 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 (DH), 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.<sup>2</sup> It can therefore be observed that the physical inactivity and sedentary behaviour of young children in Hong Kong have become matters of concern.

### Being active is beneficial to young children

If children are overweight or obese, they are more likely to remain obese in adulthood with increased risks of diabetes mellitus, hypertension and cardiovascular diseases. The most effective ways to control childhood obesity are prevention and early intervention. Moreover, active engagement in physical activity may also influence young children in many positive ways, including:

- Facilitating them in learning about body parts and functions through physical activity
- Helping them develop an awareness of the environment through bodily movements and sensory perception
- Enhancing their physical fitness, sensory functions and motor skills
- Building their willpower, confidence and courage
- Helping them develop a sense of self-protection and the ability to do so



## 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 Kindergartens and Child Care Centres* (the Guide), which is revised for the fourth time in 2024. The aim is to assist teachers of kindergartens and child care centres in designing a broader range of school-based physical activities and incorporating them into classroom teaching, making physical activity enjoyable, interesting and stimulating for children. Only in this way are young children best able to build a good physique and develop a habit of regular physical activity as part of a healthy lifestyle. We 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.

### How to use the Guide

This Guide is tailored for kindergartens and child care centres in Hong Kong, which are mostly attended by children aged two to five, with a minority of them being six years old. Base on the practical fact that these children are nurtured in the same education setting, recommendations for children aged five are also applied to those aged six, having considered that the greater the amount of physical activity together with adequate sleep, the more health benefits are noted.

To promote the health of young children, this Guide has provided samples of "School Physical Activity Policy" (see Part 2) and "Evaluation of School Physical Activity Policy" (see Appendix 1) for schools to monitor the implementation of their physical activity policy. Schools may also use the "StartSmart@school.hk" Evaluation Form (see Appendix 2) as a tool for checking on the progress of building a healthy school environment. For further reading regarding the guidelines, principles and recommendations on physical activity for young children, kindergartens and child care centres may refer to the following materials:

- *Operation Manual for Pre-primary Institutions* compiled by the Education Bureau<sup>3</sup>
- *Healthy Schools (Preschool) Award Schemes: Practical Guide to Promotion of Motor Development in 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 Education<sup>4</sup>

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# Part 1

**Get to Know Physical Activity  
for Young Children**

## (I) The 24-hour activity pattern of young children

Insufficient physical activity has been identified as a leading risk factor of non-communicable diseases (such as diabetes and cardiovascular diseases) and the major cause for the rise in the percentages of overweight and obesity. Globally, over 27% of adults and 80% of adolescents are not physically active enough.<sup>1</sup> In Hong Kong, 24.8% of persons aged 18 or above have insufficient physical activity according to the Population Health Survey 2020-22.<sup>5</sup> As for young children, according to the Survey on Healthy Lifestyle of Preschool Students 2016/17 conducted by the DH, over 70% of young children have less than 180 minutes of physical activity per day.<sup>2</sup>

There is a significant relationship between physical activity, sedentary behaviour and adequate sleep: increasing the amount of physical activity, reducing sedentary time and ensuring adequate and quality sleep in young children can improve their physical health and mental well-being, and help prevent childhood obesity and its associated diseases in their years to come. Having a healthy physical activity pattern, less sedentary behaviour and a good sleep habit early in life help young children sustain such habits through childhood, adolescence and into adulthood.

The 24-hour activity comprises sleep, sedentary time, as well as light-, moderate- and vigorous-intensity physical activity. The WHO and various countries have published guidelines on physical activity, sedentary behaviour and sleep for young children.<sup>6-14</sup> The recommendations offered include replacing sedentary time with more moderate- to vigorous-intensity physical activity, as well as ensuring that young children have sufficient and quality sleep. When being sedentary, young children are encouraged to spend quality time on interactive non-screen-based activities with a caregiver, such as reading, storytelling, singing or doing puzzles, which are vital 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.

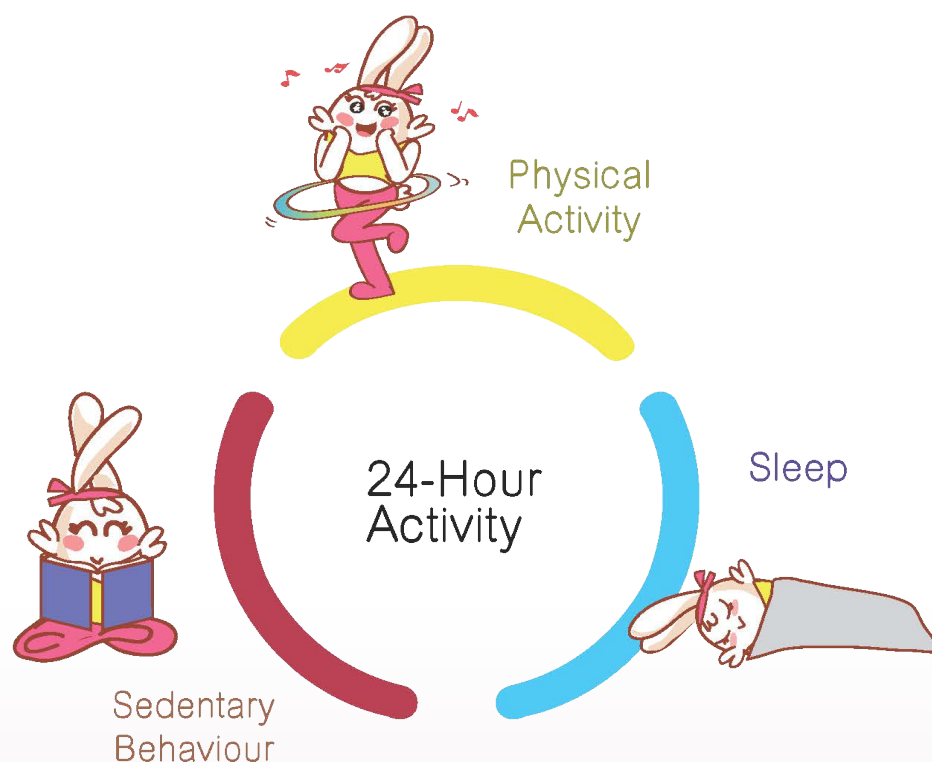


Figure 1 The pattern of 24-hour activity

## (II) Physical Activity, Sedentary Behaviour and Sleep Duration of 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. To young children, physical activity may mean running, jumping, climbing, throwing, walking, singing, dancing, or playing in the park, etc. Meanwhile, "exercise" is a kind of physical activities. It refers to planned and sustained physical activity that requires relevant skills to perform. The aim of exercise is to enhance our health-related physical fitness (including body composition, cardiorespiratory endurance, muscular endurance, muscular strength and flexibility). Children love playing games and having fun during the course. Incorporating game elements into physical activity is the best way to help them stay physically active and develop a healthy lifestyle.

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

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

\* Activity should be age-appropriate and meet the physical developmental needs of young children.

**Table 1 Physiological signs and common examples of physical activities by intensity level**

### Recommendations on physical activity for young children in kindergartens and child care centres

Schools and parents should encourage young children to develop good habits of doing 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 other health authorities<sup>6-11</sup>, it is recommended that:

- ◆ **Young children of 2 years of age:**  
should spend at least 180 minutes on 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 on 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 for the whole-person development of young children. For young children, having regular physical activity is an important step to achieve physical fitness and an effective way to develop their motor skills. These contribute to the growth of their muscles and bones in preparation for engaging in sports activity in their years to come. Physical activity can even improve young children's cardiovascular and metabolic health and reduce the accumulation of fat, thereby lowering the risk of non-communicable diseases such as cardiovascular diseases and diabetes. Engaging in physical activity is also vital for the cognitive development of young children in terms of enhancing their learning ability, memory, concentration and language ability. At the same time, 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 activity of higher intensity levels so as to promote their 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 in more physical activity of higher intensity levels.

These recommendations are for all healthy young children and are relevant to young children of different levels of ability. As for young children with disabilities or medical conditions, teachers and parents may seek additional guidance from a health professional.

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

According to various recent studies conducted in many places around the world, especially in developed countries, it was found that physical activity had a positive effect on the academic performance of school children.<sup>15</sup> Physical activity plays an essential role in the learning process and the 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 improve the classroom behaviour of young children. Through doing physical activity, they can also learn to relax and deal with stress even at a young age, along with building their self-confidence, self-esteem and developing a sense of belonging to the school. Therefore, balancing classroom teaching and physical activity will help build a learning environment that supports their holistic development.



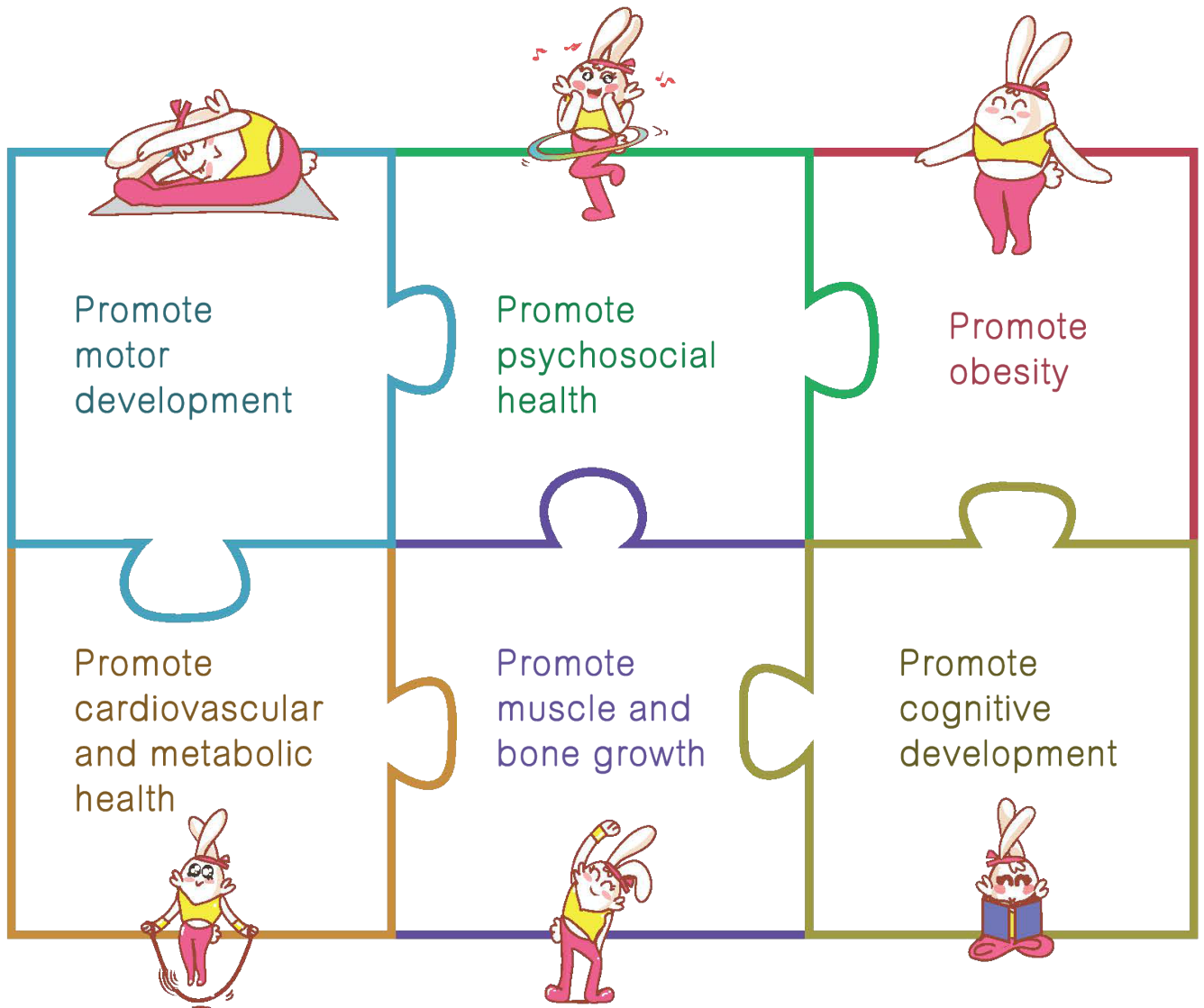


Figure 2 Benefits of physical activity to young children

## (2) Sedentary behaviour of young children

Sedentary behaviour is any waking behaviour performed 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 the time spent on passively watching screen-based entertainment such as watching TV or using a computer, a tablet or a smartphone. It does not include the time spent on playing active screen-based games, which involve physical activity or movements. Excessive screen-time activity not only undermine young children's motivations for exploring the outside environment and learning new things, but also take up the time for physical activity and sleep. These may in turn lead to obesity and inadequate sleep, affecting the development of social skills as well as contributing to discomfort in the eyes and other health problems.

"Non-screen-based sedentary time" usually refers to the time spent on sitting without enjoying screen-based entertainment. For young children, it includes the time spent on lying on a mat, sitting in a car seat, a high chair, a pram or a stroller with little movement, as well as sitting while 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 of these activities include reading, storytelling, singing, playing musical instruments, colouring, playing building blocks, paper-cutting, doing puzzles and playing games with teachers and parents.

### Recommendations on sedentary time for young children in kindergartens and child care centres

School and parents should encourage young children to avoid excessive sedentary activity and sitting time, as well as to develop a healthy lifestyle and healthy habits since early childhood. Taking reference from the guidelines on sedentary activity for young children currently adopted by the WHO and other health authorities<sup>6-10</sup>, it is recommended that children:

- ◆ 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.
- ◆ should engage in reading and storytelling with a parent/caregiver when being sedentary.
- ◆ should 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 favour their cognitive or psychosocial development.

Teachers and parents should act as their role models 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 activity, teachers and parents should be present to offer guidance and explanation, so as to exercise the educational function of such activity. They can further remind children to maintain a proper posture and keep an appropriate distance from the screen. Young children should also have breaks from time to time, look at distant objects to relax their eye muscles, and change their posture frequently to relax the muscles of their different body parts.

## **Benefits of doing less sedentary activity**

Spending less time restrained (e.g. staying in a pram/stroller, a car seat/high chair or being strapped to a caregiver's back) and not sitting for extended periods of time are beneficial to the health of young children. These benefits include lowering the risks of overweight or obesity 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 promote 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 time.

### Recommendations on sleeping time for young children in kindergartens and child care centres

Taking reference from the guidelines on sleep for young children currently adopted by the WHO and other health authorities<sup>6, 10, 12-14</sup>, it is recommended 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 the Recommendations and Putting Them into Practice

At the school level, teachers can take note from the *Kindergarten Education Curriculum Guide (2017)*<sup>16</sup> compiled by the Curriculum Development Council of the Education Bureau to arrange for various types of activities according to the learning and developmental needs of young children, with a view to helping them grow healthily and learn effectively. With respect to the physical activity arrangements in school, full-day and half-day kindergartens and child care centres can arrange for 90 to 105 minutes and 45 to 60 minutes of physical activities, music activities and art activities, respectively, for young children every day. Teachers should provide ample opportunities for all young children to engage in physical activity in school. 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 activities, and adopting appropriate learning and teaching strategies to develop children's physical, intellectual, social, creative and reasoning abilities.



The 180-minute physical activity recommended by the DH covers physical activities performed in any way, anywhere and at any intensity level, such as toilet time, physical activities, music activities and art activities in school. As young children grow, it is necessary for them to engage in more physical activity of higher intensity levels so as to promote their 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 in more physical activity of higher intensity levels, and to arrange 60 minutes of moderate- to vigorous-intensity physical activity in a day for young children aged 3 to 6 (K1 to K3). To accommodate young children's intermittent and sporadic activity style, it is inadvisable for teachers or parents to arrange for activity of extended duration, which may cause exhaustion and boredom.

The DH also encourages teachers to educate parents the importance of physical activity to young children through effective channels. Teachers should assess the average amount of time young children spent on physical activity in school each day and make it known to parents for them to find out how much longer they should engage them in physical activity after school. Through home-school cooperation, young children can actively participate in physical activity, enjoy the fun and cultivate a good habit of regular exercise. As a result, they can progress gradually according to their developmental needs and achieve the ultimate goal of engaging in an adequate amount of physical activity, meeting all the recommendations stipulated in Part 1 of the Guide.

## (IV) The Unique Physical Activity Pattern of Young Children

Like adults, young children need regular physical activity to stay healthy. However, they have less endurance and a shorter attention span compared to adults. Young children usually prefer interesting activity with game elements, while adults would give primary consideration to their health and interests. Therefore, these distinctive characteristics of young children should be taken into account when planning physical activity to meet their needs. It is recommended that the following factors should be considered when designing physical activity:

### **Young children tend to follow an intermittent and vigorous activity pattern**

On the one hand, young children, being vibrant and energetic, may not know how to adjust the intensity level of physical activity. They tend to engage in fast-tempo and vigorous activity. Compared to adults, young children have lower exercise endurance. Therefore, they usually exercise following 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 provided 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 the activity.

### **Give direct and concrete encouragement to enhance the sense of achievement**

Physical activity and games provide opportunities for young children to learn and experiment, helping them develop a sense of achievement. In addition, the positive experience of physical activity helps children build self-confidence, which in turn encourages the development of an active lifestyle and enhances their motivation for exploring new things.

### **Develop motor skills in early childhood**

Most motor skills are important for the daily lives of young children (e.g. walking, running and jumping). Young children will be able to take care of themselves with the sound development of motor skills (e.g. writing, putting on clothes and dealing with 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 them to be developed in later years. A study has shown that those who have developed good motor skills in early childhood will engage in physical activity more actively in their adulthood.<sup>17</sup>

### **Young children have shorter attention span**

Young children are active and energetic, but they have shorter attention span compared to adults. They may not be interested in prolonged physical activity. Therefore, teachers must identify young children's favourite activities from time to time and revise their lesson plans accordingly. They may use different learning themes or music, modify the type of exercises for the training of major and small muscles, or adjust the level of difficulty of motions. Through these approaches, physical activity lessons will become more interesting, guiding young children in enjoying regular physical activity as part of a healthy lifestyle.



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

A survey on unintentional injury conducted by the DH in 2018 revealed that for children aged 14 or below, the major causes of injury were fall (37.2%), sports (23.9%), sprain (15.4%) and hit/struck (15.0%). As for the place of occurrence, 29.0% of the injury episodes among children aged 0 to 14 took place at school/educational areas, 22.5% occurred at home and 14.7% happened at sports/athletics areas.<sup>18</sup> Thus, safety is very important for young children during physical activity in class. These findings do not suggest that schools should reduce the amount of physical activity to avoid injury. On the contrary, they must familiarise themselves with guidelines on exercise safety and put in place appropriate safety measures to prevent unintentional injuries of young children. This Guide will offer recommendations on some safety issues regarding physical activity which are worth noting (Table 2). We wish to enhance the safety awareness of teaching staff, so that young children can take part in physical activity in a safe environment and under properly planned circumstances to prevent avoidable injury.

Safety issue	Recommendations
<b>Physical activity arrangements</b>	<ul style="list-style-type: none"> <li>Teachers should take note of the physical conditions and medical history of young children to ensure that they are physically fit before engaging them in any physical activity;</li> <li>Young children should be engaged in adequate warm-up, stretching and cool-off exercises before and after the physical activity;</li> <li>Teachers should pay attention to the physical condition of young children from time to time. If any of them feels sick (e.g. experiencing severe shortness of breath, dizziness and vomiting), the activity should be stopped immediately for the children to take a rest;</li> <li>Staff members should give clear instructions to young children prior to each activity and ensure that they follow the instructions;</li> <li>Young children should put on suitable clothing and footwear for exercise but not any jewellery;</li> <li>Sufficient staff members should be arranged to supervise the children;</li> <li>Young children should not run, jump or chase around while playing with play equipments (e.g. slides); and</li> <li>The number of young children using the same play equipment should be limited to minimise the chance of collision.</li> </ul>
<b>Environment and equipment management</b>	<ul style="list-style-type: none"> <li>Free play should be carried out in places free of obstructions;</li> <li>Children should never be told to run with objects such as pillars, walls and trees as targets or boundaries;</li> <li>Play equipments should be firmly installed, regularly checked and maintained, and checked every time before use to ensure safety; and</li> <li>Attention should be paid to the weather and conditions during the activity, and vigorous activity should be avoided under extreme weather conditions.<sup>4</sup></li> </ul>
<b>Handling injuries</b>	<ul style="list-style-type: none"> <li>Staff members should familiarise themselves with the location of nearby hospitals with an accident and emergency department, the proper procedure to call an ambulance and the related telephone numbers;</li> <li>First aid cannot replace proper medical treatment. The school should encourage parents to seek further medical advice afterwards; and</li> <li>There should be at least one staff member 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.</li> </ul>

Table 2 Safety recommendations on physical activity<sup>3</sup>

## (VI) Questions

1. What are the benefits of adequate physical activity for young children?
  - A. Enhanced memory
  - B. Improved classroom behaviour
  - C. Better ability to deal with stress
  - D. All of the above
2. According to the recommendation of the DH, young children should spend no more than \_\_\_\_\_ each day on screen activity.
  - A. 1 hour
  - B. 1.5 hours
  - C. 2 hours
  - D. 2.5 hours
3. Young children are recommended to engage in sessions 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 amount of the daily physical activity level of young children?
  - A. Running
  - B. Swinging
  - C. Playing with toys
  - D. All of the above
5. According to the recommendation of the DH, 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 minute

## 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?

The school is a key setting where young children can learn good habits and attitudes. Therefore, kindergartens and child care centres must put in place a comprehensive "School Physical Activity Policy" for promoting physical activity 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 young children. Taking the circumstances peculiar to the school into consideration, they may set goals and formulate a policy to facilitate children in cultivating a habit of regular physical activity. The policy should be recorded in writing for all staff members and parents to access in order to foster home-school cooperation in achieving the desired goals. It is also recommended that kindergartens and child care centres should review the policy on a regular basis for improvement.

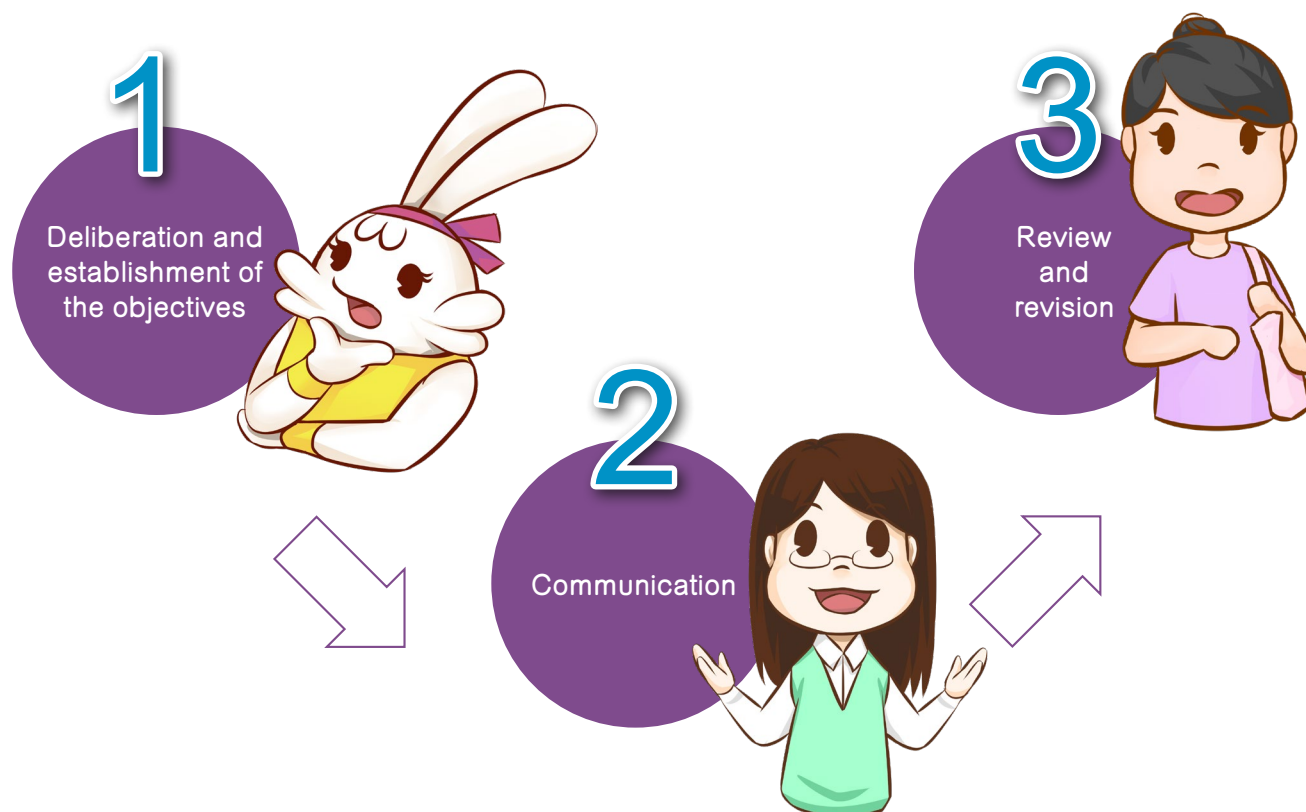
## (II) What are the Benefits of Having a Specific "School Physical Activity Policy"?

- ◆ To ensure sufficient resources would be allocated for implementing a comprehensive and sustainable physical activity policy in school;
- ◆ To create a supportive school environment and atmosphere for making physical activity more interesting and promoting children's participation in physical activity; and
- ◆ To enhance the awareness of physical activity among young children, teachers and parents for both parents and the school to instil consistent and positive concepts of healthy living in the children.



### (III) How to Formulate a “School Physical Activity Policy”?

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



#### Step 1: Deliberation and establishment of the objectives

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

#### Step 2: Communication

Kindergartens and child care centres should 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

The policy should be reviewed annually and revised when necessary (see Appendix 1 for a sample of "Evaluation of School Physical Activity Policy") for the objectives of the school policy to be attained with adequate manpower and resources.

## (IV) School Physical Activity Policy (Sample)

The following sample 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. Using this template, each school can formulate its own policy and practical measures to establish an energetic school environment.

# 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 will be achieved by establishing a healthy and active environment that facilitates young children in developing of a habit of regular physical activity on a daily basis.

Our school will implement the following measures:

### (1) School administration

- ◆ To appoint at least one designated staff member to form a committee or group with parents as members to assist in the formulation and implementation of the 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;
- ◆ To have the School Physical Activity Group review the policy and draft amendments for consulting other staff members and parents. The revised policy will come into effect upon the principal's approval; and
- ◆ To ensure that the staff members in charge of individual physical activities receive adequate support, including manpower, resources as well as time for organising the activities and attending related training.

## (2) Physical activity arrangement

- ◆ To give primary consideration to the age of young children, their motor skills development and physical needs, as well as educational messages regarding health when designing and conducting physical activity;
- ◆ To determine the average amount of time young children spent on physical activity in school per day and inform parents of the physical activity arrangements. Parents will be encouraged to cooperate with the school in engaging their children in physical activity after school for them to have an adequate amount of physical activity every day, with a view to meeting all the recommendations stipulated in Part 1 of the *Physical Activity Guide for Kindergartens and Child Care Centres*;
- ◆ To measure the height and weight of young children at least twice a school year and inform parents of the result;
- ◆ To encourage young children to drink plenty of water during or after physical activity sessions; and
- ◆ Not to 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 children's participation in school physical activity through various channels including notices, emails and the school website for them get a better understanding of their children's activity at school;
- ◆ To encourage parents to inform the school of the health status of their children and the physical activity they engage in after school;
- ◆ To inform parents of the importance of physical activity outside school. Encourage them to act as role models for their children by doing regular physical activity in their daily lives; and
- ◆ To organise at least one specific physical fitness programme for promoting the cooperation among families, the school and the community (e.g. family activity days, sports days) in each school year.



### Points to note

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

## (M) Questions

1. The three major steps in formulating a school physical activity policy are:
  - A. Deliberation and establishment of the objectives → Communication → Review and revision
  - B. Communication → Deliberation and establishment of the objectives → Review and revision
  - C. Deliberation and establishment of the objectives → Review and revision → Communication
  - D. There are no specific steps. Each school can make flexible arrangements in accordance with its 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 primary consideration when designing and conducting physical activity?
  - A. Age of young children
  - B. Motor skills development of young children
  - C. Physical needs of young children
  - 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)

# Part 3

## Measuring Height and Weight of Young Children

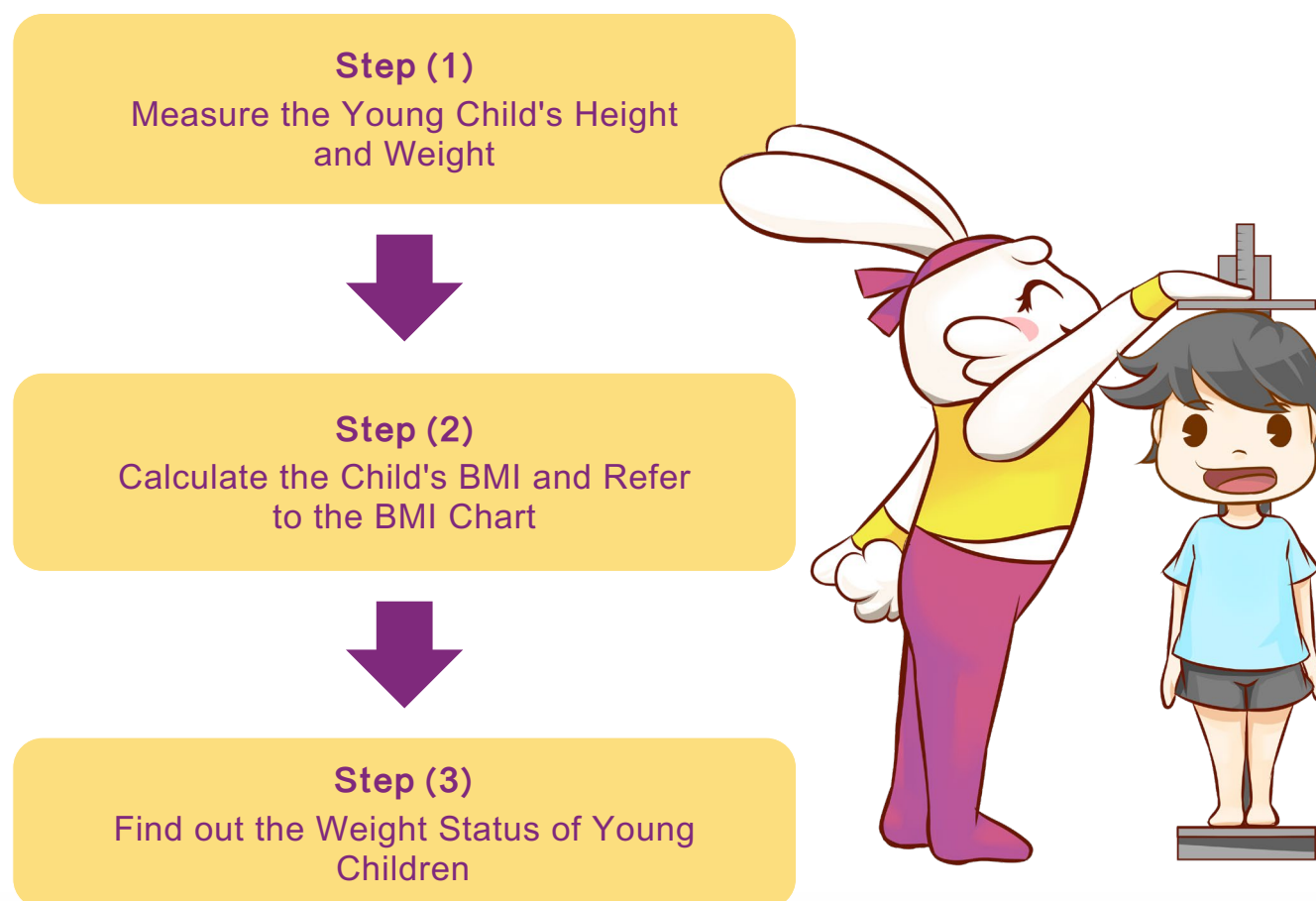


## (I) Measuring Height and Weight of Young Children

The statistics collected by the Student Health Service of the Department of Health showed that the percentage of overweight and obese among primary one students in the 2022/23 school year was 12.1%, indicating that the problem of childhood obesity still persists in Hong Kong. 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). The Department of Health recommends using Body Mass Index (BMI) Charts of the Hong Kong Growth Charts 2020<sup>19</sup> 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

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.

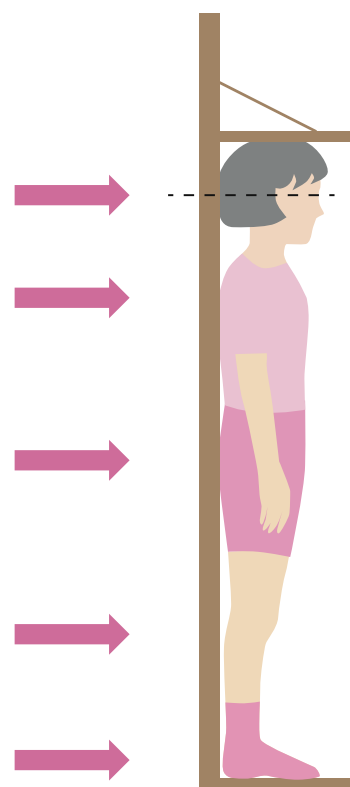
A proper measuring method is a key to accurate height and weight reading. Please refer to the following recommendations:

### 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) Calculate the Child's BMI and Refer to the BMI Chart

The BMI Chart helps you assess if the weight of a young child is appropriate.

First, calculate the child's BMI using the following formula:

$$\text{BMI} = \text{Body Weight (kg)} \div \text{Body Height (m)}^2$$

For example: A child's height is 98.0 cm and the weight is 14.5 kg.

$$\text{BMI} = 14.5 \div (0.98)^2, \text{ which equals to } 15.1 \text{ kg/m}^2.$$

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

**kg/m<sup>2</sup>**

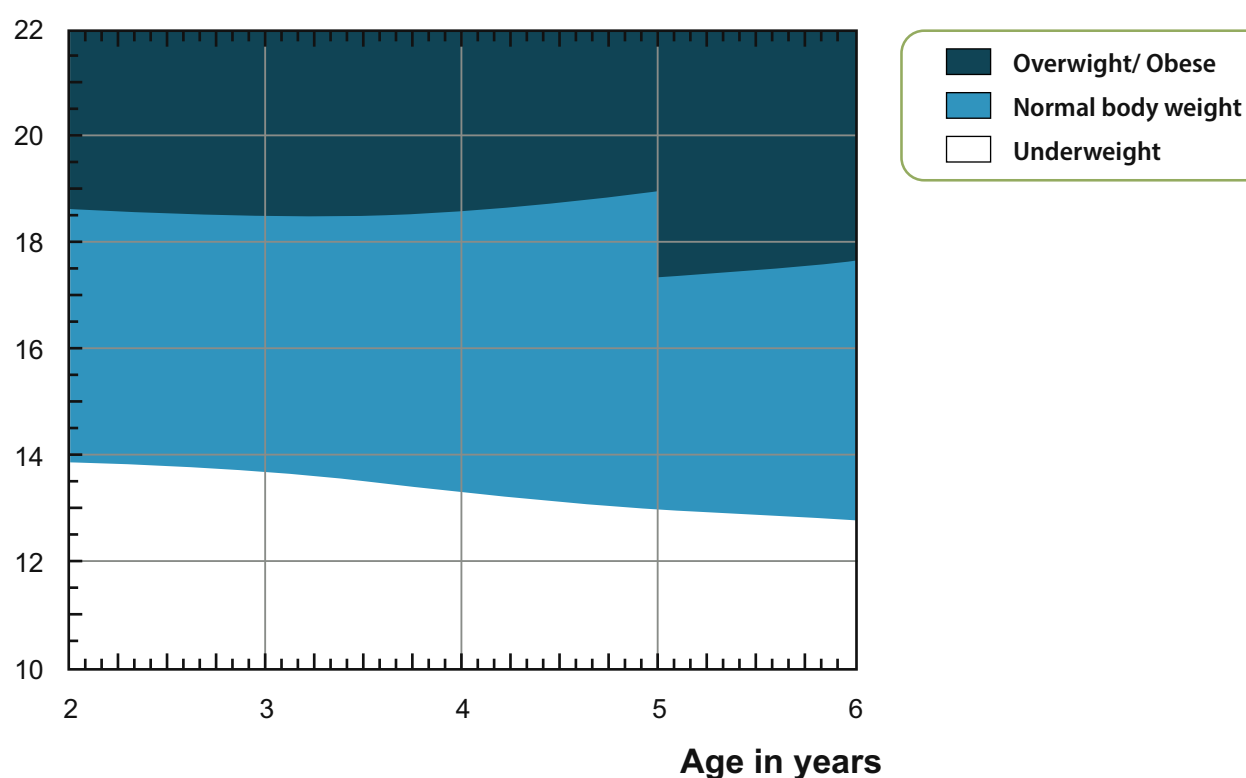


Figure 4: BMI Chart of Boys (2-6 years)<sup>19</sup>



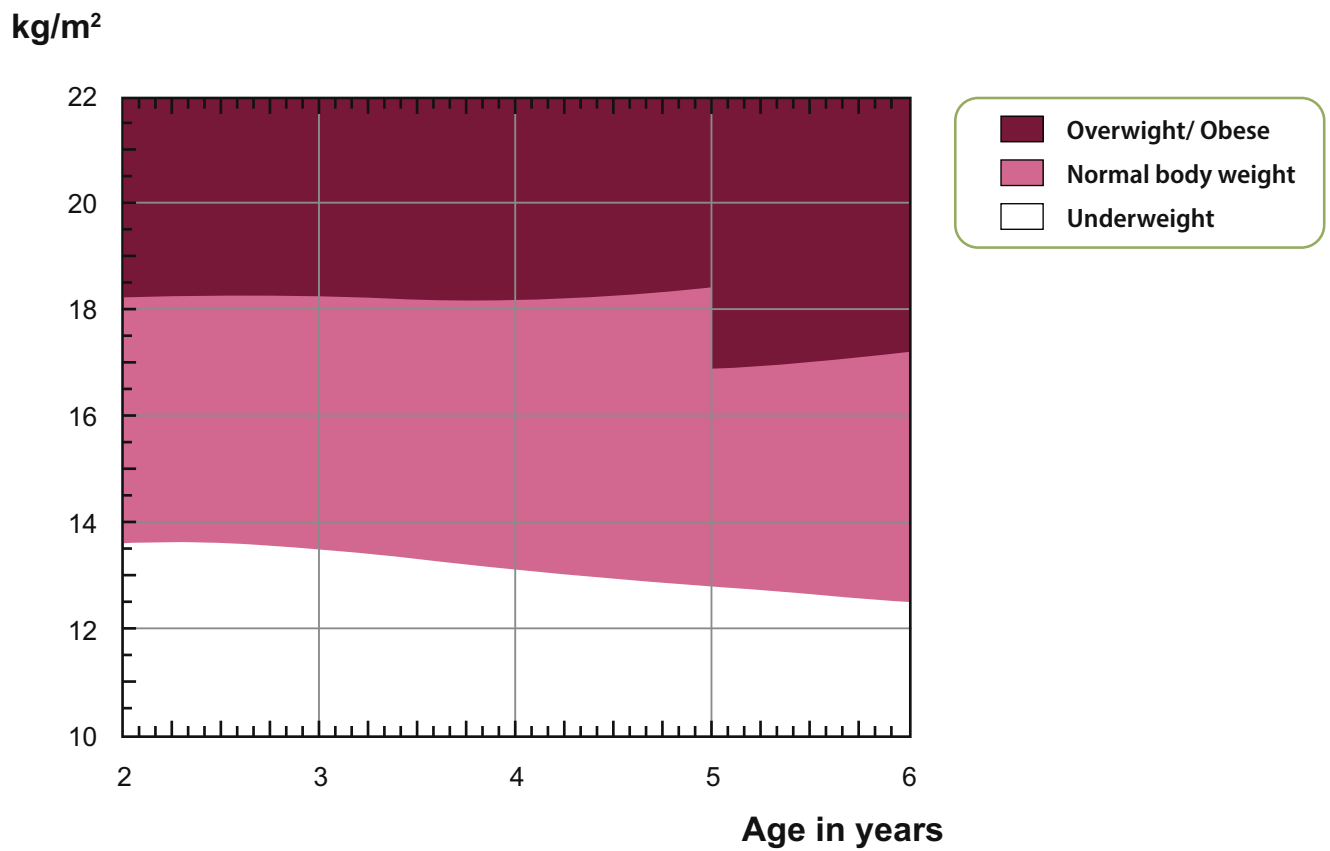


Figure 5: BMI Chart for Girls (2-6 years)<sup>19</sup>

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

Use the colour key on the BMI Chart to find out if the child is underweight, has a normal body weight, or is overweight / obese.

Example:

A boy is 3 years 6 months of age. His height is 98.0 cm and he weighs 14.5 kg.

His BMI =  $14.5 \div (0.98)^2$ , that equals to 15.1 kg/m<sup>2</sup>.

Identify the intersection point ● of his age and BMI as shown in the diagram below.

The intersection point is on the region of "normal body weight". This indicates that his weight status is appropriate.

kg/m<sup>2</sup>

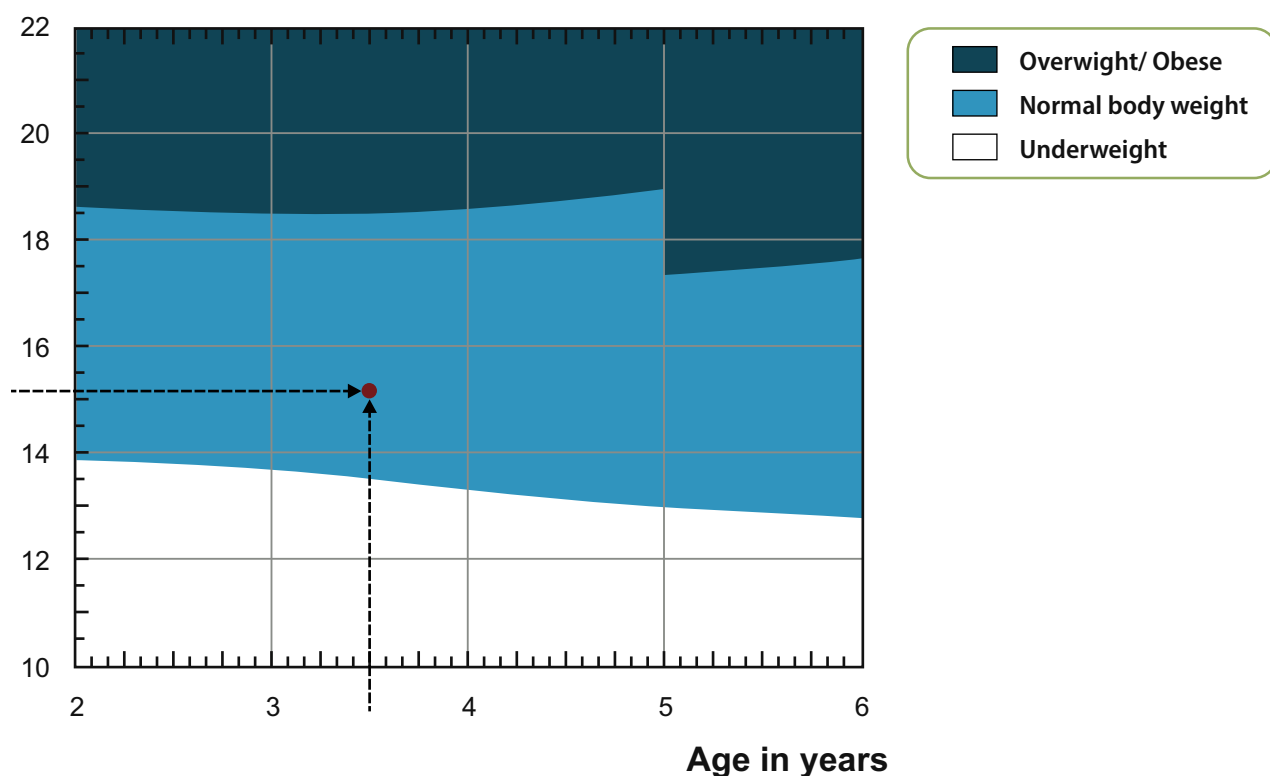


Figure 6: An example showing use of BMI Chart<sup>19</sup>

If the child is underweight or overweight / obese, please keep the parents informed and advise them to bring the young child to consult the family doctor or contact his / her designated 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. A child is with height of 100cm and weight of 15kg. What is the BMI of the child?
  - A. 0.0015
  - B. 1.15
  - C. 15
  - D. 150

## Answers:

1. B (please refer to P.21)
2. C (please refer to P.22)

# Part 4

## Encouraging Home-school Cooperation



## (I) Home-school Cooperation

Both the school and the parents are responsible for ensuring that young children take part in adequate physical activity. It is recommended that the school should determine the average duration young children spend on physical activity in school per day and keep parents informed of such arrangements. The school should also encourage parents to cooperate with it in engaging their young children in physical activity after school for them to have at least 180 minutes of physical activity every day, and children aged 3 to 6 to have at least 60 minutes of moderate- to vigorous-intensity physical activity every day.

Here are some useful tips:

- ◆ Inform parents of the physical activity and games their children engaged in at school through various channels for parents to have a better understanding of their children's activity at school;
- ◆ 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 health status of their children's and the physical activity they engage in after school;
- ◆ Encourage parents to act as role models for their children by actively participating in physical activity in the daily life, so that their children would learn from them and develop the habit of regular physical activity;
- ◆ Organise in each school year more health-related physical fitness activities, especially those promoting the cooperation among families, the school and the community (e.g. family activity days and sports days);
- ◆ Suggest parents to limit the time their children spent on sedentary activities, such as watching TV and playing computer games;
- ◆ Encourage parents to spend quality time with their children, e.g. talking, reading, playing and doing physical activity to replace screen time; and
- ◆ Suggest parents to ensure adequate sleep for their children.



## (II) Questions

1. Who has the responsibility to ensure that young children take part in adequate physical activity?
  - A. The school and the parents
  - B. The parents and young children
  - C. Young children and the school
  - D. None of the above

### Answer:

1. A (please refer to P.27)

# **Part 5**

## **Frequently Asked Questions**



## 1. Is the recommendation of 180-minute physical activity too much for young children?

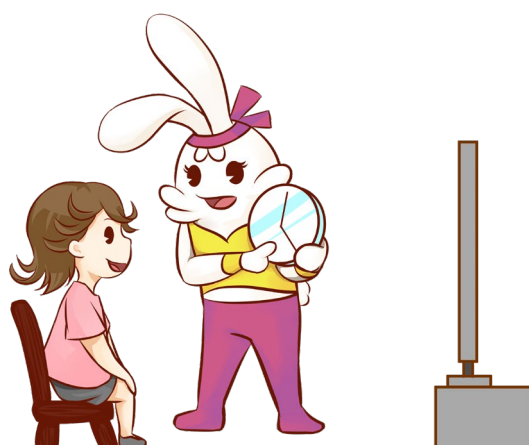
Answer: The 180-minute physical activity recommended for young children includes light-intensity activities (e.g. playing with toys, dressing up and packing school bags) to more vigorous ones (e.g. brisk walking, rope skipping and playing hide-and-seek). Since young children tend to be physically active following an intermittent pattern with short breaks in between, the recommended 180-minute physical activity should be accumulated throughout the day. Besides, as young children grow older, they need to engage in physical activity of higher intensity levels to enhance their cardiorespiratory fitness and stimulate their bone growth. Therefore, the DH recommends that the 180 minutes of physical activity should consist of 60 minutes of moderate- to vigorous-intensity physical activity for young children aged 3 to 6.

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

Answer: Not necessarily so. As mentioned in this Guide, the 180 minutes of physical activity can be of any intensity level (see Table 1) for young children of 2 years of age. As 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 activity. For younger children, it is more important to have an adequate amount of physical activity rather than to put emphasis on a particular intensity. However, it is worth noting that activity of higher intensity levels can promote cardiorespiratory fitness and bone growth more efficiently. Therefore, as children grow up, it is necessary to encourage them not only to develop an active lifestyle, but also to participate in more physical activity of higher intensity levels for additional health benefits.

## 3. What are the adverse effects of screen-time activity on young children, and why should their screen time be limited?

Answer: Excessive screen-time activity not only undermine young children's motivations for exploring the outside environment and learning new things, but also takes up the time for physical activity and sleep. These may in turn lead to obesity and inadequate sleep, affecting the development of social skills as well as contributing to discomfort in the eyes and other health problems. Parents should keep their children away from the TV while dining as it would spoil their appetite and hinder them from developing the ability to feed themselves. According to the



"Report of Advisory Group on Health Effects of Use of Internet and Electronic Screen Products"<sup>20</sup> issued by the DH, there is a close relationship between the use of screen products by children and their physical (e.g. physical fitness and obesity, vision, musculoskeletal problems, hearing, injury and accidents) and psychosocial health (e.g. addiction, cognitive development and learning, sleep deprivation and aggressive behaviour). Hence, teachers and parents should limit young children's screen time and substitute it with active physical play to maximise 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 a 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 adjustments according to their needs (for example, setting the duration of initial bouts at 15 to 20 minutes each). Besides, intermittent breaks should be provided during exercises. Activities requiring 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 only temporary, and young children's body weight will become normal as they grow up. Should we therefore ignore it?

Answer: A 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 engage young children in habitual physical activity to help them cultivate an active lifestyle at a young age. The aim is to assist them in maintaining an optimal body weight and improving their physical fitness.



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

Answer: Sweating is a normal body response for regulating the body temperature during physical activity. Sweating increases along with the increases in the intensity and duration of the physical activity. Therefore, it is not necessary to stop children from exercising when they sweat. However, measures to prevent heat stroke should not be overlooked during the hot summer months. An indoor venue is preferable if the weather is hot. When an outdoor game is necessary, it should be scheduled at anytime but noon (such as in the 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 on physical activity in school?**

Answer: It is stated in the *Kindergarten Education Curriculum Guide (2017)*<sup>16</sup> issued by the Curriculum Development Council of 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 may positively influence children's learning performance by improving their attention span, patience, obedience and learning ability. Teachers should inform parents, through various channels, of the health benefits of physical activity to young children, and encourage children to exercise frequently and regularly for fun and healthy development through home-school cooperation.

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## **8. Is playing toys a kind of physical activities?**

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

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## **9. 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 their mental development. Using physical activity as a form of punishment not only reduces 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 for physical activity as they grow up.

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## Appendix 1 Evaluation of School Physical Activity Policy (SAMPLE)

Date of review: 23/8/2024

### 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 will be achieved by establishing a healthy and active environment that facilitates young children in developing a habit of regular physical activity on a daily basis.

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

### Other comments regarding school administration:

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

Physical activity arrangements	Executed	Pending to execute	Needs improvement	Remarks
<ul style="list-style-type: none"> <li>Give primary consideration to the age of young children, their motor skills development and physical needs, as well as educational messages regarding health when designing and conducting physical activity.</li> </ul>	✓			
<ul style="list-style-type: none"> <li>Determine the average amount of time young children spend on physical activity in school per day and inform parents of the physical activity arrangements. Encourage parents to cooperate with the school in engaging their young children in physical activity after school for them to have an adequate amount of physical activity every day, with a view to meeting the recommendations stipulated in Part 1 of the <i>Physical Activity Guide for Kindergartens and Child Care Centres</i>.</li> </ul>	✓			
<ul style="list-style-type: none"> <li>Measure the height and weight of young children at least twice a school year and inform parents of the result.</li> </ul>	✓			
<ul style="list-style-type: none"> <li>Encourage young children to drink plenty of water during or after physical activity sessions.</li> </ul>	✓			
<ul style="list-style-type: none"> <li>Do not use physical training as a form of punishment for young children with behavioural or disciplinary problems.</li> </ul>	✓			

**Other comments regarding physical activity arrangement:**

Publicity and communication	Executed	Pending to execute	Needs improvement	Remarks
<ul style="list-style-type: none"> <li>Inform parents of their children's participation in school physical activity through various channels including notices, emails and the school website for them to get a better understanding of their children's activity at school.</li> </ul>	✓			
<ul style="list-style-type: none"> <li>Encourage parents to inform the school of the health status of their children and the physical activity they engage in after school.</li> </ul>	✓			
<ul style="list-style-type: none"> <li>Inform parents of the importance of physical activity outside school. Encourage them to act as role models for their children by doing regular physical activity in their daily lives.</li> </ul>	✓			
<ul style="list-style-type: none"> <li>Organise at least one specific physical fitness programme for promoting the cooperation among families, the school and the community (e.g. family activity days, sports days) in each school year.</li> </ul>	✓			

#### Other comments regarding publicity and communication:

Example: The Family Activity Day was well received by both students and parents. Similar activities will be organised more frequently in the future.

## Appendix 2 "StartSmart@school.hk" Evaluation Form

This evaluation form facilitates the school in understanding the status of promoting healthy living (healthy eating and physical activity) and monitoring the progress of creating a healthy living environment. The school may evaluate its performance in different areas listed in the form and list out the actual improvement measures and follow-up actions. The aim is to create and maintain an environment and a culture that facilitate healthy eating and regular exercise.

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

Name of school: \_\_\_\_\_

Name and position of reviewer: \_\_\_\_\_

Date of evaluation: \_\_\_\_\_

Area of evaluation	Please tick the appropriate box			Remarks
	Yes	No	N.A.	
<b>A. Administration</b>				
1. Has the school appointed at least one designated staff member to form 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. Has the school informed its teaching 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. Has the school reviewed 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. Has the meal arrangement and physical activity group consulted 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 came into effect?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Have the teachers and staff members responsible for promoting healthy eating/meal arrangements and in charge of individual physical activities received adequate support, including manpower, resources as well as time for organising the activities and attending related training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Improvement measures and follow-up actions:</b>				

Area of evaluation	Please tick the appropriate box			Remarks
	Yes	No	N.A.	
<b>B. Meal arrangements</b>				
1. Have the nutritional needs of young children, the nutritional value of food and hygiene been given primary consideration when designing meals and preparing events for special occasions during which food were supplied (e.g. birthday parties)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Has the school posted its menu (including the ingredients used) on notice boards and/or the school website for parents' reference and comment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Has the school issued a notice at the beginning of each 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 meets the recommendations of the <i>Nutrition Guide</i> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Has the meal arrangement group monitored the types, nutritional quality and hygienic condition of the food, conducted a review with the catering staff in each school year and followed up on any areas for improvement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Has the school provided meals (e.g. breakfast, snacks and lunch) at a regular time every day in a comfortable environment with sufficient time to eat for young children and school personnel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Have there been at least 4 hours between each main meal?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Have there been at least 1.5 hours between each snack session and main meal?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Has the school forbade any promotion of unhealthy food and refused any sponsorship in terms of such kind of food from food manufacturers during school activities (e.g. sports days and birthday parties)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Has the school used other gifts (e.g. stationery, stickers, story books and towels) instead of food as rewards or presents for birthday parties?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Has the school notified parents of the food arrangements for birthday parties or other celebrations beforehand and encourage parents who tend to bring food from home to prepare food in line with the school healthy eating policy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Improvement measures and follow-up actions:</b>				

Area of evaluation	Please tick the appropriate box			Remarks
	Yes	No	N.A.	
<b>C. Food provision (main meals and snacks)</b>				
1. Has the school referred to the "recommended servings for main meals" (Table 3) and "recommended servings for snacks" (Table 6) in the <i>Nutrition Guide</i> when determining the servings for each main meal and snack?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Has the school used the Menu Evaluation Form in Appendix 4 of the <i>Nutrition Guide</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. Have young children had access to potable drinking water at all times?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Has the school provided healthy snacks as usual instead of food high in fat, salt or sugar (e.g. sausages, ham, chicken wings or cream cakes) during birthday parties?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Improvement measures and follow-up actions:</b>				

Area of evaluation	Please tick the appropriate box			Remarks
	Yes	No	N.A.	
<b>D. Physical activity (implementation)</b>				
1. Has the physical activity been appropriate for the age and physical development needs of young children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Have there been any stretching or cool-down exercises before/after each physical activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Has the school referred to the recommendations on safety regarding physical activity in the <i>Physical Activity Guide for Kindergartens and Child Care Centres</i> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Have there been sufficient space and ample opportunities for young children to stay creative and imaginative and express themselves when doing physical activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Has the school encouraged young children to drink plenty of water during or after each physical activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Improvement measures and follow-up actions:</b>				



Area of evaluation	Please tick the appropriate box			Remarks
	Yes	No	N.A.	
<b>E. Health education and home-school cooperation</b>				
1. Has the school referred to <i>Nutrition Guide</i> and <i>Physical Activity Guide</i> and incorporated the elements of healthy eating and physical activity into the curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Has the school used 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. Has the school organised activities that enhance the cooperation among families, the school and the community in promoting healthy eating and regular exercise (e.g. joining the Joyful Fruit Month held by the Department of Health) in each school year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Has the school encouraged the staff and parents to act as role models regarding healthy eating and regular exercise through various means of communication (e.g. notices, notice boards and the intranet)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Has the school communicated and exchanged ideas with parents through various means (e.g. the student handbook, notices, the intranet and notice boards) to encourage home-school cooperation in creating a healthy living environment at school and at home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Has the school provided parents with information on healthy eating or physical activity (e.g. through distributing leaflets, pamphlets or health newsletters)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Has the school avoided giving out food as rewards or delivering messages which contradict to the principles of healthy eating and regular exercise under all circumstances?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Improvement measures and follow-up actions:</b>				

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(In alphabetical order)



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