Physical Activity Guide
For Children Aged 2 to 6
For Kindergartens and Child Care Centres
Revised 2018
Foreword

Lay a Solid Foundation of Health for Our Children

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

Too little physical activity and too much sedentary time

The World Health Organization has pointed out that physical inactivity is causing obesity and many chronic diseases. The 2005/06 Child Health Survey\(^1\) of the Department of Health showed that excluding physical education at school, only 16% of children were engaged in adequate amounts of physical activity every day. On the contrary, 58% of children spent at least 2 hours daily watching television, playing electronic games or surfing online. The survey revealed that most Hong Kong children lacked physical activity and led a sedentary lifestyle.

Being active is beneficial to children

Active engagement in physical activity may influence children in these positive ways:

- 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 in 2012 and revised this Physical Activity Guide for Children Aged 2 to 6 in 2018. 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, children are best able to learn necessary life skills, 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 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 children aged 2 to 6 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 and principles of physical activity in children, kindergartens and child care centres are encouraged to consider the following:

- **Operation Manual for Pre-primary Institutions** co-compiled by the Education Bureau and the Social Welfare Department
- **Reference Materials on Physical Activities in Kindergartens** compiled by the Curriculum Development Institute of the Education Bureau
- **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 Education
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Part 1
The Physical Activity Needs of Preschool Children
I. Health Benefits of Physical Activity

It is the duty of educational workers and parents to promote the physical fitness (Note 1) and health of children. Providing children with adequate physical activity and gameplay is an important step to develop their physical fitness, which not only promotes the health of children but significantly enhances their psychological development and social skills in the long run (Figure 1 and Table 1). It is evident that physical activity is essential to the whole-person development of children.

Figure 1  Physical activity and health of children

Note 1  Health-related physical fitness consists of five components: cardio-respiratory fitness, muscular fitness, body composition, flexibility and neuromuscular relaxation. Teachers may refer to the Practical Guide of Physical Fitness and Motor Development for Preschool Children, 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 for more details.
### Benefits of physical activity for children

<table>
<thead>
<tr>
<th>Category</th>
<th>Benefits</th>
</tr>
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</table>
| **Physical** | - Promoting the growth of muscles and bones  
- Promoting cardio-respiratory endurance  
- Enhancing immunity  
- Developing motor skills in preparation for engagement in sports activities in later years  
- Preventing chronic diseases such as hypertension, obesity, cardiovascular diseases and type 2 diabetes mellitus |
| **Psychological** | - Building up self-confidence and self-esteem  
- Learning and building of sportsmanship  
- Enhancing willpower and perseverance  
- Shaping the sense of self-worth  
- Learning to control emotions  
- Relieving anxiety and pressure |
| **Social** | - Strengthening communication and presentation skill  
- Promoting creativity and imagination  
- Developing a sense of responsibility  
- Learning to observe rules and respect others |

Table 1  Benefits of physical activity for children
II. Positive Effects of Adequate Physical Activity on Children's Learning

Increasing the amount of school time dedicated to physical activity can enhance academic performance

In recent years, various studies have been conducted in many places around the world, especially the developed countries (e.g. United States, Canada and New Zealand) to identify the relationship between the amount of physical activity of school children and their learning ability and academic performance. It was found that physical activity has a positive effect on the academic performance of school children.

According to a systematic review by the US Centre for Disease Control and Prevention, there is substantial evidence that physical activity can help improve students' academic achievement. Moreover, physical activity can enhance concentration and attention as well as improved classroom behaviour. Another meta-analysis showed that physical activity has positive effects on the mental health of students, indicated that physical activity led to improve mental health outcomes for all children.

It can be seen from the above studies that physical activity plays an essential role in the learning process and growth of school 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 school 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 students' holistic development.

Avoid excessive sedentary activities

TV programmes and entertainment in electronic formats are readily available in households these days. Movies, computer games, internet entertainment and video games are widely welcomed by children. However, these activities are sedentary and commonly referred to as "screen time". Excessive sedentary activities are not conducive to children's acquisition of new knowledge. The better way to promote their cognitive development and train their thinking and motor skills is through using the interactive learning mode. The Department of Health suggests the following arrangement for preschool children's daily screen activities:

- Children before 2 years old: avoid using any electronic screen products unless to do interactive video-chat under the guidance of parents.
- Children aged 2 to 5: the daily accumulated time to watch TV or use a computer, tablet computer or smartphone should be restricted to within one hour. The screen activities should be interactive and educative, and to be carried out under the guidance of parents.
- Establish a soothing routine about an hour before bedtime doing relaxing activities instead of screen activities. Do not place any screen products in the bedroom as they will affect sleep.
- Have breaks at times. Look at distant objects to relax the eye muscles. Often change postures to relax muscles of different body parts.

Teachers and parents may engage children in other activities if they ask for screen activities. Try to use quality time with children to replace screen time. Talking, reading, playing and doing physical activities with children can better facilitate their intellectual, language, motor and emotional development. When children are engaging in electronic screen activities, accompany them to talk about the content and give guidance to bring out the educational function of the product. Avoid rewarding children with extra screen time or punishing them with cutting it down.
III. Appropriate Amount of Physical Activity for Preschool Children

School and parents should encourage children to develop good habits of regular physical activity since early childhood. Taking reference from the guidelines of physical activity for children that is currently adopted by many countries and regions\(^8\),\(^9\), the Department of Health recommends that preschool children should:

1. Accumulate at least 180 minutes (i.e. 3 hours) of physical activity (which can be split into several bouts) daily;
2. Engage in everyday physical activity of different types and intensity levels, including light, moderate and vigorous levels (Table 2).

<table>
<thead>
<tr>
<th>Intensity</th>
<th>Physiological signs</th>
<th>Common activity examples*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Light</td>
<td>Breathing rate and heart rate normal; able to talk as usual</td>
<td>Slow walking, playing toys, dressing up, grooming, packing school bag</td>
</tr>
<tr>
<td>Moderate</td>
<td>Noticeable increase in heart rate and breathing rate; able to talk in short sentences or word-by-word</td>
<td>Brisk walking, cycling, paddling, playing slides, swinging, circuit games, hopscotch, tossing balls</td>
</tr>
<tr>
<td>Vigorous</td>
<td>Significant increase in heart rate and breathing rate; difficult to talk with ease</td>
<td>Running, rope skipping, dancing, playing in park, playing football, swimming</td>
</tr>
</tbody>
</table>

* Activities should be appropriate for the preschool children’s age and physical developmental needs.

Table 2  Physiological signs and examples of physical activity by intensities

Interpreting and practicing the recommendations

At the school level, teachers can take note from the Kindergarten Education Curriculum Guide (2017)\(^11\) compiled by the Curriculum Development Council for arranging various types of activity according to the learning and developmental needs of 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 children every day. Teachers should provide ample opportunities for all children to engage in physical activity in school. Also, kindergartens and child care centres should consider "play and learn" 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 in a day. For example, it can be any kind of activities conducted in school (e.g. toilet time and music, physical or arts integrated activity etc.). It can be activities performed after school, such as commuting between home and school on foot in the company of parents, stair climbing, playing, running and cycling in parks or playgrounds. Children can also enrol in various physical activity classes during their leisure time. At home, it can be playing with toys, dancing to music, and even include grooming and cleaning up. To accommodate children's intermittent and sporadic activity style, it is inadvisable for kindergartens and child care centres 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 children through effective channels. Teachers should assess the average amount of time spent on physical activity by 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, children can actively participate into physical activities, enjoy the fun and cultivate a good habit of regular exercise. Therefore, preschool children can progress gradually according to their developmental needs to achieve the ultimate goal of engaging in "at least 180 minutes of physical activity each day".
What kind and intensity of physical activity are included?

For preschool children, the amount of physical activity is more important than the intensity. Physical activity can enhance the development of children's gross motor and fine motor skills, and to foster their good health habits and self-care ability. Therefore, physical activity of any intensity level should be covered, for example, daily activities of light intensity such as slow walking and packing school bags, activities of moderate intensity such as cycling, stair climbing or engaging in teacher-led large-muscle activity sessions, and even activities of vigorous intensity such as chasing and running around, dancing, swimming etc. engaged after school. Of course, activity of a higher intensity can enhance cardio-respiratory fitness and stimulate bone growth; it can also improve their development of physical fitness and motor skills. For the maximum health benefit of children, teachers can consider administering a suitable amount of higher intensity activity. As children's leaders, teachers should give them ample opportunities to experience different kinds of physical activities within a safe environment. These are to train the fundamental motor skills of children, which are essential for them to cope with daily needs. Children may acquire better physical fitness and motor skills for participation in various sports activities in the future.

Case example:

Siu-lam is a 5-year-old boy. He has a 7-year-old brother studying in Primary Two. Siu-lam's parents, Mr and Mrs Li, are very active in their spare time; they often take the brothers outdoors to work out together. As the school is only a short distance from home, Mrs Li chooses to take Siu-lam school on foot. At the daily morning assembly, pupils do warm-up exercise under the teachers' instruction to start school energetically, and Siu-lam responds with much enthusiasm. In class, teachers adopt an interactive style of teaching; they encourage participation and ask the pupils to answer questions with matching body movements. Receiving much approval from teachers, Siu-lam reacts with vigour. At the teachers' instruction, Siu-lam does a series of large-muscle physical games, such as singing, dancing, obstacle course, climbing, playing ball game, etc. in integrated music, physical and arts activities. All these enable training of different fundamental motor skills like running, jumping, climbing, throwing, balance, stability, objects manipulation, etc. When school finishes, Mrs Li comes to pick up Siu-lam. The two of them walk home. On their way, Siu-lam tells Mrs Li his learning experience during the day. Sometimes Mrs Li even takes Siu-lam to the supermarket or wet market nearby for shopping, during which she teaches Siu-lam something new. At home, Mrs Li often let the brothers share the housework, such as folding clothes, tidying up toys, setting the table for meal, etc. Both Mr and Mrs Li also set rules restricting the time children spent watching TV, and it must be turned off during dinner. After dinner, the Li family goes to the park nearby for a walk as usual; the active Siu-lam, his brother and the other kids chase one another around, play hide-and-seek and play on slides and swings. After they have exhausted all their energy, they return home.
IV. Physical Activity Pyramid for Preschool Children

Teachers may refer to the Physical Activity Pyramid for Preschool Children (Figure 2) for an in-depth understanding of the type and appropriate amount of physical activity for children, and for a systematic planning of physical activity suitable for them.

The bottom of the Pyramid is the foundation of an active lifestyle. The activity listed there should take up most of the time assigned for physical activity every day. Children should be encouraged to engage in these daily activities as much as possible. Teachers and parents should create opportunities in the day for children to increase the amount of physical activity to enhance their physical fitness and motor development.

The types of activity in the second tier cover various forms of physical activity of higher intensity level compared with those in the tier below; some of them promote health-related physical fitness and the development of fundamental motor skills and social skills, which are important for children. Schools should incorporate as many elements of this particular tier as possible in their physical activity programmes. They should also encourage parents to allow children to take part in the programmes for better development of mind and body. As for the sedentary activities listed in the top tier of the pyramid, preschool children should keep them to the minimum because of their potential adverse effect on health.

* Teachers and parents are advised not to include excessive amounts of activities that are competitive or eliminative. Otherwise, children may lose interest in physical activities because of a sense of failure.

Figure 2  Physical Activity Pyramid for Preschool Children (co-compiled by the Centre for Health Education and Health Promotion of the Chinese University of Hong Kong and the Department of Health)
Like adults, children need regular physical activity to stay healthy. They have less endurance and a shorter attention span as compared with adults. 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 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:

Preschool children tend to follow an intermittent and vigorous activity pattern

Being vibrant and lively, 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, 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 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 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 children (e.g. walking, running and jumping). 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.12

Children have shorter attention span

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 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 children can thus be guided to enjoy regular physical activity as part of healthy lifestyle.
VI. Safety Tips for 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. Thus, safety during class physical activity is very important for children. These findings do not mean that schools should reduce the amount of physical activity to avoid injury. To prevent unintentional injury among 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 3). We hope that safety awareness among teaching staff could be enhanced so that children will be able to take part in physical activity in a properly planned and safe environment to prevent avoidable injury.

<table>
<thead>
<tr>
<th>Safety issue</th>
<th>Recommendations</th>
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</table>
| **Arrangement of physical activity** | - Teachers should take note of the physical condition and medical record of children to ensure that they are physically fit before involving them in any physical activity;  
- 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 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 child take a rest;  
- Clear instructions should be given to children prior to each activity, and the staff should ensure that children follow the instructions;  
- Children should put on suitable clothing and footwear for exercise with no jewellery worn;  
- Sufficient staff should be arranged to supervise children;  
- Children should not run, jump or chase around while playing on equipment (e.g. slide); and  
- The number of children using the same equipment should be limited to minimise the chance of collision. |
| **Environment and equipment management** | - Adequate space should be provided for each 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; and  
- Play equipment should be firmly installed, periodically checked and maintained, and should be checked every time before use to ensure safety. |
| **Handling injury** | - 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 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 3 Safety recommendations for physical activity

The Physical Activity Needs of Preschool Children
VII. Questions

1. What are the benefits of adequate physical activity for children?
   A. Enhanced memory
   B. Enhanced classroom behaviour
   C. Better ability to handle pressure
   D. All of the above

2. As recommended by the Department of Health, children aged 2 to 5 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. Preschool 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 children?
   A. Running
   B. Playing on a swing
   C. Playing with toys
   D. All of the above

Answers:

1. D (please refer to P.4)
2. A (please refer to P.4)
3. D (please refer to P.5)
4. D (please refer to P.5)
Part 2
Strategy to Enhance Physical Activity among Preschool Children
I. How can Physical Activity be Effectively Promoted among Children?

School is a key setting where 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 (e.g. teachers, parent representatives, etc.) should be involved in the formulation of the "School Physical Activity Policy" to meet the needs of the students. Taking the circumstances peculiar to the school into consideration, they may set goals and formulate a policy that is conducive to cultivate the habit of regular physical activity among 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 students, 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 students 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 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 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 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 children in physical activity after school so that children could accumulate at least 180 minutes of physical activity (which can be of any intensity level) every day;

◆ To measure the height and weight for school 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 students to drink plenty of water during or after physical activity sessions; and

◆ Do not use physical training as a form of punishment for 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 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 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.
V. 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 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. Children’s age
   B. Motor skills development
   C. Physical need
   D. All of the above

Answers:

1. A (please refer to P.13)
2. D (please refer to P.14)
3. D (please refer to P.15)
Part 3
Measuring Height and Weight of Children
I. Measuring Height and Weight of 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 was still prevalent among children, as the rate was 11.8% in 2015/16. 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 children. Kindergartens and child care centres are recommended to measure the height and weight of school children regularly (e.g. twice in a school year). 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 children and adopt the Weight-for-Height Chart to assess the weight status of growing children. Kindergartens and child care centres may refer to this chart when assessing the weight status of school children and keep parents informed of the assessment result.

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

- **Step (1)** Measure the child's height and weight
- **Step (2)** Refer to the Weight-for-Height Chart
- **Step (3)** Find out the weight status of children
**Step (1) Measure the 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 the nearest 0.1 cm);
- 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).
Step (2) Refer to the Weight-for-Height Chart

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

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

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

Figure 4 Weight-for-Height Chart (boys)
Figure 5  Weight-for-Height Chart (girls)\textsuperscript{14}

Source: Growth Survey 1993, The Chinese University of Hong Kong and the Department of Health
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) - example
Step (3) Find out the Weight Status of Children

Overweight
If the intersection point ● is in the yellow area ( ), the child’s weight exceeds the weight-for-height reference value, and the child is overweight. Please keep the parents informed and advise them to bring the 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 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 child’s weight is below the weight-for-height reference value, and the child is underweight. Please keep the parents informed and advise them to bring the 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 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.19)
2. B (please refer to P.23)
Part 4
Encouraging Home-school Cooperation
I. Home-school Cooperation

Schools and parents are responsible for ensuring that children take part in adequate physical activity. It is recommended that schools should determine the average duration 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 children in physical activity after school so that their children could accumulate at least 180 minutes of physical activity every day.

Here are some useful tips:

- Inform parents of the physical activity and games engaged by their 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 children;
- Encourage parents to inform the school of the children’s health status and the physical activity involved 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 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); and
- Ask parents to limit the time spent on sedentary activities by their children, such as watching TV and playing computer games.

II. Questions

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

Answer:

1. A (please refer to P.26)
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 preschool 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 preschool children includes light intensity activities (e.g. playing with toys, dressing up, packing school bags, etc.) on top of more vigorous ones (e.g. brisk walking, rope skipping, playing hide-and-seek, etc.). Also, preschool children tend to be physically active in an intermittent pattern, with short bouts of rest in between. Thus, the recommended 180 minutes should be accumulated throughout the whole course of the day. Some evidence shows that the physical activity level of 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 preschool children form an active lifestyle with regular physical activity during their pre-primary stage.

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

Answer: Not necessarily so. A summary of the guidelines from various countries and regions about the subject suggests that the said 180 minutes should cover physical activity of any intensity (see Table 2). For preschool 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 cardio-respiratory 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 children; why should their screen time be limited?

Answer: Too much screen-time activity not only reduces children’s participation in physical activity, but also has negative impacts on their eating habits and behaviours. Most screen-time activities are sedentary. When screen time becomes excessive, it undermines children’s motivation to explore the external environments and learn new things. Besides, less time will be spent on physical activity, which will lead to health problems such as obesity in the long term. Parents should also keep children away from TV at mealtimes so as not to affect their appetite or prevent them from developing the habit of eating by themselves. The Report of Advisory Group on Health Effects of Use of Internet and Electronic Screen Products published by the Department of Health in 2014 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, parents should limit children’s screen time and replace screen-time activities with physical activities.
4. How should we arrange physical activity for preschool children who are overweight or obese?

Answer: Preschool 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 this guide, in particular, the "Physical Activity Pyramid for Preschool Children" (Part 1), for recommendations on the targeted amount of physical activity for preschool children. Based on the recommendations, teachers can make suitable adjustment according to the children's 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; preschool 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 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 children cultivate an active lifestyle since preschool 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. More importantly, teachers should make sure that children drink plenty of water for rehydration to avoid heat stroke.
7. Should preschool children focus on academic performance rather than spending much time doing physical activity at school?

Answer: It is stated in the Kindergarten Education Curriculum Guide (2017) 11, 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 preschool children. Indeed, physical activity can have a positive impact on their learning performance with potential to improve children’s attention span, patience, obedience and learning ability. Teachers should inform parents, through various channels, of the health benefits of physical activity for preschool children; and engage home-school cooperation to encourage children to exercise frequently and regularly for fun and healthy development.

8. Can playing with toys help children's motor development?

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 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 children with adequate activities for training both large and small muscles, so as to promote their overall physical development.

9. Should children with asthma avoid doing any exercise?

Answer: It is safe for 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 children’s safety, however, teachers should keep in touch with parents regularly to find out the children's health conditions; they should also know whether children are taking drugs or bronchodilators as instructed. 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, children with asthma should avoid exercising in cold and/or dry weather for fear of a higher likelihood of triggering acute attacks.

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

Answer: Absolutely not. Physical activity aims to develop 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. Children may even lose their interest and motivation in physical activity as they grow up.
## Appendix 1  Evaluation of School Physical Activity Policy (Sample)

Date of review: 18/7/2018

**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 children’s development of a habit of regular physical activity on a daily basis.

<table>
<thead>
<tr>
<th>School administration</th>
<th>Executed</th>
<th>Pending to execute</th>
<th>Need improvement</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Inform school personnel, parents and students of the School Physical Activity Policy and all relevant measures every school year.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Review the school policy and the implementation of various measures by means of questionnaires and meetings in each school year.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other comments regarding school administration:**

Note: This example can be downloaded at: http://www.startsmart.gov.hk/en/others.aspx?MenuID=23
<table>
<thead>
<tr>
<th>Physical activity arrangement</th>
<th>Executed</th>
<th>Pending to execute</th>
<th>Need improvement</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Give priority to children's age, motor skills development, physical need and health educational messages when designing and conducting physical activity.</td>
<td>✅</td>
<td></td>
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</tr>
<tr>
<td>• Determine the average amount of time 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 children in physical activity after school so that children could accumulate at least 180 minutes of physical activity (which can be of any intensity level) every day.</td>
<td>✅</td>
<td></td>
<td></td>
<td>Example: Notice (5/9/2017) Parents will be informed of the height and weight of their children on the Parents' Day.</td>
</tr>
<tr>
<td>• Measure the height and weight for school children at least twice a school year and assess their weight status by referring to the &quot;Weight-for-Height Chart&quot; (Figure 4 and Figure 5 in Part 3). Inform parents of the result.</td>
<td>✅</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td>✅</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Encourage students to drink plenty of water during or after physical activity sessions.</td>
<td>✅</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Do not use physical training as a form of punishment for children with behavioural or disciplinary problems.</td>
<td>✅</td>
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</tr>
</tbody>
</table>

Other comments regarding physical activity arrangement:
### Publicity and communication

<table>
<thead>
<tr>
<th></th>
<th>Executed</th>
<th>Pending to execute</th>
<th>Need improvement</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Inform parents of their 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.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Encourage parents to inform the school of the children’s health status and their engagement in physical activity after school.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Inform parents of the importance of physical activity outside school. Encourage them to act as role models for their children by practicing regular physical activity in their daily life.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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, kindergartens and child care centres 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. Kindergartens and child care centres 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.


Name of school: ____________________________

Name and position of reviewer: ____________________________

Evaluation date: ____________________________

<table>
<thead>
<tr>
<th>Areas of evaluation</th>
<th>Please tick the appropriate box</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>A. School administration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Does the institution 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?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Does the institution 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?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Does the meal arrangement and physical activity committee consult other teaching staff and parents before reviewing the policy and making amendments?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. Has the principal approved the revised policy before it comes into effect?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>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?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Improvement and follow-up action:**

---

Appendix
<table>
<thead>
<tr>
<th>Areas of evaluation</th>
<th>Please tick the appropriate box</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B. Meal arrangement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Are children’s nutritional needs, nutritional value of food and hygiene given</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>priority when designing meals and preparing events on special occasions on</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>which food will be supplied (e.g. birthday party)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Does the institution post its menu (including the ingredients used) on</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>notice boards and/ or websites for parents’ reference and comment?</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>3. Did the institution issue a notice at the beginning of a school year to</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>encourage parents, who tend to bring food from home, to follow the healthy eating</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>policy of the institution and prepare food that is in compliance with the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>recommendations of the <em>Nutrition Guidelines for Children Aged 2 to 6</em>?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Does the meal arrangement committee monitor the type, nutritional quality and</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>hygienic condition of food, conduct a review with the catering staff regularly</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>and follow up any areas for improvement?</td>
<td></td>
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<tr>
<td>5. Does the institution provide meals (e.g. breakfast, snacks and lunch) at a</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>regular time every day in a comfortable environment and provide sufficient time</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>for children and school personnel to eat?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Are there at least 4 hours between main meals?</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>7. Are there at least 1.5 hours between snacks and main meals?</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>8. Does the institution forbid any promotion on unhealthy food and refuse any</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>sponsorship from the food manufacturers of those food on institution activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e.g. sports day or birthday party)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Does the institution use other gifts (e.g. stationery, stickers, story books,</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>towels) instead of food as rewards or birthday party presents?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Does the institution notify parents about the food arrangement for the</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>birthday party or other celebrations beforehand and encourage parents, who tend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to bring food from home, to prepare food items that are in line with the school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>healthy eating policy?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Improvement and follow-up action:**
### C. Food provision

<table>
<thead>
<tr>
<th>Areas of evaluation</th>
<th>Please tick the appropriate box</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the institution refer to the Nutrition Guidelines for Children Aged 2 to 6 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?</td>
<td>□ No N.A.</td>
<td></td>
</tr>
<tr>
<td>2. Does the institution use the Menu Evaluation Form in Appendix 4 of Nutrition Guidelines for Children Aged 2 to 6 to ensure that the food provided every day is in line with the recommendations?</td>
<td>□ No N.A.</td>
<td></td>
</tr>
<tr>
<td>3. Do children have potable drinking water to use at all times?</td>
<td>□ No N.A.</td>
<td></td>
</tr>
<tr>
<td>4. On the day of the birthday party, does the institution provide healthy snacks as usual without providing food high in fat, salt and sugar (e.g. sausage, ham, chicken wings, and cream cake)?</td>
<td>□ No N.A.</td>
<td></td>
</tr>
</tbody>
</table>

**Improvement and follow-up action:**

### D. Physical activity (implementation)

<table>
<thead>
<tr>
<th>Areas of evaluation</th>
<th>Please tick the appropriate box</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is the physical activity appropriate for the children’s age and physical development needs?</td>
<td>□ No N.A.</td>
<td></td>
</tr>
<tr>
<td>2. Is there any stretching or cool-down exercise before/after the physical activity?</td>
<td>□ No N.A.</td>
<td></td>
</tr>
<tr>
<td>3. Does the institution refer to the recommendations on safety regarding physical activity in the Physical Activity Guide for Children Aged 2 to 6?</td>
<td>□ No N.A.</td>
<td></td>
</tr>
<tr>
<td>4. Is there sufficient space and ample opportunities for children to be creative and imaginative and to express themselves when doing physical activity?</td>
<td>□ No N.A.</td>
<td></td>
</tr>
<tr>
<td>5. Does the institution encourage children to drink plenty of water during or after physical activity?</td>
<td>□ No N.A.</td>
<td></td>
</tr>
</tbody>
</table>

**Improvement and follow-up action:**
### Areas of evaluation

<table>
<thead>
<tr>
<th>E. Health education and home-school cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has the institution referred to the Nutrition Guidelines for Children Aged 2 to 6 and Physical Activity Guide for Children Aged 2 to 6 and included the elements of healthy eating and physical activity in the curriculum?</td>
</tr>
<tr>
<td>2. Does the institution use different teaching activities (e.g. field visit, newspaper clipping, storytelling and singing/ playing) to help children learn more about healthy living?</td>
</tr>
<tr>
<td>3. Does the institution organise activities that enhance the cooperation among, school and community in each school year (e.g. joining the Joyful Fruit Day held by the Department of Health) to promote healthy eating and regular exercise?</td>
</tr>
<tr>
<td>4. Does the institution 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)?</td>
</tr>
<tr>
<td>5. Does the institution 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?</td>
</tr>
<tr>
<td>6. Does the institution provide parents with information on healthy eating or physical activity, e.g. distributing leaflets, pamphlets or health newsletters, etc.?</td>
</tr>
<tr>
<td>7. Does the institution avoid giving food as rewards and delivering messages contradicting to healthy eating and regular exercise under all circumstances?</td>
</tr>
</tbody>
</table>

### Improvement and follow-up action:

Please tick the appropriate box

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N.A.</th>
<th>Remarks</th>
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<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
References


Acknowledgements

Caritas-Hong Kong

Centre for Health Education and Health Promotion, The Jockey Club School of Public Health and Primary Care, Faculty of Medicine, The Chinese University of Hong Kong

Committee on Home-School Co-operation

Education Bureau

Department of Early Childhood Education, The Education University of Hong Kong

Hong Kong Association for the Study of Obesity

Hong Kong Kindergarten Association

Hong Kong Nutrition Association

The Hong Kong Paediatric Society

Leisure and Cultural Services Department

Non-profit-making Kindergarten Council of Hong Kong

Physical Fitness Association of Hong Kong, China

Po Leung Kuk

The Salvation Army

Social Welfare Department

Tung Wah Group of Hospitals

Yan Chai Hospital

Yan Oi Tong
Physical Activity Guide
For Children Aged 2 to 6

“StartSmart@school.hk” Campaign
http://www.startsmart.gov.hk

Revised by the Department of Health, January 2018
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For Children Aged 2 to 6
"StartSmart@school.hk" Campaign
http://www.startsmart.gov.hk