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# Getting Kids Moving: Physical Activity in Early Care and Education

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Module Handout

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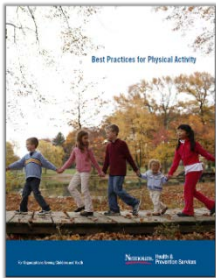
## Getting Kids Moving: Physical Activity in Early Care and Education

This module provides information on physical activity best practices. Early Care and Education professionals have powerful opportunities to support children by providing physical activity daily.

### Outcomes:

- Describe best practices for physical activity for preschool, toddlers, and infants
- Add physical activity to a schedule template attaining the recommended minutes for the age group you care for or teach
- Identify one strategy to engage with families around physical activity

### Resource:



This module will refer to the **Nemours Best Practices for Physical Activity**. This 34-page document contains multiple useful resources. It is recommended that you download this resource for reference.

[https://d3knp61p33sjvn.cloudfront.net/media-resources/ECELC/C5/LS4/English\\_PhysicalActivityGuide\\_FINAL.pdf](https://d3knp61p33sjvn.cloudfront.net/media-resources/ECELC/C5/LS4/English_PhysicalActivityGuide_FINAL.pdf)

### Reflective Activity

Thinking about a time when you remember enjoying physical activity, respond to the following:  
**What was your favorite game or physical activity? How old were you? What type of skills were you using? (ex. Kicking, striking, running) Who did you do this activity with? How does this relate to your activity level today?**

*Example: Currently I walk in the evenings 3 days a week with my neighbor. We enjoy talking while we walk and catching up on what is happening with each other's families and at our jobs. Having a buddy to walk with helps me accountable and makes it fun.*

## Part A: Rationale & Considerations

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Children who are physically active early in life and stay active throughout childhood enjoy many positive benefits to their physical and emotional health. Some benefits of physical activity for children and adults include:

- Supports exploration, development and learning
- Helps manage weight and maintain a healthy body mass index (BMI)
- Builds and maintains healthy bones and muscles
- Increases strength, coordination and fitness
- Lowers risk of chronic disease
- Improves self-esteem
- Lowers stress

### Physical Development in Your Community

How do children in your community perform in physical development? Find out on your county's Kentucky Early Childhood Community Profile.

Access these profiles by visiting <http://kidsnow.ky.gov/Pages/default.aspx> Search under the Kindergarten Readiness tab.

### Brain Development Resources:

Early experiences affect the development of brain architecture, which provides the foundation for all future learning, behavior and health.



### Harvard Center for the Developing Child

This website has resources and video segments that support understanding brain development..

<http://developingchild.harvard.edu/science/key-concepts/>

### Equipment Resources:

Using a variety of equipment supports children in having different movement experiences that build on their motor skill development. Having enough equipment to support children's experiences is important but being creative with what equipment you do have can support active play.



### National Association for the Education of Young Children (NAEYC)

This website offers several resources to assist you in selecting developmentally and age-appropriate equipment.

[https://www.naeyc.org/files/naeyc/Creating\\_the\\_Environment\\_for\\_Movement.pdf](https://www.naeyc.org/files/naeyc/Creating_the_Environment_for_Movement.pdf)

<https://www.naeyc.org/toys>

[http://www.naeyc.org/yc/files/yc/file/201411/YC1114\\_Quality\\_Outdoor\\_Play\\_Spaces\\_Wright.pdf](http://www.naeyc.org/yc/files/yc/file/201411/YC1114_Quality_Outdoor_Play_Spaces_Wright.pdf)



# ACTIVE SUPERVISION AT-A-GLANCE

## SIX STRATEGIES TO KEEP CHILDREN SAFE

The following strategies allow children to explore their environments safely. Infants, toddlers, and preschoolers must be directly supervised at all times. Programs that use active supervision take advantage of all available learning opportunities and never leave children unattended.

### Set Up the Environment

Staff set up the environment so that they can supervise children and be accessible at all times. When activities are grouped together and furniture is at waist height or shorter, adults are always able to see and hear children. Small spaces are kept clutter free and big spaces are set up so that children have clear play spaces that staff can observe.

### Position Staff

Staff carefully plan where they will position themselves in the environment to prevent children from harm. They place themselves so that they can see and hear all of the children in their care. They make sure there are always clear paths to where children are playing, sleeping, and eating so they can react quickly when necessary. Staff stay close to children who may need additional support. Their location helps them provide support, if necessary.

### Scan and Count

Staff are always able to account for the children in their care. They continually scan the entire environment to know where everyone is and what they are doing. They count the children frequently. This is especially important during transitions, when children are moving from one location to another.

### Listen

Specific sounds or the absence of them may signify reason for concern. Staff who are listening closely to children immediately identify signs of potential danger. Programs that think systemically implement additional strategies to safeguard children. For example, bells added to doors help alert staff when a child leaves or enters the room.

### Anticipate Children's Behavior

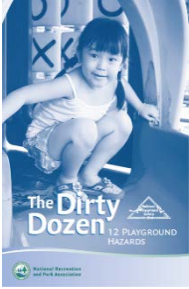
Staff use what they know about each child's individual interests and skills to predict what he/she will do. They create challenges that children are ready for and support them in succeeding. But they also recognize when children might wander, get upset, or take a dangerous risk. Information from the daily health check (e.g., illness, allergies, lack of sleep or food, etc.) informs staff's observations and helps them anticipate children's behavior. Staff who know what to expect are better able to protect children from harm.

### Engage and Redirect

Staff use what they know about each child's individual needs and development to offer support. Staff wait until children are unable to solve problems on their own to get involved. They may offer different levels of assistance or redirection depending on each individual child's needs.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/safety-injury-prevention/safe-healthy-environments/active-supervision.html>

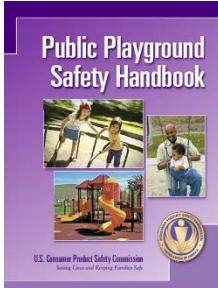
## Safety Resources:



### **The Dirty Dozen**

This 8-page document highlights the top 12 playground hazards including information on surfaces, use zones and equipment.

<http://www.kentuckycchc.org/>



### **Public Playground Safety Handbook**

This comprehensive 60-page handbook is intended for use by child care personnel, school officials, parks and recreation personnel, equipment purchasers and installers, playground designers, and any other members of the general public (e.g., parents and school groups) concerned with public playground safety and interested in evaluating their respective playgrounds.

<http://www.kentuckycchc.org/>

## **Child Care Weather Watch Activity**

Using this website, <http://www.kentuckycchc.org>, click the resources tab, Posters and Handouts, scroll down to Safety and find the Weather Watch.

**Using page 2 of the document, identify today's current condition (red, yellow, green) and list 1 or 2 precautions that should be taken to support safe outdoor play in the current weather.**

Condition: \_\_\_\_\_

1.

2.

## Part B: Best Practices for Physical Activity – Infants and Toddlers

### Infants: Birth through 11 Months

Recommended	Limit <sup>40</sup>	Not Recommended
<p>Supervised tummy time daily when awake beginning with short periods of time (3–5 minutes), increasing time as they show they enjoy the activity.<sup>40</sup></p> <p>Daily planned physical activities that safely support the infant's developmental milestones are recommended (e.g. head and neck self-support, rolling, floor sitting, kicking, crawling, reaching and grasping for objects, etc.)<sup>20</sup></p> <p>Outdoor time 2–3 times a day, as tolerated, in a safe setting supervised by an adult.<sup>40</sup></p> <p>Large, open, safe play surfaces and appropriate equipment should be provided in every infant room to promote free movement and physical activity: rattles, balls, simple cause and effect toys, etc.<sup>20</sup></p>	<p>While awake, infants should spend less than 15 minutes at a time in confining equipment. <i>Examples:</i></p> <ul style="list-style-type: none"><li>■ Swings</li><li>■ Bouncy chairs</li><li>■ Car seats</li><li>■ Strollers</li></ul>	<p>Screen time for children under two years of age. <i>Screen time includes:</i></p> <ul style="list-style-type: none"><li>■ TV or DVDs</li><li>■ Computer</li><li>■ Video games</li></ul> <p>Infant walkers and exercise saucers</p> <p>Physical activity that is not developmentally appropriate. <i>Includes but is not limited to:</i></p> <ul style="list-style-type: none"><li>■ Running</li><li>■ Throwing</li><li>■ Catching</li><li>■ Overly structured activities that do not interest or engage infants</li></ul>

Nemours Best Practices for Physical Activity, p. 8

### Toddlers: 1 through 2 Years Old

Recommended	Limit <sup>61</sup>	Not Recommended
<p>60–90 minutes* or more of physical activity per 8 hour day with opportunities for moderate-to-vigorous physical activity.<sup>40</sup></p> <ul style="list-style-type: none"><li>■ Inclusion of both structured and unstructured physical activity.<sup>20</sup></li></ul> <p>* <i>This can be done in small doses of 10 minutes throughout the day</i></p> <p>60–90 minutes of daily outdoor time in a safe setting supervised by an adult.<sup>40</sup></p> <p>Free space, developmentally appropriate toys and equipment to encourage children to be physically active: riding toys, balls, large blocks, tunnels, rocking boats, low climbers, etc.</p> <p>It is important to encourage participation in physical activities that are appropriate for their age, that are fun, and that offer variety.</p>	<p>For children 2 and older, limit total media time (TV/DVDs, computers, video games, smart phones) to 1–2 hours/day.</p> <p>Because children are likely to get additional media time at home, limit exposure in <u>child care</u> to 30 minutes once a week.</p> <p>Media should be educational, developmentally appropriate, supervised, and expressly permitted by parents.</p> <p>Limit computer use to 15 minute increments except for children with special needs who require and consistently use assistive/adaptive computer technology.<sup>40</sup></p>	<p>More than 60 minutes of sedentary activity at a time, except while sleeping.</p> <p>Infant walkers</p> <p>Physical activity that is not developmentally appropriate. <i>Includes but not limited to:</i></p> <ul style="list-style-type: none"><li>■ Hopping on one foot</li><li>■ Skipping</li><li>■ Climbing on the monkey bars</li><li>■ Competitive games</li></ul> <p>Media use for children under 2.<sup>61</sup></p>

Nemours Best Practices for Physical Activity p. 9

## Kentucky's Early Childhood Standards: Birth to Three Years

**Motor Standard 1:** Demonstrates motor skills in daily activities and adaptive/self-care routines

**Benchmark 1.1:** Moves with purpose and coordination

**Developmental Continuum:**

- Reaches for object
- Brings object to mouth
- Transfers object from one hand to another
- Rolls over
- Crawls
- Uses furniture to raise or lower self to floor
- Walks
- Climbs low objects
- Pulls and pushes toys while walking
- Kicks ball forward
- Walks up and down stairs placing both feet on each step

**Using the information above, identify at least 2 classroom experiences or activities that support the development of motor skills on the continuum.**

*Example-*

*Motor Skill: Reaches for object*

- 1. Place colorful rattle and ball near child in play area.*
- 2. Get down on floor with infant and encourage with play.*

Motor Skill: \_\_\_\_\_

1.

2.

*Source: Building a Foundation for School Success: Kentucky's Early Childhood Standards p. 56-57. The standards outline 5 benchmarks for children birth to three years old in the motor development standard, one is depicted in this activity. Other benchmarks can be found in the full document at <http://kidsnow.ky.gov/Improving-Early-Care/Documents/Kentucky%20Early%20Childhood%20Standards.pdf>*

## Part C: Best Practices for Physical Activity – Preschoolers and School Age

### Preschoolers: 3 through 5 Years Old

Recommended	Limit	Not Recommended
<p>120 minutes* or more of physical activity per 8 hour day with opportunities for moderate-to-vigorous physical activity.<sup>63</sup></p> <ul style="list-style-type: none"><li>■ Inclusion of both structured and unstructured physical activity.<sup>20</sup></li></ul> <p>* <i>This can be done in small doses of 10 minutes throughout the day</i></p> <p>60–90 minutes of daily outdoor time in a safe setting supervised by an adult.<sup>40</sup></p> <p>Free space, developmentally appropriate toys and equipment to encourage children to be physically active: tricycles, yoga mats, balls, rocking boats, hopscotch, hoops, etc.</p> <p>It is important to encourage participation in physical activities that are appropriate for their age, that are fun, and that offer variety.</p>	<p>Limit total media time (TV/DVDs, computers, video games, smart phones) to 1–2 hours/day.</p> <p>Because children are likely to get additional media time at home, limit exposure in <u>child care</u> to 30 minutes once a week.</p> <p>Media should be educational, developmentally appropriate, supervised, and expressly permitted by parents.</p> <p>Limit computer use to 15 minute increments except for children with special needs who require and consistently use assistive/adaptive computer technology.<sup>40</sup></p>	<p>More than 60 minutes of sedentary activity at a time, except while sleeping.</p> <p>Physical activity that is not developmentally appropriate. <i>Which includes but is not limited to:</i></p> <ul style="list-style-type: none"><li>■ Riding a 2-wheel bike</li><li>■ Roller skating/blading</li><li>■ Elimination games</li></ul>

Nemours Best Practices for Physical Activity, p. 10

### School Aged: 6 Years Old and Older

Recommended <sup>13</sup>	Limit	Not Recommended <sup>13</sup>
<p><i>Daily, school aged children need:</i></p> <ul style="list-style-type: none"><li>■ At least 60 minutes* of physical activity,</li><li>■ Aerobic as well as age-appropriate muscle- and bone-strengthening activities</li></ul> <p>* <i>This can be done in small doses of 10 minutes throughout the day</i></p> <p>Daily outdoor time.</p> <p>It is important to encourage participation in physical activities that are appropriate for their age, that are fun, and that offer variety.</p>	<p>Limit total media time (TV/DVDs, computers, video games, smart phones) to 1–2 hours/day. Because children are likely to get additional media time at home, limit exposure in <u>child care</u> to 30 minutes once a week.</p> <p>Media should be educational, developmentally appropriate, supervised, and expressly permitted by parents.</p> <p>Limit computer use to 15 minute increments except for children with special needs who require and consistently use assistive/adaptive computer technology.<sup>40</sup></p>	<p>More than 120 minutes (2 hours) of sedentary activity at a time.</p> <p>Elimination games.</p>

Nemours Best Practices for Physical Activity, p. 11



## Kentucky's Early Childhood Standards: Three & Four Year Olds

**Physical Education Standard 1:** Demonstrates basic gross and fine motor development.

**Benchmark 1.1:** Performs a variety of locomotor skills with control and balance.

**Developmental Continuum:**

- Demonstrates body spatial awareness in relationship to stationary objects.
- Walks with skill
- Runs with skill
- Climbs, jumps, and/or hops with increased coordination, balance, and control.
- Experiments with galloping and skipping
- Uses quick stops or changes in direction to avoid contact with moving objects or other people.
- Executes movements that require a stable base.
- Pushes, pulls, twists, turns, curls, balances and/or stretches with increased coordination and control.

**Using the information above, identify at least 2 structured or adult-led activities to support one item on the continuum.**

*Example-*

*Locomotor Skill: Walks with skill*

*1. Create a "balance beam" using strip of masking tape on the floor and challenge children to walk on the tape line in different ways (forward, backward, hands on head)*

*2. Make the tape balance beam into a game pretending it is a bridge over a river and ask children to walk toys over the river.*

Skill: \_\_\_\_\_

1.

2.

*Source: Building a Foundation for School Success: Kentucky's Early Childhood Standards p. 113-114. The standards outline 4 benchmarks for children three and four years old under the physical education standard, one is depicted in this activity. Other benchmarks can be found in the full document at <http://kidsnow.ky.gov/Improving-Early-Care/Documents/Kentucky%20Early%20Childhood%20Standards.pdf>*

## Glossary of Key Terms

- **Structured physical activity** – teacher-led, developmentally appropriate and fun activity. Structured activities should include:
  - Daily planned physical activity that supports age-appropriate motor skill development. The activity should be engaging and involve all children with minimal or no waiting.
  - Daily, fun physical activity that is vigorous (gets children “breathless” or breathing deeper and faster than during typical activities) for short doses of time.
- **Unstructured physical activity** – child-led free play. Unstructured activity should include:
  - Activities that respect and encourage children’s individual abilities and interests.
  - Teacher engagement with children, support for extending play, and gentle prompts and encouragement by teachers, when appropriate, to stay physically active.
- **Vigorous-intensity physical activity** – rhythmic, repetitive physical activity that uses large muscles groups, causing a child to breathe rapidly and only enabling them to speak in short phrases. Typically, children’s heart rates are substantially increased and they are likely to be sweating.
- **Moderate-intensity physical activity** – increases children’s heart and breathing rates. They may sweat, but are still able to carry on a conversation. They can talk, but they can’t sing.
- **Moderate-to-vigorous physical activity (MVPA)** – a combination of moderate and vigorous intensity physical activity

## Part D: Strategies to Increase Daily Physical Activity

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- Lead structured activities at least twice per day-identify your activities on the daily schedule
- Require that children and staff dress for movement
- Encourage staff to participate during active play or if they have physical limitations, be a cheerleader
- Provide prompts and encouragement to children
- Avoid elimination games so all children can stay active
- Keep drinking water accessible indoors and out
- Develop a program policy on Physical Activity
- Incorporate a supplemental curriculum focused on physical activity such as:
  - Sesame Street Healthy Habits for Life:  
<http://www.sesamestreet.org/toolkits/healthyhabits>
  - Growing Moving Learning Infant Toddler Toolkit:  
<https://www.nemours.org/content/dam/nemours/www2/filebox/service/healthy-living/growuphealthy/infanttoddlertoolkit.pdf>
  - SPARK Early Childhood: <http://www.sparkpe.org/early-childhood/>
  - CATCH Early Childhood: <http://catchinfo.org/programs/pre-k/>

## Part E: Engaging Families

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### Developmental Milestones

Developmental milestones are things most children can do by a certain age. They include physical skills, cognitive skills, social emotional skill and language development. Developmental milestones flyers to share with families are available for ages 2 months through 5 years from the Centers for Disease Control and Prevention.

<http://www.cdc.gov/ncbddd/actearly/milestones/index.html>

### First Steps

Encourage the family to talk to their doctor if they have concerns about their child's development. First Steps is a Kentucky's early intervention system that provides services to children with developmental disabilities from birth to age 3 and their families. Children with developmental delays or conditions likely to cause delays benefit greatly from First Step services during critical developmental years. Services and support also benefit families by reducing stress. First Steps is available to children birth to 3 years old in all counties in Kentucky. For more information visit, <http://chfs.ky.gov/dph/firststeps.htm> or call (877) 417-8377.

### Resources for Families:



#### 5-2-1-0 Healthy Numbers for Kentucky Families

Includes downloadable activities and resources. Also order forms are available for additional tools.

<http://chfs.ky.gov/dph/mch/hp/5210/>



#### United States Department of Agriculture Website

This site offers tips for becoming more active families.

[www.whatscooking.fns.usda.gov](http://www.whatscooking.fns.usda.gov)



#### Go Smart Website

Parents and teachers use Go Smart to engage 0-5 year olds for at least an hour of physical play each day to enhance important skills and abilities.

<https://gosmart.nhsa.org/>

## Go Smart Resource Activity

Using the Go Smart website, <https://gosmart.nhsa.org/>, find and one activity you can incorporate into your classroom.

*Example-*

*Bean Bag Balance (ages 3 and up)*

- 1. Supports stability, balance and coordination*
- 2. Supports reasoning, logic, persistence and attentiveness*

Activity: \_\_\_\_\_

1. What gross motor skills are being supported in this activity?
2. What other early learning is being support in this activity?

## Summary

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### Summary Activity

**Instructions:**

- 1. Find the schedule template on the following pages for the age group you care for.**
- 2. Complete the lavender shaded areas in the schedule with physical activities, games, and transition activities that use movement.**
- 3. You may choose to add physical activity areas unshaded areas as well**
- 4. Consider activities that support motor skill development, align with your children's interests or incorporate learning and movement.**
- 5. Determine if your schedule has met the recommended best practices listed at the top of your schedule template.**

*NOTE: These schedules are not designed to capture all practices occurring daily in an ECE environment. They are a tool to help ECE professionals recognize opportunities for physical activity and to construct a plan for incorporating physical activity throughout the child care day.*

## Infant Schedule Template

**Best Practices:** Supervised tummy time 2 or more times per day increasing time as infants show they enjoy the activity; outdoor time 2-3 times per day. Infant schedules are flexible and adjusted per the parents' request and the child's needs.

Time Period	Typical Activities	Physical Activity
Arrival	<ul style="list-style-type: none"> <li>• Routine care (feeding, diapering, sleeping)</li> <li>• Self-directed activities in play areas</li> </ul>	
Mid-Morning	<ul style="list-style-type: none"> <li>• Nap for some, routine care for others</li> <li>• Planned play: teacher-directed activities for some, self-directed for others</li> <li>• Outdoor play</li> </ul>	Tummy Time  Outdoor Time
Late Morning	<ul style="list-style-type: none"> <li>• Lunch</li> <li>• Clean-up after lunch</li> <li>• Nap for some</li> <li>• Teacher-directed activities for babies who are awake</li> </ul>	
Mid Afternoon	<ul style="list-style-type: none"> <li>• Routine care</li> <li>• Nap for some</li> <li>• Teacher-directed activities for babies who are awake</li> <li>• Outdoor play</li> </ul>	
Late Afternoon	<ul style="list-style-type: none"> <li>• Self-directed activities in play areas</li> <li>• Routine care</li> <li>• Talk to parents</li> </ul>	
<b>Does your schedule meet best practices listed above?</b>		<b>Yes</b> <b>No</b>

## Toddler Schedule Template (1 through 2 years)

**Best Practices:** 60-90 minutes per 8-hour day; 60-90 minutes of outdoor time

Time	Typical Activities	Physical Activity and Time Estimated
6:30 – 9:00	Breakfast & Small Group Play	
9:00 – 9:30	Stories & Songs	<ul style="list-style-type: none"> <li>• Music &amp; Movement - Singing, 'If you are happy and you know it...' (5 min.)</li> </ul>
9:30 – 10:00	Diapers/Bathroom Breaks	
10:00 – 11:00	Outside or Gym Activities	
10:30 – 10:45	Snack Time	
11:00 – 12:00	Arts, Crafts, & Music Small Groups	
12:00 – 12:30	Lunch	
12:30 – 1:00	Diapers/Bathroom Breaks	Transition movement-move like various animals (10 min.)
1:00 – 3:00	Nap Time	
3:00 – 3:30	Diapers/Bathroom Breaks	Stretch to wake up (3-5 min.)
3:30 – 4:00	Snack	
4:00 – 5:00	Indoor or Outdoor Gross Motor Activities	Adult led activity-obstacle course (15 min.) Free Play Outdoors (15 min.)
5:00 – 6:00	Afternoon Activities, Including Puzzles, Blocks and Toys	
<b>How many minutes of physical activity are outlined on your schedule?</b>		_____
<b>Does your schedule meet best practices for physical activity?</b>		Yes      No

## Preschool Schedule Template (3-5 years old)

**Best Practices:** 120 minutes per 8-hour day; 60-90 minutes of outdoor time

Time	Typical Activities	Physical Activity and Time Estimated
6:30 – 9:00	Free Play	
7:30 – 8:30	Open Breakfast	
9:00 – 9:30	Clean Up & Bathroom Break	
9:30 – 10:00	Large Group Time	Alphabet Action Cards* (15 min.)
10:00 – 10:30	Small Group Activities	
10:30 – 10:45	Quiet or Story Time/Clean Up	
11:00 – 11:45	Outdoor Play or Gross Motor Activities	Non-elimination Simon Says (10 min.)
11:45 – 12:00	Bathroom Break	
12:00 – 12:30	Lunch	
12:45 – 1:00	Bathroom Break	
1:00 – 3:00	Nap Time/Rest Time on Cots	
3:00 – 3:30	Snack Time & Bathroom Break	
3:30 – 4:00	Center Time/Small Group Time	
4:00 – 5:00	Indoor or Outdoor Gross Motor Activities	
5:00 – 6:00	Small Group Play, Clean-Up, and Pick-Up	
<b>How many minutes of physical activity are outlined on your schedule?</b>		_____
<b>Does your schedule meet best practices for physical activity?</b>		Yes      No

*\*Email the course instructor if you would like an electronic copy of the alphabet action cards.*

## School Aged Template – After School Schedule

**Best Practices:** 60 minutes of physical activity; daily outdoor time

NOTE: Some children may experience physical activity during the school day. Each district has different policies and practices on outdoor time, recess and gym class. Please take this information into consideration when planning.

Time	Typical Activities	Physical Activity and Time Estimated
3:00-3:30	Arrival/Snack	Transition yoga or stretching activities (8-10 min.)
3:30-4:00	Child Choice Time	
4:00-4:30	Group Time	
4:30-5:30	Outdoor/Gym Time	
5:30-6:00	Indoor Activities/Pick Up	
<b>How many minutes of physical activity are outlined on your schedule?</b>		_____
<b>Does your schedule meet best practices for physical activity?</b>		<input type="checkbox"/> Yes <input type="checkbox"/> No