



PALS Micro Trainings Resource Webinar July 23, 2024



Disclaimer

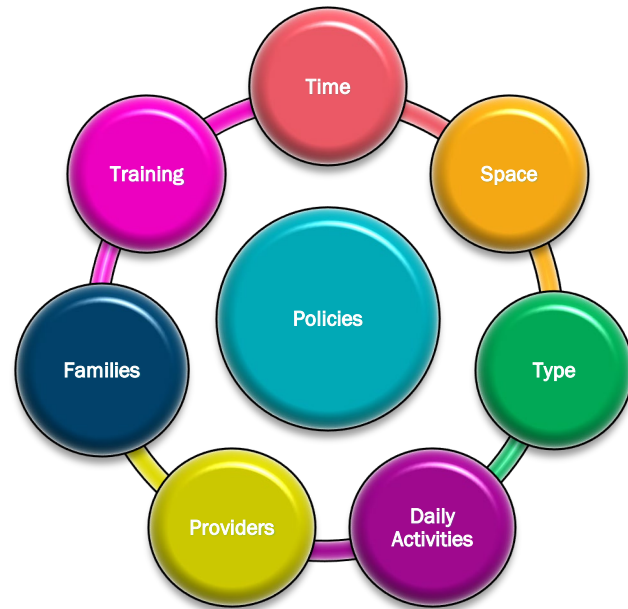
Nemours is currently funded by the Centers for Disease Control and Prevention (CDC) under a five-year Cooperative Agreement (5 NU38OT000304-05-00) to support statewide early care and education (ECE) organizations to integrate best practices and standards for healthy eating, physical activity, breastfeeding support, and reducing screen time in ECE systems and settings. The views expressed in written materials or publications, or by speakers and moderators do not necessarily reflect the official policies of the Department of Health and Human Services, nor does the mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.

Agenda

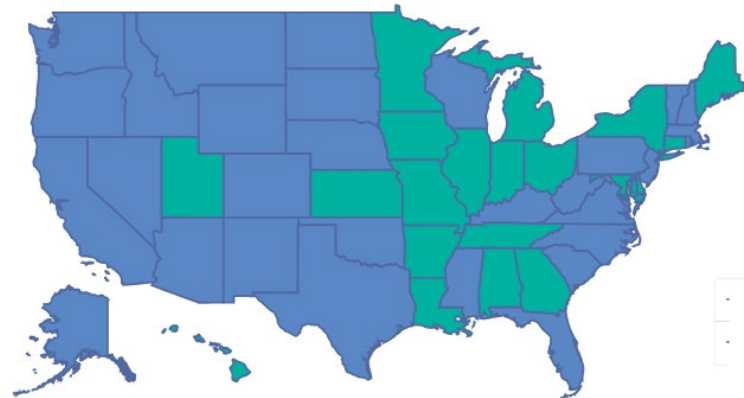
- What is PALS?
- State Lead Voice
- Trainer Voice
- What are Micro Trainings?
- Accessing PALS Materials



What is PALS?



- PALS is a set of evidence informed training materials for ECE trainers and technical assistants
- 5 training sessions, 60-90 minutes in length with options for in person and virtual delivery
- Content includes best practices in of physical activity and addressing common challenges to PA in ECE settings
- During PALS, participants complete a self-assessment of their PA practices using a tool that aligns with state ECE efforts and create an action plan to advance PA practices or environments
- **REACH**- 22 states and 895 trainers



● PALS States

PALS in New York State

2021



- 65 PALS Trainers from two trainer groups
 - Creating Healthy Schools and Communities Grant (CHSC) trainers- New York State funds trainer time and materials for ECE programs
 - SPAN Master trainers- Trainer time funded by the trainer's agency, SPAN funds used for TtT
- Monthly coaching calls for CHSC trainers
- PALS is embedded in ASPIRE PD registry
- Working to bring PALS content to higher education

Future work

- Micro Trainings coming to New York Trainers in the Fall of 2024
- Plans to expand the cadre of SPAN Master Trainers



PALS in Missouri



- 57 trainers have completed the PALS TtT
Primary agencies represented include:
Child Care Health Consultants through Office of Childhood
&
The University of Missouri Extension
- PALS is embedded in Missouri Professional Development Systems (MOPD)
- A reimbursement incentive project for PALS trainers is underway
- Classroom materials are provided as door prizes for participants

Future work

- Bringing the Micro Training TtTs to Missouri trainers
- Trainer Networking and Coaching calls





Trainer Voice

Carmen Sanchez
Casey Marcotte
Sarah Carter



NEMOURS
CHILDREN'S HEALTH

What are PALS Micro Trainings?

- 30–60-minute training sessions
- Launched April - July 2024 with recordings available
- Each training has a Facilitator Guide, presentation slides, speaker notes, participant handouts, family engagement strategies, or resources
- Training topics focus on challenge areas identified by PALS trainers
 - Active Play in Cold Weather: Supporting Outdoor Play
 - Physical Activity in Small Spaces
 - Active Play with Mixed Age Groups
 - The Connections Between Active Play and Social-Emotional Learning
 - Outdoor Activity Settings



 Thank you

Mahadsanid 

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Mahalo 

Obrigado 

Healthy Kids, Healthy Future

PALS

Physical Activity Learning Session



Active Play in Cold Weather: Supporting Outdoor Play in ECE Settings

60-minute training session



Goal

More children experience outdoor play best practices daily

Session Objectives



1. Explain common misunderstandings
2. Recognize challenges and solutions to cold weather play
3. Understand National Recommendations, State Standards, and Program Policies on cold weather outdoor play
4. Identify two strategies that support ECE providers and children in enjoying outdoor play in cold weather

Family material- Active Play in Cold Weather

Benefits of Outdoor Play for Children

- Boosts immunity
- Exposure to fresh air
- Vitamin D
- Strengthens mental wellbeing
- Improves vision
- Increases amounts of active play



Dressing for the Weather

You may have heard the saying, “there is not bad weather, only poor clothing choices.” Clothing choices can make the difference between unpleasant and wonderful outdoor experiences for both adults and children.

- Make sure children stay dry and keep moving to stay warm.
- Thin layers are most effective for keeping us warm.
- Below 32°F, a hat that covers the ears, gloves or mittens, and a wind and water resistant coat keep us comfortable.
- Boots and snow pants allow for longer periods of outdoor play.



Cold weather does not mean the end of family fun outside!

- Help kids learn to enjoy being active outdoors on the gray, cold days of winter.
- Continue with your child’s favorite outdoor activities.
- Visit local playgrounds.
- Take a walk and explore the winter world.
- Sled play or build a snow castle.
- Bubble play - Bubbles freeze at about 12°F.



Did you know? Colds are caused by viruses, not from cold temperatures

Viruses are more common in winter because cold temperatures keep people indoors in close quarters, allowing viruses to spread through the air more easily.

Getting outdoors gives us fresh air!



Insert Trainer Agency
Logo Here

Physical Activity in Small Spaces: Four Games to Promote Movement in Limited Space

Add Trainer information here

Session Objectives

A woman with long brown hair, wearing a blue denim vest over a yellow shirt and blue jeans, is sitting on the floor on the right side of the image. She is looking at a smartphone in her hands. In the center, a young boy in a blue and white striped shirt and blue jeans is walking towards the left. To his left, a young girl in an orange shirt and blue jeans is walking towards the right. On the far left, another young boy in a green shirt and blue jeans is walking away from the camera. The room is brightly lit and contains several colorful plastic chairs (green and blue) and a blue crib with yellow curtains in the background.

1. Describe how small spaces can promote opportunities to practice gross motor skills, engage large muscle groups and be active at various intensities.
2. Recognize how to set up your small space for active play.
3. Identify 4 games that can be played in small spaces.

Four Games for Small Spaces

Games without Equipment

1. Movement and Music
2. Line Game Adaptations

Games with Equipment

1. Sock/Bean Bag Games
2. Tape Games



Mr. Fox



Up, Down,
Stop, Go



Provider Handout

Tips for setting up your small space for success

Try to use what you already have to create designated movement areas:

- Poly spots
- Cones
- Rugs
- Space behind a chair
- Personal bubble



Provider Role Safety Considerations

Boundaries: Setting up boundaries before you start the activity is very important to ensure safety while moving in small spaces.

Personal Space: The "personal bubble" is a great way to help demonstrate personal space. Children can spread their arms out to the side and ensure they are not touching any other children.

Start/Stop Signals: Ensure that you review start and stop signals when introducing the activity.

Modeling Movements: Before starting an activity, the provider should demonstrate the movement, task, or skill to provide a visual learning opportunity.

Start/Stop Signal Ideas

- Music - turning music "on" to start activity and "off" to stop it
- Use specific words like "start", "stop", "go", "freeze"
- Countdowns ("3, 2, 1, play")
- Visual signals - arm movements (raised hand), colored signs (red for stop, green for go), or sign language



Healthy Kids, Healthy Future

PALS

Physical Activity Learning Session



Active Play with Mixed Age Groups

Session Objectives

Review developmentally appropriate practice and the implications for mixed age groups.

Adapt and select active play opportunities for mixed ages according to the needs of each age group.

Planning Strategies for Active Play with Mixed Age Groups



Adapt instructions for use with different age groups.



Select materials based on ability and/or that can be used with most ages.



Engage in concurrent activities with toddlers and preschoolers.



Adapting and Selecting Activities for Mixed Age Groups

Developmentally Appropriate Practice

- Active Play **Challenges** with balls
- **Open-ended** physical activity with Music and Movement
- **Teacher-led** stretching, yoga and mindfulness



Session Handouts

Activities for Families with Young Children

Select movement activities to do as a family. Choose activities that work best for your child(ren)'s age, ability, and time you have available.

Infants and Toddlers (0-24 months)

- Help your child to stretch their arms and legs.
- Encourage your child when you see them kicking their legs.
- Lay next to your child in "Happy Baby" yoga pose. See if they will reach for their toes.
- Spend some time outdoors with your child.
- Place your child on your chest as you lay down. They may lift their head to look at you which helps strengthen their neck muscles!



- Hold your child and dance to a song you both like.
- Mimic the moves your child does.
- Move a bright object slowly as your child's eyes follow it.
- Place your child on his or her tummy to reach a toy nearby.
- Sing "The Wheels on the Bus" and help your child to do the hand or body movements to the song.



- Extend your child's arms out to the side and see what they do next.
- If your child can sit up, lift them and then place them back into a sitting position. Repeat 5 times.
- Coo and make faces at your child and see if they start copying you.
- Roll a ball towards your mobile infant or toddler to see what they do next.
- Is your infant crawling, standing or taking steps yet? Encourage them at whatever stage they have reached.



Continued on Page 2 →

Physical Activity Learning Session is presented by Nemours Children's Health's Healthy Kids, Healthy Future Technical Assistance Program (HKHF TAP). HKHF TAP is funded by the Centers for Disease Control and Prevention (CDC) under a five-year Cooperative Agreement (6NU380T000304-05-05).

Activities for Families with Young Children

Toddlers, Preschoolers, and School-agers (2-8 years old)



- Spend some time doing your favorite movement outdoors.
- Complete 10 squats after lunch.
- How long can you hold a plank pose?
- Complete 20 arm circles!
- Hold a Yogi squat pose for 15 seconds. Repeat 3 times.
- Take a break and practice some deep breathing.
- Create a family steps challenge. How many steps can you achieve each day?
- Try balancing on one foot and see how long you can do it.
- Grab some chalk and go outside for a game of hopscotch.
- Play a game of 'Keep-it-up' with a ball or balloon. Don't let it hit the ground!
- Do 30 bunny hops during a brain break.
- Head outside for a nature walk.
- Walk or ride a bike, scooter, or trike to your favorite places close to home.
- Use objects around the house to create a family obstacle course. Climb, hop, and skip through the course.
- Pretend to be animals and act out their movements. Slither like a snake. Gallop like a horse.
- Toss rolled up socks into a laundry basket. Move the basket further away for each round.
- Pick a favorite song and make up a new dance to it.
- Demonstrate a "downward dog" yoga position.
- Play a game of charades.
- Plan a nature walk along with a scavenger hunt.
- Demonstrate the 4-7-8 breathing technique. Breathe in for 4 seconds, hold it for 7 seconds, and then breathe out for 8 seconds.
- Grab a ball and practice kicking. Set up empty boxes or water bottles as targets.
- Have a family relay race.
- Go for a walk in your neighborhood. Take small and large steps, walk on your toes and heels.
- Take a few balls outside to roll, throw, and bounce.
- Pretend to be a family marching band.
- Practice skating! Use paper plates to slide on floors.
- Pretend you are a sunflower and move your body as you grow towards the sun.
- Find or make a straight line on the ground, practice walking heel toe on the line. Use your arms for balance!
- Move your body as you sing "Head, shoulders, knees and toes."



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The Connections Between Active Play and Social-Emotional Learning in Early Childhood

60-minute training session



Objectives

1

Recognize the impact of active play on the brain

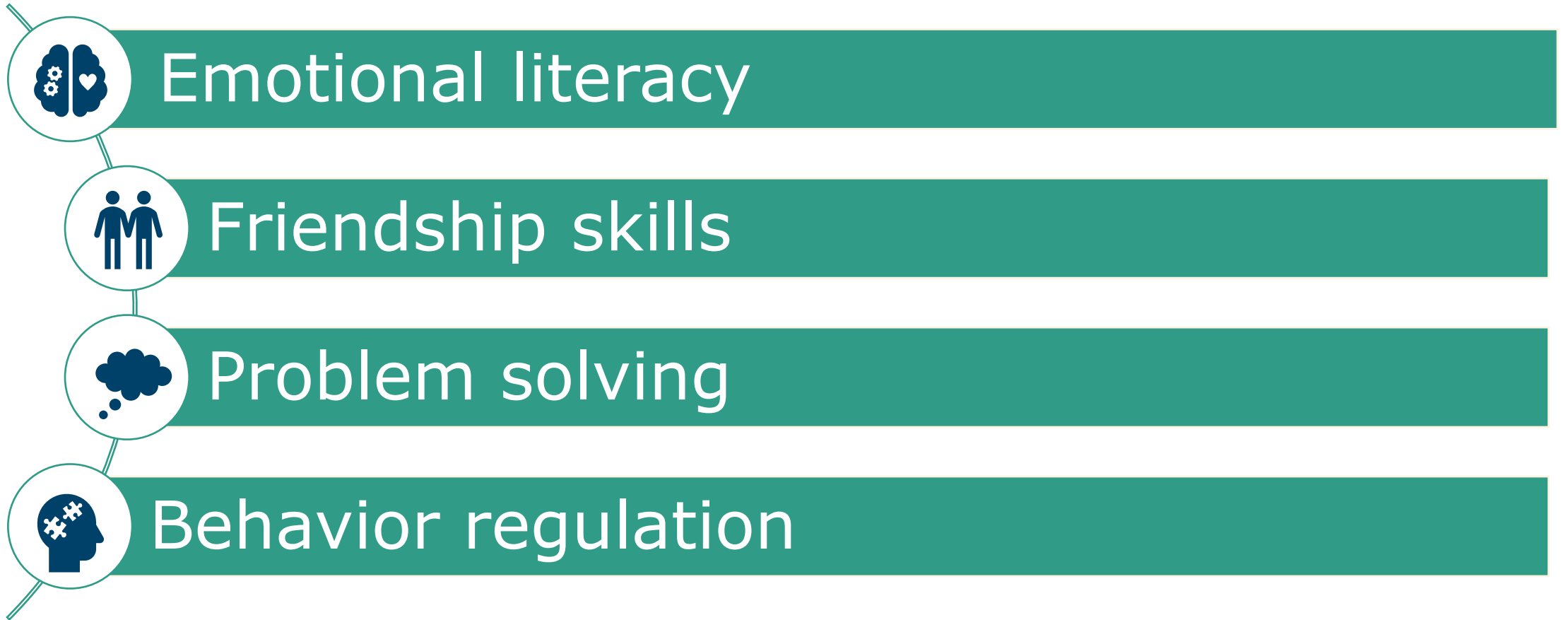
2

Recall four social-emotional skills developing in early childhood and discuss how active play supports growth of skills

3

Identify one strategy to incorporate into practice that supports social-emotional skill development

Social-Emotional Skills in Early Childhood



Engaging Families



Early Social-Emotional Development



FREE tools to maximize child development

Pathways.org is a 501(c)(3) not-for-profit organization.



Download the Pathways.org Baby Milestones App!



Download on the App Store



GET IT ON Google Play

Social-Emotional Development By Age



FIRST YEAR

0-3 Months	4-6 Months	7-9 Months	10-12 Months
<ul style="list-style-type: none"> <input type="radio"/> Begins to smile in response to their caregivers, also called a social smile <input type="radio"/> Develops more facial and body expressions <input type="radio"/> Can briefly calm themselves, e.g. sucking on thumb <input type="radio"/> Recognizes they are having fun and may cry when playing stops <input type="radio"/> Makes eye contact and looks at people while interacting 	<ul style="list-style-type: none"> <input type="radio"/> Is usually happy when surrounded by cheerful caregivers <input type="radio"/> Responds to and copies some movements and facial expressions <input type="radio"/> Develops an awareness of their surroundings and expresses a desire to engage, e.g. banging objects or toys 	<ul style="list-style-type: none"> <input type="radio"/> May show anxiety around strangers <input type="radio"/> Plays social games, e.g. peek-a-boo <input type="radio"/> Learns the meaning of words when they're used consistently <input type="radio"/> Enjoys looking at self in a mirror <input type="radio"/> Becomes more "clingy" when leaving caregiver, e.g. reaches for caregiver when being held by someone else 	<ul style="list-style-type: none"> <input type="radio"/> Attempts to display independence, e.g. crawling for exploration or refusing food <input type="radio"/> May show fear around unfamiliar people and objects <input type="radio"/> Tries to get attention by repeating sounds and gestures <input type="radio"/> Enjoys imitating people in play



1-2 Years	2-3 Years	3-4 Years	4-5 Years
<ul style="list-style-type: none"> <input type="radio"/> Shows defiant behavior to establish independence, e.g. having tantrums <input type="radio"/> Does not understand what others think or feel and believes everyone thinks as he does, e.g. gets upset when no longer the center of attention <input type="radio"/> Enjoys being around other children, but not yet able to share easily <input type="radio"/> Can play independently for brief periods of time 	<ul style="list-style-type: none"> <input type="radio"/> Copies others in more complex tasks, e.g. cleaning, cooking, self-care <input type="radio"/> Shows affection towards friends <input type="radio"/> Shows an increasing variety of emotions <input type="radio"/> Upset when there are major changes in routine <input type="radio"/> Seems concerned about personal needs and may even act "selfishly" 	<ul style="list-style-type: none"> <input type="radio"/> Starts cooperating more with others during play, e.g. sharing toys <input type="radio"/> Can sometimes work out conflicts with other children, e.g. taking turns in small groups <input type="radio"/> Uses words to communicate needs instead of screaming, grabbing, or whining <input type="radio"/> Becomes more independent in daily activities, e.g. may choose own clothes to wear 	<ul style="list-style-type: none"> <input type="radio"/> Has more developed friendships and maybe even a "best friend" <input type="radio"/> More cooperative with rules <input type="radio"/> Understands and is sensitive to others' feelings <input type="radio"/> Understands the difference between real life and make believe <input type="radio"/> Has changes in attitude, e.g. is demanding at times and cooperative at times



Increasing Active Play at Child Care: Outdoor Activity Settings

90-minute training session



Objectives

With this training you will:

- Learn about concepts related to outdoor play and learning
- Identify activity settings in early care outdoor settings that encourage physical activity
- Consider activity settings to incorporate into your existing environment that support active play



Outdoor Activity Settings

- Acoustic/Music Play Setting
- Cut Flower Garden
- Deck
- Dry Stream Bed
- Earth Play Setting
- Fruit and Vegetable Garden
- Gathering Setting
- Grass Maze
- Greenhouse
- Gross motor logs
- Grove of Small Trees/Shrubs
- Indoor-Outdoor Transition Setting
- Loose Parts Setting
- Manufactured Play Equipment
- Mound
- Mud Kitchens or Café
- Multipurpose Lawn
- Natural Construction Setting
- Orchard
- Outdoor Classroom
- Pathway (primary)
- Pathway (secondary)
- Performance Setting
- Playhouse
- Project Setting
- Sand Play Setting
- STEM or STEAM Center
- Water Play Setting (full-body)
- Water Play Setting (hands-in)
- Wildlife/Pollinator Garden

Accessing PALS Micro Trainings

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SEARCH MENU

Healthy Kids, Healthy Future
PALS
Physical Activity Learning Session

PALS is an out-of-the-box training for early care and education providers on physical activity best practices.

ABOUT PALS
PALS RESOURCES >
TRAINER ONBOARDING MATERIALS
LEARN MORE ABOUT PHYSICAL ACTIVITY

PHYSICAL ACTIVITY LEARNING SESSION (PALS) RESOURCES

Use the PALS resources to increase physical activity best practices in early care and education.

PALS Curriculum +
Administrative Resources +

Please note: All videos are hosted on video sharing sites (such as Vimeo or YouTube) which are not associated with HKHF. HKHF and partners are not responsible for content other than the HKHF videos hosted on these video sharing websites.

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DOWNLOAD PALS RESOURCES
Receive the PALS Facilitator Guide and presentations.
Please submit your email and state.

Your email *
Your State *
-- Select one --
 I agree to receive emails that will teach me about the PALS Program

SUBMIT

<https://healthykidshealthyfuture.org/trainers/pals/pals-resources/>

Accessing the PALS Micro Trainings



<https://healthykidshealthyfuture.org/trainers/pals/pals-resources/>

PALS MicroTrainings (2024)

Active Play in Cold Weather (April 2024)

Facilitator Guide [English](#)

Slides [English](#)

Handouts

- [Active Play in Cold Weather handout](#)
- [Dressing Kids for Winter handout](#)

The Connections Between Active Play and Social-Emotional Learning in Early Childhood (May 2024)

Facilitator Guide [English](#)

Slides [English](#)

Handouts

- [Suggested Participant Handouts](#)
- [Social-Emotional Brochure \(Spanish\)](#)

Physical Activity in Small Spaces (June 2024)

Facilitator Guide [English](#)

Slides [English](#)

Question and Comments

