



Active Play with Mixed Age Groups

Facilitator Guide

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Disclaimer

Nemours Children’s Health is currently funded by the Centers for Disease Control and Prevention (CDC) under a 5-year Cooperative Agreement (6NU38OT000304- 05-00). Through this effort, we 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. Any mention of trade names, commercial practices, or organizations does not imply endorsement by the U.S. Government.

Active Play with Mixed Age Groups

Active Play with Mixed Age Groups is a companion training to the Physical Activity Learning Sessions (PALS). The session content is suitable for early educators and providers regardless of past participation in PALS trainings. This session can be presented as a 30-minute session or a 1-hour session. Trainers who want to extend the training to a 1-hour session can facilitate 2 of the 4 extended content options in slides 17-20.

Contents

Training Overview and PD System Information.....	3
Information on including State Specific Content.....	4
Adjusting Images and Using the Presentation and Notes.....	4
Training Agenda.....	5
Presentation Slides and Notes.....	6
Participant Handouts.....	24
Activities for Families.....	25
Additional Resources for Mixed Group Play.....	27
References.....	29

For more information on PALS visit:

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

Training Overview and Professional Development System Information

The following information is provided to assist trainers in entering the session in state ECE Professional Development registry systems, creating session certificates, and marketing training sessions. Reach out to the Nemours PALS team for assistance if your state system requires information not provided below.

Title: Active Play with Mixed Age Groups

Time: 30-60 minutes

Description: This session will focus on maximizing active play options for ECE programs with mixed age groups. Participants will review developmentally appropriate practice and recommendations for active play for young children and apply these recommendations to adapt and design active play opportunities according to the needs of each age group.

Core Content Area(s): Health, Safety & Nutrition

Objectives:

1. Review developmentally appropriate practice and the implications for mixed age groups.
2. Adapt and select active play opportunities for mixed ages according to the needs of each age group.

Session Handouts: Activities for Families

Training Methods: Large and small group discussion, lecturette, video clips, brainstorming

State Specific Content

Slides with state specific information will strengthen the overall training content. Trainers may choose to add slides with state licensure standards on active play, outdoor play, or specific state resources available to support family child care/ family day care programs or group care. As you are developing slides on administrative regulations and child care licensure, note that your state may have different regulations on outdoor play for each type of care (center, large family child care homes and small family child care homes, and PreK settings).

Refer to state child care regulations for guidance on number of times outdoor play is required or the amount of time outdoors. Refer to the state regulations for information on provider role during outdoor play. There may be standards on providing structured (adult-led) activities, engaging in play with children or providing equipment that supports gross motor development.

Images

Trainers are free to edit images to better represent the providers and families in the communities served. Microsoft stock images are available at no charge. Additional sites to access free images include:

- [Public health image library](#) from the CDC (not all are creative commons -- check under each image before downloading!)
- [Pexels](#)- Free stock photos, attribution required.
- [Snap-Ed Photo Gallery](#)
- [Nappy](#)- Beautiful photos of Black and Brown people, for free
- [Burst by Shopify](#)- Free stock photos.

Using the Presentation and Notes

- **Trainer Notes** are provided to assist trainers in facilitating the session. These notes are not designed to be read. They describe activities, provide web links to resources, offer discussion prompts and videos.
- **Suggested Speaker Notes** are provided as a summary of the key concepts to be conveyed to participants. Trainers are encouraged to bring their own experiences and expertise to the speaker notes and to use their own voice.

Active Play with Mixed Age Groups

Training Agenda

Training Component / Content	Slide(s)	Estimated Time
Welcome, Disclaimer, Objectives	1-4	2 minutes
Introductions/Icebreaker Favorite physical activity and age group	5	5 minutes (varies by group size)
Objective 1: Developmentally Appropriate Practice (DAP)		5 minutes
Review time and space recommendations for active play		2 minutes
Objective 2: Selecting and Adapting Activities for Mixed Age Groups		8 minutes
Supporting Mixed Abilities		2 minutes
Safety and Supervision		1 minute
Family Engagement Considerations		2 minutes
Supporting Mixed Abilities (Extended Content*)		15 minutes
Small Group Brainstorm (Extended Content*)		15 minutes
Challenge Carousel (Extended Content*)		15 minutes
Videos and Discussion (Extended Content*)		15 minutes
Summary Activity		
Closing Slides- Q&A and Thank You		3+ minutes
Total Full Content		60+ minutes

*Extended content is optional. Choose 2 of 4 extended content options for a 60-minute training.

Slide 1

Healthy Kids, Healthy Future

PALS

Physical Activity Learning Session



Active Play with Mixed Age Groups

Insert Trainer Agency
Logo Here

Suggested Speaker Notes:

Welcome to our session, Active Play for Mixed Age Groups!

Trainer Notes:

Introduce yourself and share any necessary housekeeping items with participants such as the location for bathrooms (for in-person trainings) or an overview of training platform features (for virtual trainings).

Slide 2

Disclaimer

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Suggested Speaker Notes:

Development of the Physical Activity Learning Session (PALS) materials including today's session was funded by the Centers for Disease Control and Prevention (CDC). The views expressed in this session do not necessarily reflect the official policies of the U.S. Department of Health and Human Services.

Slide 3

Learning 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.

Suggested Speaker Notes:

It may be challenging for ECE providers to select activities that promote active play for use in a program that serves mixed age groups –like family child care homes. At different ages, children are learning and practicing different skills and we want to promote those skills and give children an opportunity to develop and

practice them in active and engaging settings with their peers. In this session, we will focus on how we can maximize active play options for ECE programs with mixed age groups. We will review the concept of developmentally appropriate practice and recommendations for active play for young children. Then we will apply these recommendations to adapt and select active play opportunities according to the needs of each age group.

Slide 4

Opening Activity

Introduce yourself and share your favorite ECE age group to work with and demonstrate a physical activity you like to do with that age group.



I like to work with preschoolers and have a dance party.

Suggested Speaker Notes:

We will open our session with this icebreaker to introduce ourselves. Please introduce yourself and share your favorite Early Care and Education (ECE) age group to work with and then demonstrate a physical activity you like to do with that age group. You can also share an activity you like to do with all age groups.

Trainer Notes:

Depending on the number of participants, this icebreaker can be done as a whole group, in pairs, or small groups.

Slide 5

Objective 1: Review developmentally appropriate practice and the implications for mixed age groups.

Suggested Speaker Notes:

Let's start by reviewing a concept many ECE providers are familiar with – developmentally appropriate practice. Reviewing this concept will help us focus on the needs of each individual child as we plan, select, and adapt activities for each age group.

Slide 6

Developmentally Appropriate Practice (DAP)



Source: NAEYC



Commonality is development and learning that applies to all



Individuality is reflecting each child's unique characteristics and experiences



Context refers to the social and cultural contexts in which development and learning occur

Suggested Speaker Notes:

As we begin to discuss active play with mixed age groups, it's important to highlight developmentally appropriate practice as we discuss how best to meet the needs of all children in our care regardless of age. According to the National Association for the Education of Young Children (NAEYC), "developmentally appropriate

practice" refers to "methods that promote each child's optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning." Developmentally appropriate practice supports children's development and learning while understanding three core considerations: commonality, individuality, and context.

Commonality refers to the current research and understanding of child development and learning that applies to all children.

So, to ensure we address commonality in planning and selecting active play opportunities for children, we must ask, "What types of physical activity should **all** children be able to do at this age and developmental stage?" For example, resources on developmental milestones can provide examples of motor skills that all 3-year-olds have.

Individuality refers to the characteristics and experiences that unique to each child, within the context of their family and community.

To ensure we address individuality, we must ask, “What skills, materials, lessons, etc. can be incorporated to support **this particular** child’s physical abilities and interests?” Our observations, of individual children will tell us what materials they really enjoy or what skills we need to plan to have them practice. For example, 3-year-old Marcus loves cars, building, and construction inside the classroom. We may also need him to practice gross motor skills so we might suggest he try out the Little Tykes car, in which he can use his feet to pedal. He can also pretend the sandbox is a construction site where he can build, stack, fill and dump large containers.

Context is everything about the social and cultural contexts for each child, each educator, and the program as a whole.

To ensure context is addressed, we must ask, “What considerations should be addressed based on things like the home setting, the ECE program, the child’s community, their family’s socioeconomic status?” Establishing rapport and getting to know each family can reveal some of this information. We may note that Marcus and his family live in a two-story walk-up apartment (where he gets physical activity taking the stairs). They don’t have access to a yard to play, but there is a park close by in his neighborhood that he and his family visit every weekend. Marcus’ family has lived in Washington DC for three generations and they love the local go-go music. Marcus hears this music at home, and he sings and dances to it.

So, taking these three core considerations (commonality, individuality, context) will help us plan activities that best meet each child’s learning and developmental needs.

Typically, in ECE, practitioners think of developmentally appropriate practice as ensuring that lessons, activities, materials, etc. are appropriate according to children’s age and developmental stage. DAP also includes ensuring that lessons, activities, materials, etc. are appropriate according to additional contexts –like individual, social, cultural – as well. Ensuring we consider these other contexts for each child of every age group in our care, will ensure each child’s needs are met for physical activity and child learning and development overall.

Source: NAEYC DAP Position Statement 2020

<https://www.naeyc.org/resources/position-statements/dap/core-considerations#:~:text=Developmentally%20appropriate%20practice%20requires%20early,the%20context%20in%20which%20development>

Slide 7

Summary of best practices: Time & Space

Infants	Toddlers	Preschoolers
Supervised tummy time frequently	60-90 minutes of MVPA	90-120 minutes of MVPA
3-5 minutes increasing as tolerated	60-90 minutes of outdoor play	60-90 minutes of outdoor play
Outdoors 2-3 times daily	Outdoors 2-3 daily	Outdoors 2-3 daily



best practices, note the areas of overlap for the best practices and recommendations for time and space within the different age groups. We see that each age group needs to be outdoors 2-3 times daily. We also see that toddlers and preschoolers need around 90 minutes of MVPA and both also need 60-90 minutes of outdoor play. Since the best practices overlap for the toddlers and preschoolers, we will discuss how to adapt activities that both these age groups can engage in together while an activity that works on similar skills or with similar materials will be shared for infants.

Slide 8

Objective 2: Adapt and select active play opportunities for mixed ages according to the needs of each age group.

Trainer Notes:

Review best practices for time and space from the PALS curriculum.

Suggested Speaker Notes:

To implement DAP, ECE providers working with mixed age groups must intentionally plan to meet the recommended best practices for each age group in their care. As we review these

Suggested Speaker Notes:

Next, we will discuss how we can adapt and select activities for use with each group.

Slide 9

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.



Suggested Speaker Notes:

These are some considerations for selecting activities for mixed age groups.

We want to ensure materials and instructions can either be used and understood by all ages or adjusted/ adapted for use with all ages.

We can also engage in concurrent activities with the children. You can conduct an activity with the infant and younger toddler children (like stretching) while preschoolers and school-agers engage in a separate activity of their own (like practicing kicking balls into a net while taking turns) within visual range to provide adequate supervision.

Before implementing the activities, some questions you might ask yourself are:

- How can I support independence and leadership in older children while still ensuring they have an opportunity to be active and have fun?
- What needs might arise for younger children while older children engage in longer periods of play and how would I address them?

Slide 10



Selecting Activities for Mixed Aged Groups

Active play **challenges** with Balls

- Skills: Sensory, fine and gross motor skills
- Adapting materials: size, weight or texture of balls
- Adjusting for age groups:
 - Infants: holding, reaching, visual tracking
 - Toddlers: passing, rolling
 - Preschooler: tossing, catching, kicking



Suggested Speaker Notes:

Now we will explore some ideas for selecting and adapting activities for mixed age-groups. Children of all age groups can participate in activities that are:

- Challenges,
- Open-ended, and/or
- Teacher-led

Suggested Speaker Notes:

For instance, here are some

examples of **Challenges** with Balls that you might consider when selecting activities for mixed age groups.

Keep in mind the planning strategies and considerations from the previous slide:

- Ensure materials and instructions can either be used and understood by most ages or adjusted/ adapted for use with all ages.
- Engage in concurrent activities with the children. You can conduct an activity with the infant and toddler children while preschoolers and school-agers engage in a separate activity of their own within visual range for supervision purposes.

Trainer Notes: *Review skills that will be explored, how materials can be adapted, and how the instructions of object of the activity for can be adjusted for age groups as the children play on the slide.*

Suggested Speaker Notes:

So, you might have multiple soccer balls and have the preschoolers and school-agers engage in a game of soccer or practice kicking a soccer ball. While this is happening, you might be seated on a blanket and have a smaller ball an infant can crawl to or reach for.

If time permits, these questions can be shared for discussion, or they can be shared as considerations for provider to keep in mind when selecting activities.

- *How can you support independence and leadership in older children while ensuring all children have an opportunity to be active and have fun?*
- *What needs might arise for younger children while older children engage in longer periods of play?*

Slide 11

Selecting Activities for Mixed Aged Groups

Open-ended Physical Activity with Music and Movement

- Skills: gross motor skills, balance, coordination
- Adapting materials: Share instruments with children depending on fine motor abilities: drums and maracas.
- Adjusting for age groups
 - Dance with infants, swaying back and forth. Move their arms and legs to the rhythm as they lay on a blanket.
 - Ask toddlers and preschoolers to show you their moves as the music plays.
- Introduce cultural songs and music.



Suggested Speaker Notes:

Next, we will explore some examples of **Open-ended** physical activity with music and movement that you might consider when selecting activities for mixed age groups.

Keep in mind the planning strategies and considerations from the previous slide:

- Ensure materials and instructions can either be used and understood by all ages or adjusted/ adapted for use with all ages.
- Engage in concurrent activities with the children. You can conduct an activity with the infant and toddler children while preschoolers and school-agers engage in a separate activity of their own within visual range for supervision purposes.

Trainer Notes:

Review skills that will be explored, how materials can be adapted, and how the instructions of object of the activity for can be adjusted for age groups as the children play.

If time permits, these questions can be shared for discussion, or they can be shared as considerations for provider to keep in mind when selecting activities.

- *How can you support independence and leadership in older children while ensuring all children have an opportunity to be active and have fun?*
- *What needs might arise for younger children while older children engage in longer periods of play?*

Slide 12

Selecting Activities for Mixed Aged Groups

Teacher-led stretching yoga and mindfulness

Skills: balance, coordination, flexibility, build core muscle strength

Adapting materials: Play soothing music.

Adjusting for age groups

- Have infants engage in tummy time as tolerated or help them to stretch their arms and legs.
- Have toddlers and preschoolers participate in yoga and mindfulness.
- Demonstrate poses and use pictures/cards depicting poses and movements.
 - Boat
 - Bridge
 - Flamingo
 - Superman
 - Warrior Poses



Suggested Speaker Notes:

Now we will explore some examples of **Teacher-led** stretching, yoga, and mindfulness that you might consider when selecting activities for mixed age groups.

Keep in mind the planning strategies:

- Ensure materials and instructions can either be used and understood by all ages or adjusted/ adapted for use with all ages.
- Engage in concurrent activities with the children. You can conduct an activity with the infant and toddler children while preschoolers and school-agers engage in a separate activity of their own within visual range for supervision purposes.

Trainer Notes:

Review skills that will be explored, how materials can be adapted, and how the instructions of object of the activity for can be adjusted for age groups as the children play.

If time permits, these questions can be shared for discussion, or they can be shared as considerations for provider to keep in mind when selecting activities.

- *How can you support independence and leadership in older children while ensuring all children have an opportunity to be active and have fun?*
- *What needs might arise for younger children while older children engage in longer periods of play?*

Source: Kids Yoga Stories <https://www.kidsyogastories.com/kids-yoga-poses/>

Slide 13

Supporting Mixed Abilities



Strategies for active play with mixed age groups can be used to support children with special needs and mixed abilities.



Materials



Instructions



Time

Suggested Speaker Notes:

Meeting individual needs may sometimes mean meeting the needs of a child with different abilities. Some of the strategies for active play with mixed age groups can also support children with mixed abilities.

- Select materials based on ability. You can still incorporate challenges with balls as an active play strategy, but you can also incorporate different types of materials to support children with special needs and different abilities. You can include weighted balls, balls with different textures, balls of different sizes, balls with gripping supports, etc.
- Adapt the instructions. Changing the object of the game or activity can make it more achievable for younger children or children with special needs to participate. Make instructions simple and easy to follow based on abilities/ needs. For example, with music and movement, if I am showing the children a new dance move or routine to practice, I may adapt that to include the children showing me a dance move they can do so it will be according to their ability.
- Adjust the time (increase or decrease). Depending on their abilities, children with special needs may sometimes be able to engage in the same types of activities as typically developing children but may just need the time to be adjusted. They may benefit from shorter periods of engagement in an activity or may require longer periods of time to complete an activity. For example, during yoga, you may want to decrease the activity from 8 minutes to 4 minutes. During a relay race, they may need a longer timeframe to complete the race.

Slide 14

Safety and Supervision

- Scan for safety
- Provide guidance and directions around safety
 - Be mindful of large and small bodies playing together
- Using your voice as a safety measure
- Older children as safety leaders



Suggested Speaker Notes:

With mixed age groups, supervision is all the more important. It is easy to get distracted with infants while older children are mobile enough to move out range of vision. Providers should constantly scan the surroundings visually to ensure children are engaged in safe active play. Moving around to supervise is also

important if you are not directly involved in an activity with the children.

Clear guidance and directions should also be provided to children so they understand the rules around how to stay safe while engaged in active play. Rules should be brief and easy to remember.

Providers can also use their voice as a boundary or to reinforce safety measures while outdoors. For example, calling out to remind children “Remember we don’t run beyond the fence. I need to be able to see you.” reinforces boundaries and rules for safety outdoors.

One benefit of mixed age groups is that the older children can model safety measures for the younger children and can even be selected as safety leaders to help keep everyone safe while engaged in active play.

Slide 15

Family Engagement Considerations

- Provide activities families can do at home
- Invite families to share
- Demonstrate activities for mixed age group



Trainer Notes:

Review the family engagement considerations on the slide.

Suggested Speaker Notes:

To engage families whose children are attending a family child care ECE program or program with mixed age groups, providers may consider some of these suggestions:

- Share a list of activities families can do at home to keep children active and highlight how to adjust activities for their children of different ages.
- Invite families to share how they're implementing the activities at home (photos/video/share aloud).
- During parent nights/ family engagement events, demonstrate activities for mixed group for parents to consider using with their children of different ages.

Share: "Activities for Families" Handout

Slide 16

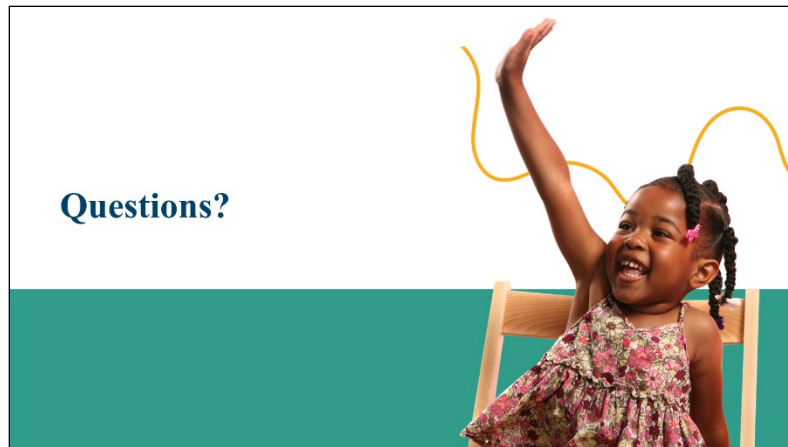
Session Handouts



Trainer Notes:

Review the session handout – Activities for Families. The handout shares activities families can do with their infants, toddlers, preschoolers, and school age (ages 0-8).

Slide 17



Trainer Notes: Address participant questions.

NOTE: This concludes the content for the 30-minute micro-training. For an extended training (60 minutes), trainers can facilitate 2 of 4 optional activities in the remaining slides.

Slide 18

Supporting Mixed Abilities

Supporting a specific need/ability:

- 2-year-old child who has Cerebral Palsy and uses an assistive device (leg braces) to walk
- 5-year-old child with a visual impairment

What is needed? What should be considered?

How can strategies for active play with mixed groups be used to support children with special needs?

How would you ensure this child feels included while promoting active play with all the children? What adaptations would you offer?

[Optional Extended Content Option 1 of 4]

Suggested Speaker Notes:

Meeting the needs of all children means ensuring there are opportunities for ALL children to be active no matter their level of skill or ability. How can we ensure the needs of every child is met while promoting active play with mixed age groups when we also have mixed

abilities?

Discuss how to support a child with a specific need/ability: Child with Cerebral Palsy or Child with a visual impairment. What is needed? What should be considered?

Trainer Notes:

Share background Information on each special need/ disability:

1. Cerebral Palsy: Cerebral palsy (CP) is a disorder that affects muscle tone, movement, and coordination. It happens when the brain can't properly send messages to muscles about how to move in smooth or well-coordinated ways. CP can also affect other body functions that involve motor skills and muscles, like breathing, bladder and bowel control, eating, and talking. Depending on the type of CP, children may experience a combination of muscle stiffness, trouble moving, uncontrolled movements which causes a problem with balance and depth perception i.e. judging the distance between two objects (Nemours Kids Health).

2. Visual Impairment: Visual impairment is vision loss that cannot be corrected by glasses, contacts, or other methods. A child may have complete vision loss (blindness) or partial vision loss. A child with a visual impairment may not be able to see objects at a distance, focus on objects, or follow them with their eyes, have sensitivity to light, etc. (Nemours Kids Health)

Samples responses to questions "What is needed? What should be considered?"

- *2-year-old with cerebral palsy*
 - *Needs: 1) may need additional time to walk or move or may only be about to engage in MVPA for short periods of time 2) may need extra room to move about*
 - *Considerations: 1) Examples of appropriate active play can be shared by parents or the child's therapist/ care team. 2) Consider the child's activity level in planning activities for their participation. 3) Refer to the child's Individualized Family Service Plan (IFSP) for ages 0-3/ Individualized*

Education Plan (IEP) ages 3 and up for accommodations recommended by their care team.

- *5-year-old child with a visual impairment*
 - *Needs: 1) may need auditory cues (e.g. bells, chimes) to signal their proximity to furniture or equipment when moving about; 2) if child has partial visual impairment, they may need to stand closer to targets for kicking and throwing*
 - *Considerations: 1) Child may use a guide cane – consider spatial accommodations. 2) Speak with other children on ways to safely play with the child who has a visual impairment. 3) Be mindful of infants crawling/ smaller children moving about in a mixed age group setting that may not be conscious of the child's visual impairment or their use of assistive devices.*

Any of the following formats can be used to facilitate this discussion.

-Pair and share

-Small groups

-Whole group

Share 2-3 responses with whole group and debrief. (5 minutes)

Additional Discussion Questions (share as time permits or mention them to the group as planning considerations):

- *How can strategies for active play with mixed groups be used to support children with special needs?*
- *How would you ensure this child feels included while promoting active play with all the children?*

Assign the discussion questions above to participants. (8 minutes)

Sources:

*Nemours Kids Health <https://kidshealth.org/en/parents/cerebral-palsy.html>
<https://kidshealth.org/en/parents/vision-factsheet.html>*

Slide 19

Activities with Mixed Age Groups Small Group Brainstorm

In small groups, brainstorm ways you can integrate active play or movement into one of the following activities for each of these age groups: infants, toddlers, preschoolers, and school-agers. Brainstorm as many as you can!

- Activities with scarves
- Sensory Activities
- Music and movement
- Literacy



[Optional Extended Content Option 2 of 4]

Trainer Notes:

This activity can be implemented in small groups in person or break-out groups virtually.

Assign breakout groups. Instruct participants to brainstorm ways they can integrate active play or movement into one of the

following activities for each of these age groups: infants, toddlers, preschoolers, and school-agers. (5 minutes)

Activities with scarves

Sensory Activities

Music and movement

Literacy

Have each group share out their list of activities. (3 minutes)

Debrief the activity with the whole group. Ask if there are any activities participants heard that they would want to try. (2 Minutes)

Activities can be compiled into a list to distribute to the whole group after the training, so participants have a collection of activity ideas for mixed age groups.

Slide 20

Active Play with Mixed Age Groups Challenge Carousel

In-person: Walk around the room and with a post-it note, add potential solutions to each challenge listed.

Virtual: Add potential solutions to each challenge listed on the virtual whiteboard.



[Optional Extended Content Option 3 of 4]

Trainer Notes:

Prep:

In person: In advance, set up 5-6 sheets of chart paper around the room. Distribute post-it notes to participants.

Virtual: In advance, set up a Virtual whiteboard with 5-6 pages/sheets.

Before the virtual training or as participants enter the room in-person, ask them to submit one challenge they have implementing active play with mixed aged groups (in-person: post it notes; virtually: chatbot)

Activity:

Select some of participants challenges and add to the top of each sheet of chart paper or whiteboard page.

Give participants 10 minutes to add potential solutions to each challenge.

Debrief and share potential solutions with the whole group for 5 minutes.

Slide 21

Active Play with Mixed Age Groups Infants and Toddlers vs. Preschoolers



[Optional Extended Content Option 4 of 4]

Trainer Notes:

Have participants watch each video and then discuss comparisons and debrief afterwards.

Video Links:

<https://www.easternct.edu/center-for-early-childhood-education/physical-and-outdoor-play/supporting-physical-development-in-infants-and-toddlers.html>

<https://www.easternct.edu/center-for-early-childhood-education/physical-and-outdoor-play/incorporating-motor-play-in-the-preschool-classroom.html>

Suggested Speaker Notes:

To share some additional examples of developmentally appropriate activities, we will view two videos showing videos appropriate for infants and as well as toddlers and preschoolers.

Discussion Questions (10-12 minutes):

- What stood out to you each video? What did you notice that reminded you of developmentally appropriate practice discussed previously in the training?
- What types of active play did you notice amongst the different age groups (infants/toddlers vs. preschooler)?
- What motor development skills are being used?
- Are there other ways you would suggest the children be engaged in active play if there were mixed age groups?

Debrief the activity sharing take-aways from the video. (3-5 minutes)

Suggested Participant 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 ➡

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."

Additional Resources on Active Play for Mixed Age Groups

Early Childhood Learning and Knowledge Center (ECLKC)

- When Availability of Outdoor Play Space Is an Issue
<https://eclkc.ohs.acf.hhs.gov/learning-environments/supporting-outdoor-play-exploration-infants-toddlers/when-availability-outdoor-play-space-issue>
- Strategies for Maximizing Outdoor Learning Opportunities for Infants and Toddlers
<https://eclkc.ohs.acf.hhs.gov/learning-environments/supporting-outdoor-play-exploration-infants-toddlers/strategies-maximizing-outdoor-learning-opportunities-infants-toddlers>
- Addressing Challenges in Family Child Care Environments
<https://eclkc.ohs.acf.hhs.gov/video/addressing-challenges-family-child-care-environments>

[Mixed-Age Environments – Makeover Minutes](#) – Cultivate Learning at the University of Washington

https://cdn2.webdamdb.com/md_kxL8tKf3S81.mp4?1615317231

Sesame Workshop – We Have the Moves

https://prod.drupal.aws.sesamestreet.org/sites/default/files/media_folders/Images/We%20have%20the%20moves%20-%20Providers.pdf?_ga=2.4004848.1152742509.1718919339-871174274.1715614084

Highlights for Family Child Care

- A Caring Community of Mixed Ages
- [Small Spaces, Great Ideas](#)

Full Day Sample Schedules: Group Child Care & Family Child Care – Active Early: A Wisconsin Guide for Improving Childhood Physical Activity

[https://d3knp61p33sjvn.cloudfront.net/2015/04/Sample FCC PA Daily Schedule.pdf](https://d3knp61p33sjvn.cloudfront.net/2015/04/Sample_FCC_PA_Daily_Schedule.pdf)

Safety and Supervision

Outdoor Home Playground Safety Handbook – U.S. Consumer Product Safety Commission

<https://www.cpsc.gov/s3fs-public/324.pdf>

Activities

57 Fun Physical Activities for Kids Aged 2 to 4 – Active for Life

<https://activeforlife.com/57-fun-physical-activities-to-do-with-kids-aged-2-to-4/>

Baby Tummy Time – Active for Life

https://activeforlife.com/content/uploads/2014/12/AFL_activity_0-1_baby_tummy_time1.pdf

National Resource Center for Health and Safety in Child Care and Early Education – Physical Activity Videos

<https://nrckids.org/HealthyWeight/Videos>

Resources for Parents

Active Play, Every Day at Home

<https://eclkc.ohs.acf.hhs.gov/video/active-play-every-day-home>

The Ability Toolkit: A Resource for Parents of Children and Youth with a Disability

<https://cdpp.ca/sites/default/files/Ability%20Toolkit-Final-ENG.pdf>

Move Together Anytime! – Sesame Street Family Tip Sheet

https://prod.drupal.aws.sesamestreet.org/sites/default/files/media_folders/Images/We%20have%20the%20moves.pdf?_ga=2.45408228.1152742509.1718919339-871174274.1715614084

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[Www.naeyc.org. https://www.naeyc.org/resources/position-statements/dap/core-considerations](https://www.naeyc.org/resources/position-statements/dap/core-considerations)

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